

Lawrence Public Schools Renewed Turnaround Plan

December 8, 2021

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Students, parents, educators, staff, community members, and friends of the Lawrence Public Schools:

We are excited to share the progress Lawrence Public Schools (LPS) has made since the launch of the district's turnaround plan 9 years ago. Over the last few years, the Lawrence community has withstood much adversity, from the gas explosions in 2018 to the impact of the COVID-19 pandemic. But the community is emerging from these challenges stronger, more united, and further committed to the academic and social wellbeing of its students. Today, Lawrence continues to be rich in diversity, history, and resilience.

At the core of the original plan was the firm belief that all Lawrence students deserve the highest-quality education. We continue to have confidence that the strategies outlined in this plan will result in significant gains and accomplishments for this community. Across the district, the spirit of optimism and collaboration that ignited the original turnaround efforts remain steady. Lawrence continues to implement the district model called "open architecture" that empowers principals, teachers, and families to create school programs tailored to the needs of their students, and the Lawrence Alliance for Education (LAE) has brought a robust focus on community engagement and steady governance.

Accompanying this letter is the renewed turnaround plan for LPS with a continued focus on the Four Pillars set forth in the original plan:

- I. **Rigorous Standards:** Creating rigorous, standards-based curricula and assessments
- II. **High-quality Enrichment Opportunities:** Creating opportunities for students to participate in activities such as musical theatre, step dancing, and athletics
- III. **Mindset:** Inculcating the value of hard work and a growth mindset in our students
- IV. **Critical Thinking:** Ensuring that higher order thinking skills are embedded in classroom lessons

We have included updates that describe the areas in which LPS has made progress to date and provided details about the turnaround plan's implementation going forward. The updates are provided in bold text throughout the plan. Once again, this plan will serve as our roadmap for the coming years, and we will continue to need your support to implement it effectively.

Our mission is as urgent as it was when receivership began. But working together, we are in a stronger position than ever to see it through.

Sincerely,

Ventura Rodriguez, EdLD
Chair
Lawrence Alliance for Education

Jeffrey C. Riley
Commissioner
Elementary and Secondary Education

Executive Summary

In November 2011, the Massachusetts Board of Elementary and Secondary Education voted to designate the Lawrence Public Schools (LPS) in chronically underperforming status, placing the district in state receivership, and creating an unprecedented opportunity for the district to embark upon an effective, dramatic turnaround effort. Commissioner Mitchell Chester recommended receivership “because this pathway provides the greatest opportunity for transforming the district from one of the lowest performing in the state to one where students routinely experience strong educational outcomes.” Commissioner Chester further stated, “We could approach receivership with a goal of stabilizing the district and securing the most expeditious transition back to community control--- regardless of the quality and effectiveness of the educational program we leave behind. I am not inclined to recommend receivership because it is expedient. I expect that excellent schooling for Lawrence students will be realized only through substantial district reform that will require considerable time and effort.”

On January 12, 2012, Commissioner Chester appointed Jeffrey C. Riley as Receiver for LPS. In May 2012, after consultation with local stakeholders, Commissioner Chester and Receiver Riley presented a turnaround plan with a clear vision to transform the school district. In the Spring of 2015, the turnaround plan was renewed for an additional three-year period. In the winter of 2018, Mr. Riley announced his intention to step down as Receiver. On April 5, 2018, Mr. Riley was sworn in as the next commissioner of elementary and secondary education. On April 20, 2018, the Lawrence Alliance for Education (LAE), a 7-member board, became Receiver for LPS. On May 21, 2018, after extensive community engagement with the Lawrence community and with Commissioner Riley’s approval, the LAE appointed Cynthia Paris as superintendent of the district, effective July 1, 2018.

On May 28, 2018, at the expiration of the renewed turnaround plan, Commissioner Riley determined that LPS had not improved sufficiently to be removed from chronically underperforming status. Pursuant to 603 CMR 2.06 (7)(b), the district’s renewed turnaround plan remained in effect until the statutory process to develop any new, modified, or renewed turnaround plan was completed. Due to the gas explosions in 2018 and the COVID-19 pandemic, the process to develop a renewed turnaround plan was postponed until now.

We remain committed to the essential strategies set forth in the 2012 Turnaround Plan and renewed in the 2015 Turnaround Plan, which harnessed the strengths of the district’s many talented educators, empowering them to implement school-level plans to strengthen student achievement. In this plan renewal, we have adjusted the content of the turnaround plan to reflect the progress to date in Lawrence and areas where the district may fine-tune or deepen its focus under a renewed plan. The plan is reflective of the Lawrence community’s feedback sought by the LAE and, in particular, the LAE turnaround plan subcommittee.

In the renewed turnaround plan, the district will continue its implementation of an ambitious set of reforms with the following themes:

- *Providing great schools for all LPS students*
- *Combining the many assets of Lawrence with the best assets of the Commonwealth*
- *Empowering teachers, principals, parents, and the community to drive and lead improvement*
- *Using resources wisely for the greatest return on investment*
- *Implementing solutions with a sense of urgency*
- *Focusing on results*

LPS has made substantial progress towards becoming a system of empowered, high-performing schools, composed of both traditional schools and schools led by proven partner organizations. New district systems have been developed that support school improvement efforts, empower teacher and administrator leadership, and ensure accountability for results. Ultimately, these systems have coalesced into a district operating model called “open architecture.” Open architecture enables individual school teams to design their own school models with significant autonomy, while receiving guidance and support from the central office and external partner organizations. In addition, all schools within the district exist on a level playing field as neighborhood schools with unionized employees and follow a common set of baseline district policies. In the coming years, the

implementation of the earned autonomy framework (discussed in more detail in this plan) will further solidify the open architecture model.

To accompany this vision, the district established ambitious goals for improvement in the areas of student academic growth, proficiency in core subjects, and high school graduation, among others. Over the last six years, the district has made significant progress on many of the goals set forth in the 2015 plan. Specifically, the district has achieved the following academic accomplishments:

- The lowest performing students group made greater progress toward improvement targets than the aggregate student body in 13 schools in 2019¹, up from 10 schools in 2018.
- The percent of English learners (ELs) that met their English proficiency target, as measured by ACCESS, increased significantly at both the elementary/middle school level (up from 41.8% in 2018 to 45.8% in 2019) and at the high school level (from 36.1% in 2018 to 39.5% in 2019).
- The percentage of high school students completing advanced coursework increased from 62.5% in 2018 to 64% in 2019.
- The percentage of grade 3 students meeting or exceeding expectations on the next-generation MCAS ELA test increased from 26% in 2017 to 35% in 2019.
- Increased social emotional learning supports for students through the implementation of Restorative Justice practices and the addition of support staff and training for educators in supporting self-regulation and social skills for students.
- Deepened and expanded engagement with families through the development of the Lawrence Family Institute for Student Success, the Tu Voz Council, and the Family Engagement Partnership Council and Fellowship program.
- Launched an Early College program at Lawrence High School with 122 seniors participating. In its first year (2018-2019), 10 students received full scholarships to Merrimack College, 25 will finish their associate's degree through Northern Essex Community College tuition-free, and 100% graduated from high school and enrolled in college.

The district will exit receivership once gains are sufficient and policies, practices, and structures have been institutionalized to ensure sustainable results. Based on the data from the past 6 years, the district is improving, but has not yet made sufficient growth to ensure sustainable change. While most core indicators have improved, the district has not sufficiently improved its MCAS proficiency or graduation rates to warrant an exit from receivership. Further, given the significant external hardships the district has faced over the last three years (e.g., the gas explosions in 2018 and the COVID-19 pandemic), the district and its students, will benefit from the stability in leadership and governance that receivership provides. As receiver, the LAE will support and hold the district accountable for implementing its Turnaround Plan strategies and named initiatives and meeting the short-term benchmarks and Measurable Annual Goals specified in this plan.

The Receiver will meet with the Mayor of Lawrence and other city officials periodically to review the district's performance. In school year 2023-2024, the Commissioner and the Receiver will meet with city officials to discuss potential pathways for exiting receivership upon the expiration of the renewed plan. This discussion will include strategies and options for ensuring that new programs and policies implemented as part of the district turnaround are fully preserved post receivership. Exit from receivership will remain conditional upon satisfying the requirements of the receivership statute and regulations, including that the district has achieved sufficient academic progress and positive change has been institutionalized to ensure growth and sustainable results.

To achieve its vision and goals, LPS will continue its progress in implementing four main strategies:

- Strategy 1: Expanded time, strategic use of data, and high expectations for academic achievement
- Strategy 2: Recruitment, retention, and cultivation of great people and proven partners
- Strategy 3: Strengthened support and engagement for students beyond academics
- Strategy 4: Increased school autonomy coupled with accountability for improved student academic success

¹ Due to the COVID-19 pandemic, accountability data was not available in 2020; 2019 is used for the latest accountability indicators throughout the report.

In addition, a key principle of the 2015 Turnaround Plan was a commitment to the effective use of resources, given the district's status as a high need and low wealth district. *The effective use of resources to maximize student achievement is the principle on which the district's strategies will continue to be based.*

As we have implemented the 2015 Turnaround Plan, we have monitored our results and learned from our experiences. While we have made adjustments along the way, where appropriate, these changes remain consistent with the priorities, strategies, and goals outlined in the 2015 Turnaround Plan.

Note: *This document presents an overarching plan for ensuring the success of all Lawrence Public Schools' students. By design, the document provides a big-picture description of goals and strategies, and not a detailed list of action steps and timetables. Each school in the district will continue to work with the Superintendent and Receiver to produce and publish an individualized annual school improvement plan. These plans will translate the broad strategies of the district plan into concrete action steps and measures of progress for each school. The school plans will help students, parents, educators, staff, and community members to understand the specific changes they can expect to see in their neighborhood schools. School plans can be found on Lawrence's website: www.lawrence.k12.ma.us.*

Summary of Key Issues and Strategic Objectives

The renewed turnaround plan continues to focus on developing coherence within and among schools so that together teachers and administrators establish a baseline understanding of high-quality instructional approaches and curriculum expectations. The updated information in this plan indicates areas where LPS has made progress to date and includes new activities to continue a trajectory of improvement.

For the original text summarizing the key findings and systemic challenges that led to the district entering receivership, please see the May 30, 2012 turnaround plan at pp. 4-6:
<https://www.doe.mass.edu/level5/districts/level5districts.html>

Key Themes

With the implementation of the turnaround plan, the district embarked on an aggressive set of reforms with the following themes, which remain key guiding principles of the turnaround effort.

- ***Provide great schools for LPS students:*** 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.
- ***Combine the many assets of Lawrence with the best assets of the Commonwealth:*** Build on excellence in Lawrence and add top people and partners from across Massachusetts.
- ***Empower teachers, principals, parents, and the community:*** Enable educators, parents, and community members to drive and lead school-level improvement.
- ***Use resources wisely:*** Examine current investments to ensure the greatest return.
- ***Implement solutions with a sense of urgency:*** Begin immediately and move with speed.
- ***Focus on results:*** Focus on results rather than processes and adjust the plan based on results.

Vision

Ultimately, the vision for LPS is to provide all students with a rich, high-quality education that closes the opportunity gap between our students and their peers across the Commonwealth.

Since the appointment of the LAE and Superintendent Paris, the Superintendent has deepened the original vision for improved student outcomes by implementing the following components to transform the school system which will continue to be a focus over the next three years:

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

- Support Services: Expand a continuum of academic, social-emotional, and mental health supports, particularly for at-risk students.
- Engagement: Grow family and student engagement to build partnerships in service of student success in the areas of attendance, academics, and holistic development.

To ensure that all students receive a high-quality and 21st century-focused educational experience, our commitment to providing equitable, standards-aligned curricula and instruction to all students remains a core tenet of the LPS vision. While our commitment to high achievement for all students has always been a focus, we have continued to refine our vision to specifically focus on two of our largest student groups: students with disabilities (SWD) and English learners (ELs).

Over the past few years LPS has implemented many initiatives specifically related to student support services and the expansion of academic social-emotional and mental health supports, particularly for at-risk students. Aligned initiatives include the redesign of the Office of Student Support Services, the addition of various student support services positions, and a districtwide implementation of Restorative Justice Practices. LPS plans to expand many of these initiatives over the next three years.

Growing family and student engagement to build partnerships in service of student success in the areas of attendance, academics, and holistic development is a component that builds on the original turnaround commitment of empowering our community. This tenet has been the driver of many initiatives including the launch of the Lawrence Family Institute for Student Success (LFISS), the development of a Superintendent's Student Cabinet, the redesign of the President's Council, and the creation of the Family Engagement Partnership Council. More details on all components of this vision can be found throughout this renewed turnaround plan.

Goals

As we work to fully deliver on the district's vision, LPS has re-established aggressive goals for improvement. Within the next three years, the district aims to:

- Meet state set accountability targets in 2022 and 2023 for reducing the annual dropout rate for students in grades 9-12.
- Meet state set accountability targets in 2022 and 2023 for increasing the percent of students enrolled in grades 11 and 12 who complete at least one advanced course.
- Meet the annual state accountability target of earning a mean SGP of at least 50 in math and ELA.
- By 2023, the number of schools with an accountability classification of requiring assistance or intervention will decrease from 9 in 2019 to 5 in 2023.

Priority Strategies

A key principle of the 2012 and 2015 turnaround plans were a commitment to the effective use of resources, given the district's status as a high need and low wealth district. LPS has committed to effective resource use by curtailing expenditures that do not demonstrate a relationship to strong student learning, ensuring that the investment in salaries and employee benefits were resulting in increased student learning, and providing sufficient time for student instruction and staff development. LPS has embraced the principle of effective resource use, while allowing for differentiated approaches to meet individual student needs. To this end, the district maximized funding at the school level by reducing central office staff and budget, provided all schools with significant input over their budgets, and adopted a transparent per-pupil funding model for schools. *The effective use of resources to maximize student achievement is the principle on which the district's strategies will continue to be based.*

To achieve its vision and goals, the district has continued to implement four main strategies that are aligned with the recommendations of the Local Stakeholder Group that were submitted in spring 2012. Three of these strategies focused on school-level actions, while one strategy focused on district actions that support school improvement.

- **Strategy 1: Time, Data, and Expectations (School levers)**

The district has had many major accomplishments as it relates to the strategy of Time, Data, and Expectations. In 2019, the district implemented updated time-on-learning requirements for students across the district. The new requirements resulted in an increase in student hours for Pre-Kindergarten students, Kindergarten students, and Grades 1-8 students at many schools. The updated requirements continue to meet the minimum 1,330 hours outlined in Appendix A and ensure equity in educational experience across the district. Over the next three years, the district will utilize additional school-based learning time to support academic growth throughout the year. Students will continue to have access to learning over school vacations with Acceleration Academies as well as a robust summer learning program supporting at least 30% of all LPS students.

The district has committed to a 3-year partnership with Northwest Evaluation Association (NWEA) as the lead partner for a skills-based growth assessment which is aligned to Massachusetts curriculum frameworks. In fall 2020, all schools participated in school-specific professional learning consults, test administration, and data use training. NWEA data and reports training were also provided to English as a Second Language teachers, special education teachers, special education team facilitators (ETFs) and school-psychologists. The partnership with NWEA will continue over the next three years with school-specific consults and data use/reports training across the district.

The district has continued to develop our partnership with Harvard School of Education's Data Wise program. The Data Wise Project supports educators in using collaborative data inquiry to drive continuous improvement of teaching and learning for all students. Eight schools have completed the Data Wise Leadership Institute, and five more completed the training in June 2021. Seven schools completed the Data Wise in Action program in June 2021. Two administrators earned their Data Wise Coach certification in June 2021.

The adoption of the Earned Autonomy Framework in 2020 signified a commitment by the district to define a vision of high-quality schools and the high expectations the district has for the holistic performance of its schools. In the coming years, the Framework will codify the high expectations the district has of its schools and how schools can earn autonomy based on their Framework ratings. School ratings on the Framework will also serve as a guidepost for areas of challenge and allow the district to tailor its support to schools.

LPS is committed to high expectations of students through the use of rigorous and standards-aligned curricula. Although each school in Lawrence has the autonomy to set its own academic program, the entire LPS community shares a common vision of excellent teaching and learning. LPS has demonstrated a strong commitment in this area through a districtwide commitment to immersive professional learning experiences and plans to expand learning opportunities for educators to improve equitable instructional practices. The district recognizes that high-quality professional development and evidence-based curricula are critical levers for closing achievement gaps and holding teachers and students to high expectations for learning. Over the next three years, LPS is committed to evaluating and promoting equitable, standards-aligned curricula in all schools while maintaining a commitment to school-level autonomy. Specifically, the district plans to create a district-wide literacy plan with a goal of ensuring standards-aligned curricula and improving vertical alignment between grades. In addition, LPS will evaluate current curricular choices throughout the district for rigor and standards-alignment, and support for ELs and SWD. The district will promote the use of curriculum that will provide equitable, culturally responsive, and standards-aligned instruction for all students.

The Advanced/Expert Teacher initiative continues to be a rigorous process that recognizes exemplary teachers in the district and provides an opportunity for them to share their pedagogy with colleagues through regular peer coaching, sharing best practices, and direct mentoring. Since 2016, 131 Lawrence teachers have earned the distinction of Advanced Teacher, and five have earned the added distinction of Expert Teacher. This system will continue to be foundational for teacher growth and advancement.

The LAE is committed to the oversight of the district as it deepens and expands its definition of high-quality, rigorous, culturally relevant teaching and its ability to hold all schools accountable for high

expectations of adults and students. To that end, the LAE will participate in ongoing professional development to grow in its ability to hold the district accountable to its stated mission of providing a high-quality and equitable education for all students.

- **Strategy 2: People and Partners (School levers)**

The second key strategy of the turnaround plan relates to People and Partners. LPS has made great strides in this strategy over the past six years under the previous turnaround plan. LPS is participating in Influence100, a DESE-led initiative that seeks to increase the diversity of leadership in Massachusetts districts and prepares fellows to lead the creation of more culturally responsive districts across the commonwealth. Our three fellows are focusing on strategies to hire and retain diverse, culturally responsive, and highly effective teachers.

One of the most significant accomplishments under strategy 2 occurred during the 2018-19 school year, when the district launched planning for a significant redesign of the Office of Student Support Services. The goal of this plan was to increase student specific supports and resources for all learners, and enhance communication with schools, educators, and families. The redesign was launched in 2019-20 and the following has been accomplished to date:

- **Targeted Supports for Students with Disabilities**

- Include four ZONES of feeder pattern neighborhood schools to improve a continuum of programming and consistency of service delivery each led by one of four qualified Directors of Special Education.
- Added (8) full-time equivalents (FTEs) to provide for increases in enrollment and necessary supports for SWD: (2) Speech Language Pathologists, (1) Registered Occupational Therapist, (2) Certified Occupational Therapy Assistants, and (2) Certified Spanish Language Interpreters (Massachusetts Medical Interpreter Certificate).
- Added (2) new Independent Learning Programs (ILPs) for students with Autism as increased opportunities for inclusion and specialized support.
- Initiated a Co-Teaching Pilot program in four schools with six co-teaching teams, facilitated by in-residence expert Dr. Marilyn Friend. In these classrooms, two fully licensed teachers instruct both general education and students with disabilities.
- Provided comprehensive and embedded professional learning networks led by program experts for Special Educators (Lindsey Epstein), Evaluation Team Facilitators (Dr. Allan Blume), Related Service Providers (Pamela Ely, Gray Consulting), and Paraprofessionals. Expanded these opportunities to families.

- **Health and Wellness Support**

- Added a full time Director of Health Services to support districtwide needs and services.
- Recruitment and retention of qualified Registered Nurses for every school, and Licensed Practical Nurses for student specific classroom support.

- **Social Emotional Learning Supports**

- Added a full time Lead Counselor to support district-wide initiatives and needs.
- Facilitated professional learning and networking opportunities for district counselors.
- Developed and trained Response to Instruction and Intervention (RTII) Teams
- Supported Level I school-based Restorative Justice professional learning.
- Launched a Trauma Informed Certificate Program for 20 School Counselors with Lesley University; new cohort for 30 Teachers was launched in February 2021.
- Planning for Support and Stabilization Team development (2021-2022).
- Supported self-regulation and social skills development with additional Board-Certified Behavior Analysts (10.0 to 20.0 FTEs).

Lawrence launched an Early College program at Lawrence High School in school year 2018-2019 in partnership with Northern Essex Community College and Merrimack College through the contributions of

the Smith Family Foundation and support from Jobs for the Future (JFF). The program has allowed students to graduate with college credits tuition-free while attending high school. In its first year, 122 students participated in the program and 100% graduated from high school and enrolled in college. 30 students graduated with 20 or more college credits, 10 received a full scholarship to Merrimack College, and 25 will finish their associate's degree at Northern Essex Community College tuition-free.

LPS will continue to support diversity, equity and inclusion across the district and create an LPS/Lawrence Teachers Union joint committee on Anti-Racist School Practices to increase knowledge, skills, and capacity of staff for all students to belong and be reflected in the teaching and learning practices across the district.

The district is also in the process of custom designing a pathway for paraprofessionals, with Regis College, to become certified teachers. Enrollment for our first cohort is expected in the 2021-2022 school year.

LPS believes that 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. LPS is committed to expanding robust programs that focus on Social and Emotional Learning. To that end, LPS will enhance partnerships with Great School Partnership (GSP) and the Center for Restorative Justice to continue building the staff capacity to use relationships to build positive school culture and social emotional learning (SEL) skills necessary for problem-solving, critical thinking, and decision-making. The district will also promote the adoption and implementation of SEL curricula and practices in all schools and seek to increase the number of school counselors.

An ongoing priority for LPS is the ability to provide equitable instruction for SWD and ELs. The district is committed to expanding its ability to provide inclusive instruction through co-teaching with special education and English as a Second Language teachers over the next three years with aligned professional development needed to support effective implementation of this model. In school year 2019-2020, LPS piloted a special education co-teaching program in four classrooms. This model resulted in significant growth in student learning among SWD in these classrooms. Additionally, LPS will expand its Independent Learning Program to provide more students with Autism access to inclusive general education classrooms.

Lastly, LPS will begin to implement its plans for Student Support and Assistance Stabilization Teams to meet the growing needs of students struggling with emotional and/or behavioral regulation. These teams will consist of various student support personnel who will serve as a resource for the identification and support of students exhibiting behavioral disorders.

- **Strategy 3: Support and Engagement (School levers)**

The district has made significant accomplishments as it relates to support and engagement for our community. LPS initiated a partnership with the Center for Restorative Justice at Suffolk University during the 2018-19 school year. The work advanced from the high school pilot to a district-wide effort during school year 2019-20 and 2020-21. The tenets of the practices related to Restorative Justice were further aligned with a redesign of the district's Code of Conduct to emphasize the need for practices that favor repair of community over punitive measures.

To date, educators from 15 district schools, plus many members of the high school campus, have completed the two-day Level I professional learning seminars. Several schools will be advancing to Level II training along with school-based coaching. The district has also invested in resources that support this work including Circle Forward manuals and the Caring School Communities curriculum for Grades K-8. Over the next three years, the district plans to continue a partnership with the Center for Restorative Justice and GSP to advance the ideals and practices of community empathy and restitution. Additional Level II training and site-based coaching will be offered to schools in the coming cycles.

The district also continues to collaborate with GSP to provide introductory levels of support to build mindset and customize approaches for restorative justice. GSP is actively working with 13 schools at various stages of learning and implementation and is also working with the district to build knowledge and support across stakeholder groups such as families, safety officers, and nutrition services.

At the Lawrence High School campus, the Head of Enrollment and Engagement was hired in school year 2019-20 to support overage and under-credit students to re-enroll into alternative high school programs in LPS to earn a high school diploma. The Head of Enrollment and Engagement has been key in supporting on-campus students that are at-risk of dropping out due to attendance by providing options to recover credits through Acceleration Academies held in February and April. In addition, in August 2020, class of 2020 students were offered opportunities through two summer program sessions to prepare for MCAS re-tests in the fall of 2020. Lastly, this school year a Saturday program has been implemented at LHS to support at-risk students in earning credit and receiving targeted skills needed to graduate with the class of 2021.

In addition, LPS has achieved significant accomplishments related to family engagement. LPS launched LFISS in 2018. Built on the Parent Institute for Quality Education (PIQE) model, the nine-week program has reached seven schools, impacting over 200 families, who learn how to navigate school, understand curriculum and standards, and be an informed partner in their children's education. The district is collaborating with early childhood educators to build on lessons learned from its Lawrence Learns partnership and the LFISS program to develop and implement their own PK-K family literacy workshops. Play to Learn is a three-part series of hour-long workshops designed to support parents as educational partners and encourage them to use productive play to facilitate and support learning at home. Play to Learn participants receive a free kit of fun materials which are the basis for activities that teachers facilitate with parents during the workshops. Activities demonstrated and games played during the sessions are aligned to curriculum standards, which are also discussed with families. The program was piloted in spring 2021 across eight schools and will be expanded in the coming years.

LFISS is designed to support families in navigating school and LPS will use LFISS to support families new to the US school system to help them navigate district and school expectations for students. In addition, LPS will develop a process to evaluate and improve programming for newcomer ELs, including Students with Limited or Interrupted Formal Education (SLIFE).

LPS also launched the Superintendent's Student Cabinet in 2019, which is representative of all high schools, academies, and programs. The cabinet represents the voice of students in decision making and strategic planning. Decisions included expansion of the high school uniform, changes to graduation cap and gown selection, and improved safety and air quality in bathrooms. Students presented a proposal to the LAE to rename Christopher Columbus Day to Indigenous Peoples Day, a change which was approved and is now integrated into the district calendar.

In 2019, the President's Council was redesigned to become a collaborative, inclusive, problem-solving stakeholder group within the district. Now known as the Tu Voz Council, its mission is to elevate student, parent, and educator voice in the problem-solving arena and has already helped to address chronic absenteeism, promote restorative justice, and identify best practices in remote teaching and learning.

The Family Engagement Partnership Council, which was launched in 2017, is a collaborative stakeholder group focused on improving family and student partnerships. In 2018-19, the group crafted three new engagement policies, all of which were approved by the LAE in August/September of 2019. These include Student Voice, Collaborative Decision Making (School Leadership Teams, as required by Title I funding), and Family Engagement. The group continues to develop an electronic toolkit to support implementation of the policies and sponsors an annual Partnership Stars Celebration, shining a spotlight on parents, students, educators, and community partners going above and beyond in their collaborations in support of student success. Lastly, LPS launched the Family Engagement Fellowship for Schools in 2018. Across two years, the fellowship trained cohorts from a total of 11 schools on strategies and tools to develop mindset, identify barriers, and develop action steps to expand family partnerships. Other initiatives include staff

training on a new statewide framework for family engagement; expanding on community partnerships to support student success; and, restarting the Family Engagement Fellowship for Schools with a goal of hosting intensive training with five additional schools.

- **Strategy 4: Autonomy and Accountability (District levers)**

Beginning in January 2020, the receiver and LPS worked with an external consultant to develop a school performance framework that will be utilized to showcase a holistic picture of schools and drive decisions around autonomy and support. As part of this process, the consultant conducted approximately 50 meetings with stakeholder groups (individual interviews and focus groups) to ensure the Framework reflects the community's views of what is important in their schools. Incorporating this feedback, the consultant created the Earned Autonomy Framework. LAE unanimously approved the Dashboard and Manual for the Earned Autonomy Framework at its monthly meeting on June 17, 2020.

LPS continued the important Earned Autonomy work with a second phase beginning in January 2021. During this phase of work, the district set targets for non-DESE indicators in the Framework, codified a menu of autonomies that schools may earn based on their rating on the Framework, and developed a corresponding system for applying such autonomies. Within the next three years, this system will be implemented throughout the district. LPS' Central Office leadership team and department heads will continually assess and update policies and procedures in order to support the open architecture model and school autonomies.

After reviewing the recommendations from the New England Association of Schools and Colleges (NEASC) in the fall of 2019, Lawrence High School (LHS) created opportunities for the high school academies to discuss curriculum with the goal of strengthening vertical alignment and disrupt the number of transitions students experience at LHS. As a result, LPS developed and implemented a plan to unify faculty across academies and aligned curriculum in grades 9-12 in Math, Science, ELA, History and World Language - Spanish. In this phase of redesign, the advisory/seminar classes were renamed College and Career Preparation and Planning (CCP) to support students exploring college/career options, goal setting, and reemphasize SEL skills. Finally, to ensure consistency in implementation of systemized multi-tiered intervention strategies across all seven academies, LHS has a team of educators attending DESE's MTSS Academy.

As the recipient of the Barr Foundation, *Portrait of a High School Graduate Grant*, the district will redesign Lawrence High School and its academies by gathering feedback and vision from all stakeholders, including examining the graduation requirements and its alignment to skills, knowledge, and experience necessary for students to graduate ready for college and/or career. Begun in January 2021, through focus groups and surveys from multiple stakeholders, we will look closely at issues of equity and access for all students to ensure students are at the center of education and expand our collective definition of success for LHS graduates.

The LPS Office of Curriculum and Instruction piloted Standards Based Grading in school year 2018-19 with a small group of schools. Based on that successful experience, the Office of Curriculum and Instruction was, subsequently, able to get all K-8 schools to use Standards Based Grading for report cards beginning with the 2019-20 school year.

The LPS Office of Curriculum and Instruction will work with schools, principals, and staff to align our curriculum to the Massachusetts History and Social Science Framework for grades pre-Kindergarten to 12. Planning for this alignment took place in the 2020-21 school year with the goal of implementing in 2021-22 school year. Additionally, the district will work to evaluate and align its curriculum offerings to the Massachusetts Curriculum Frameworks to ensure that all students have access to a rigorous, high-quality, standards-aligned curriculum.

Since 2007, Lawrence has been working to replace their individual elementary and middle schools with co-located elementary and middle schools which are known as Educational Complexes in the district. We

currently have five schools operating under this model. This model is successful because it allows for LPS to continue operating under the very successful Open Architecture principles of autonomy for all schools while also capitalizing on the efficiency of operating a single larger school building. Benefits include co-located schools, enhanced student support spaces (breakfast program, Catie's Closet, parent engagement, community spaces, dedicated science, English as a Second Language (ESL), music and art and distributed media center), and next generation learning environments (project-based learning and flexibility grouping, next generation science standards).

There are currently two major building projects underway that are part of the implementation plan for Educational Complexes. The Leahy School Project Educational Plan will combine the Leahy School (Grades 1-5), UP Academy Leonard (grades 6-8), and additional kindergarten classes into a 1,000 seat K-8 school complex. Secondly, the Oliver Partnership School (grades 1-5), UP Academy Oliver (grades 6-8), and kindergarten classes will co-locate to form a 1,000 seat K-8 school complex. Construction on both projects is planned to begin in 2022 with students entering in the fall of 2024. After the completion of the Oliver School and Leahy School project, there will be seven Elementary-Middle Educational Complexes in the District.

Statutory Basis for the Implementation of the Turnaround Plan

Pursuant to G.L. c. 69, §1K, the Commissioner and the Receiver must create a turnaround plan intended to maximize the rapid improvement of the academic achievement of students in the district. The Commissioner and the Receiver will take all appropriate steps necessary to support the goals of the renewed turnaround plan. Among other things, through the turnaround plan, the Commissioner and the Receiver may: reallocate the uses of the existing budget of the district; provide funds to increase the salary of an administrator or teacher working in an underperforming school in order to attract or retain highly-qualified administrators or teachers, or to reward administrators or teachers who work in chronically underperforming districts that have achieved the annual goals in the turnaround plan; expand the school day or school year or both of schools in the district; limit, suspend or change one or more provisions of any contract or collective bargaining agreement in the district; limit, suspend, or change one or more school district policies or practices, as such policies or practices relate to the underperforming schools in the district; provide job-embedded professional development for teachers in the district; provide increased opportunities for teacher planning time and collaboration focused on improving student instruction; and establish steps to assure a continuum of high-expertise teachers by aligning hiring, induction, teacher evaluation, professional development, teacher advancement, school culture, and organizational structure with the common core of professional knowledge and skill.

The terms outlined in Appendix A are necessary to the successful implementation of the turnaround plan and reflect mandatory changes to the district's policies, agreements, and working rules and to any practices or policies pursuant to the expired collective bargaining agreements. These terms took effect July 1, 2012, and have been included in any collective bargaining agreements negotiated subsequently. The Receiver provided a summary of these changes to each union leader after the release of the turnaround plan. The Commissioner and the Receiver reserve the right to make additional changes to collective bargaining agreements as needed. Nothing contained in the turnaround plan or the collective bargaining agreements shall be construed to limit the rights of the Receiver and/or the Commissioner as they are provided for under G.L. c.69, §1K.

The renewed turnaround plan is authorized for a period of three years. Under G.L. c.69, §1K (j), if a district has not improved sufficiently to remove the designation of the district as chronically underperforming, the Commissioner may (1) jointly determine subsequent annual goals for each component of the turnaround plan with the receiver and renew the turnaround plan for an additional period of not more than three years; or (2) create a new turnaround plan, consistent with the requirements of the general law. The Commissioner and the Receiver may develop additional components of the plan or amend the plan, as appropriate.

Overview of Strategic Objectives and Initiatives

The updated descriptions of related activities in bold text below indicate areas in which LPS has made progress to date and include new activities to continue a trajectory of improvement.

Strategic Objective 1: Expectations, Time, and Data	
Rationale	In order to maximize the rapid improvement of the academic achievement of students in Lawrence, it is imperative that we develop a culture of high expectations for both students and adults. In order to reach greater levels of achievement, students must have increased quality instructional time. A menu of time strategies to improve student achievement including changes in the school day, school year, and/or school calendar must be available to school leaders to bring about this change. In order to attract and retain the highest quality teachers in Lawrence, it will be essential to compensate staff based on performance, individual effectiveness, professional growth, and student academic growth. Increasing the use of assessment data to improve instruction will be a necessary tool in this strategic objective.
Initiatives	Description of related activities
1a. EXPECTATIONS: Build a culture of high expectations for students and adults	<ul style="list-style-type: none"> <i>Raise expectations for rigor:</i> The district will establish a clear definition of effective and rigorous instruction and hold all educators to the standard. This standard will be set through the educator evaluation system, as well as through research-based professional development on effective teaching. Similarly, there will be high performance expectations for all of the district’s staff. Throughout the underperforming schools, the district will apply the statutory “good cause” standard for dismissal to teachers with professional teacher status as well as to all represented district staff members that have completed their probationary period. 2015 update: The educator evaluation system and other staff performance reviews have established higher expectations for school and district staff. Educators also receive improved classroom coaching from administrators and peers, including more frequent and higher-quality observation and feedback cycles. In future years, LPS will continue to refine these systems and ensure effective implementation across all schools. 2021 update: The Educator Evaluation System is well established to create high expectations for school and district staff. Educators also receive professional development opportunities aligned to the standards of effective instruction which promote high expectations for students and adults which is then tracked and monitored for effective improvement of practice through TeachPoint. The district will work to define and communicate a vision for high-quality instruction and evaluate and promote equitable, rigorous, and standards-aligned curricula needed to close achievement gaps within the district. In addition, LPS will identify and implement a standards-aligned history and social sciences curricula for all schools over the next three years. LPS will provide additional supports to schools to increase the effective use of rigorous, engaging, and coherent curricula based on school specific feedback from 2021 School Quality Review (SQR) Indicator #1 feedback; LPS will provide additional supports to schools to increase rigorous, engaging, and coherent pedagogical practices based on school specific feedback from 2021 School Quality Review (SQR) Indicator #2 feedback. <i>This strategy was informed by community feedback; See Appendix D</i> <i>Provide targeted student interventions:</i> 2021 update: Students in Lawrence continue to receive targeted interventions during the school day. These intervention groups are based on data and focus on various content levels. Intervention blocks also utilize a myriad blended learning resources such as Imagine Learning and ST Math. <i>Set aggressive goals:</i> Teachers, administrators, and all other district staff will set ambitious goals for themselves that they will be held accountable for meeting.

	<p>Teachers will work with their students to help them craft, and to hold them accountable for achieving, similarly ambitious goals for their own learning. LPS aims to achieve at levels that are even higher than the ambitious state targets for closing the proficiency gap. 2015 update: Schools have largely adopted an improvement culture of setting goals, monitoring progress, and adjusting these goals as needed each year. In future years, in addition to ensuring strong goal-setting processes across all schools, LPS will establish a consistent and rigorous process of annual goal setting and monitoring across central office departments. 2021 update: As part of the annual budgetary practice, each school determines a School Improvement Goal, Professional Practice Goal and Student Learning Goal informed by their school performance data. Using TeachPoint as the district's electronic data management system, educators follow a five-step process to identify goals, needs, strengths and weaknesses in order to further develop his or her skills as a teacher in alignment with the school's goals for improved student achievement. All Central Office Departments establish a consistent and rigorous process of annual goal setting and monitoring based on LPS goals for improvement. LPS will develop an implementation plan for the Earned Autonomy Framework from 2021-2024; this plan will include a communication strategy, a development process for data collection and analysis, and a rollout of menu of autonomies and supports related to processes.</p> <p><i>This strategy was informed by community feedback; see Appendix D</i></p> <ul style="list-style-type: none"> ● <i>Performance-based compensation system:</i> The district will develop and implement a compensation system that promotes and supports effective performance. 2015 update: The LPS teacher career ladder promotes educators based on their effectiveness and includes opportunities to earn additional compensation, such as by teaching students in academies or coaching their peers. LPS will continue to monitor and refine the implementation of the career ladder and leadership opportunities based on educator feedback and workforce trends. 2021 Update: The Lawrence Public Schools compensation system includes a teacher career ladder containing five tiers—Novice, Developing, Career, Advanced, and Expert—that compensates teachers commensurate with their development and impact on students. The LPS Career Ladder continues to promote educators based on their effectiveness. ● <i>Staff engagement:</i> There will be high levels of engagement from all staff across the district in achieving district goals. 2015 update: School-based teacher leadership teams have empowered and engaged educators in decision-making at the school level, and in the coming years LPS and Lawrence Teachers' Union (LTU) will maximize the effectiveness of these teams through additional support and training. LPS will continue efforts such as the Teacher Leader Cabinet, faculty surveys, and other vehicles to solicit feedback before, during and after implementation of new goals and initiatives. In addition, LPS will build on the publication of <i>Our Way Forward</i>—which set forth LPS's vision in a booklet sent to all staff—to improve internal communications, ensuring that all staff feels engaged in the ongoing transformation. 2021 update: Annually, schools submit a one-page Teacher Engagement Plan to the Superintendent that outlines how they will engage teachers in the development of the annual school operational plan. Each school implements a school-based decision-making process to engage teachers in the development of the school's operational plan. Engagement of teachers is substantive and allows for opportunities for leadership to both share information and receive feedback from teachers in the building. All schools will have a teacher leadership team as a vehicle for shared decision making at the school level.
<p>1b. TIME: Provide increased quality</p>	<ul style="list-style-type: none"> ● <i>Acceleration Academies:</i> Students who are struggling will be provided with focused, data-driven instruction in areas of need during winter and spring vacation weeks. The district will selectively recruit highly capable urban educators from across the

<p>instructional time for students in need</p>	<p>district and around the country to provide instruction. 2015 update: Acceleration Academies have proved a critical intervention to deliver high-quality, targeted instruction to students who most need additional support. The Sontag prize program has drawn talented educators from within Lawrence and across the nation to serve our students, with educators receiving high-quality professional development and an honorarium for their work. The district has expanded the number of students in academies each year of the turnaround effort (from 1,000 students per vacation week in 2013 to 2,500 in 2015) and intends to maintain this program at high enrollment levels. 2021 update: Acceleration Academies continued in school years 2016-2017 and 2017-2018 with the same number of students attending per week. School year 2018-2019 was a staff transition year at LPS and in school year 2019-2020, the Sontag organization dissolved and DESE took over the outreach and recruitment of out-of-district teachers collaborating with districts in the selection and hiring for each district. Due to COVID, we were only able to host the academy in February and had to cancel April 2020. The district plans to continue Acceleration Academies once students return to in-person instruction in school year 2021-2022.</p> <ul style="list-style-type: none"> ● <i>Saturday sessions:</i> Saturday sessions are no longer utilized; for original text of this strategy, please see the 2015 Turnaround Renewal. ● <i>Summer learning and enrichment:</i> The Receiver is working with Teach for America (TFA) to develop a TFA Summer Training Institute in the district, beginning in summer 2013. The institute would be in addition to the district’s traditional summer school offerings. In addition, the district will develop a plan for hybrid summer learning opportunities that will include academics and enrichment. 2015 update: The TFA Institute was established in summer 2014 and complements the district’s new Level Up summer learning program, which includes both academics and enrichment. LPS will continue the TFA Summer Academy in summer 2015 and in future years. 2021 update: TFA Summer Academy continued in school years 2015-2016, 2016-2017, 2017-2018. In school year 2018-2019 we added one additional school, Spark Academy, in an effort to expand opportunities for our students. The TFA Summer Academy was canceled in school year 2019-2020 due to COVID, yet this collaboration during summer school is planned to continue when students return to in-person instruction. ● <i>School schedules:</i> For the 2012-2013 school year, current daily school schedules will be continued except as approved or required by the Receiver. The Receiver may approve any school’s strong plan for expanding learning time for school year 2012-2013, including plans for extended time for underperforming schools as reflected in their School Redesign Grant applications. Beginning with the 2013-2014 school year, each school’s program shall be a minimum of 1,330 hours per school year. During the 2012-2013 school year, each principal will engage in a planning process involving the faculty and staff, parents, students, and members of the community to develop a new school schedule based on student needs and school and community assets. Each plan will address how learning time will support (1) high academic success, especially through personalized support and learning; (2) a well-rounded education that may include subjects not part of standardized testing; activities such as arts, music, drama, robotics and sports; and social emotional learning; and (3) expanded time for teachers to collaborate, use student data and develop their practice. Plans should be creative in the use of adaptive software, staggered teacher schedules, acceleration academies, summer learning and enrichment programs, and outside partners. Each plan must address opportunities to incorporate community partners and resources and must include an appropriate and sustainable arrangement about teacher and staff responsibilities, hours, and compensation. The principal will recommend the plan to the Receiver after consultation with the faculty and staff of the school. The Receiver may require the inclusion of any reasonable exceptions to these provisions and may require changes in any plan to best serve the interests of
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	<p>the students. Plans will be approved at the Receiver’s discretion. 2015 update: Expanded learning time (ELT) has been implemented in grades 1-8, with select early childhood centers also implementing ELT for Pre-K and K. As of fall 2015, the 9th Grade Academy at Lawrence High School will add additional learning time at the start of the school year as an extended year for all 9th grade students. As the district proceeds with the high school redesign (see 4D for more information), we will explore options for expanded time at additional grade levels. Individual school teams revisit their ELT plans annually to determine whether they should be modified. All plans remain subject to the approval of the Receiver. 2021 Update: Per Appendix A, each school has additional time on learning hours than required by state regulations. In school year 2020-2021, five of our schools have been awarded and participate in specific Extended Learning Time (ELT) competitive grant funded programming: The Guilmette Middle School is the recipient of the Massachusetts ELT grant. The Arlington Middle, Guilmette Elementary, Partum Elementary, and the Wetherbee School all have been awarded the federal ELT grant under the 21st Century Community Learning Centers grant. Throughout the year these schools benefit from significant grant funding that provides their students and staff communities unique enrichment and programmatic supports. In addition, these schools also participate in high quality professional development and networking offered to cohorts across the Commonwealth. All schools will continue to offer additional time on learning.</p> <ul style="list-style-type: none"> ● <i>School calendar:</i> The Receiver will establish the school calendar each year. For the 2012-2013 school year, the calendar will provide for the school year to begin during the last full week of the month of August. A two-week winter break will overlap the end/beginning of the calendar year, and there will be a one week break during February and a one week break during April. The Receiver may approve an alternate calendar at the request of a school principal, if the principal and the Receiver determine that the alternate calendar is in the best interests of the students in the school. 2015 update: The annual school calendar has been established, running from August through June; the calendar will be maintained and/or modified in the future as needed. Working from a baseline district calendar provided by central office during the annual school planning process, school teams create school-specific calendars to best meet their students’ needs. 2021 update: The annual school calendar process will be maintained. Through this process, principals propose school calendars in their school operational plans. The receiver has designated the superintendent to approve school calendar choices within these plans. If the superintendent rejects a calendar, the school can bring it to the receiver for review.
<p>1c. DATA: Increase the use of assessment data in improving instruction</p>	<ul style="list-style-type: none"> ● <i>Assessment system:</i> The district will develop an assessment system to ensure that data are regularly collected on each student to measure progress and assess areas of need. 2015 update: While interim assessments (including ANet, Test Wiz, iReady, and NWEA MAP) are routinely in place in the K-8 schools, this work is not yet fully developed at the high school level. Common assessments were piloted at Lawrence High School in school year 2014-2015 and will be incorporated as part of the high school redesign process (see 4D for more information). 2021 Update: The district has committed to a 3-year partnership with Northwest Evaluation Association (NWEA) as our lead partner for a skills-based growth assessment which is aligned to Massachusetts curriculum frameworks. ANet continues to serve as a lead on grade level interim assessment in English language arts (ELA) and mathematics grades 2-8. This platform is now being used at the high school level. DIBELS 8th edition is being used across the district as a fluency measure. The continued investment in and attention to high-quality curriculum has resulted in widespread access to high-quality curriculum-embedded formative and summative assessments. Additionally, at the high school level, common

interim assessments continue to be used to inform instructional interventions as part of the data-inquiry process (see below).

- ***Inquiry:*** All schools across the district will be expected to use common planning time to examine data to improve instruction. A district-wide inquiry process and common professional development will support this initiative. 2015 update: Led by principals and teacher leadership teams, each school conducts an annual improvement process, in which schools establish new priorities based on student data, site visit results, and other indicators. Schools determine development needs for the upcoming school year based on these priorities, and these components are compiled as part of the annual school plans reviewed by the Receiver. To inform schools' areas for development and further support continuous improvement efforts, LPS will expand progress monitoring site visits by independent third parties to additional Level 3 schools in the coming years. **2021 Update: All schools are expected to use common planning time to review data to improve instruction. The district has continued to develop our partnership with Harvard School of Education's Data Wise program. The Data Wise Project supports educators in using collaborative data inquiry to drive continuous improvement of teaching and learning for all students. The goal is to have all schools complete the *Data Wise Leadership Institute* and *Data Wise in Action* components. We also have two administrators earning their *Data Wise Coach certification*. At the HS level, we are entering our second year of using *Data Wise's Data-Inquiry Cycle* model. We are currently training content team leaders in this system so they are able to execute data cycles during common planning time meetings and campus-wide PD time this year. The district plans to expand the Data Wise coach certification to include school leaders that have completed the Data Wise Leadership Institute and Data Wise in Action programs (2 positions), continue the Data Wise in Action program with all schools that have completed the Data Wise Leadership Institute (up to 11 schools in SY21-22), and expand the Data Wise Leadership Institute to include another cohort of up to 5 schools in SY21-22. Elementary and middle schools continue their work with ANet's job-embedded coaching and professional development to build leadership teams' capacity to support rigorous instruction that is grounded in standards, shaped by data, and built on strong practices of great educators across the country. The ANet and Data Wise coaching teams collaborate to ensure their processes and philosophies support each other and the schools they work with. Also, our partnership with NWEA includes 20 days of professional learning around the use of NWEA diagnostic data to inform instruction. This process will be refined and continued over the next three years.**
- ***New data management system:*** The district is considering the purchase of an overarching data management system that will connect the district's existing data systems and electronically integrate student achievement, human resource, and payroll data. 2015 update: After a comprehensive systems review in spring 2013, the district prioritized upgrades to its decades-old financial and human resources information systems. In school year 2014-2015, LPS migrated to the MUNIS financial and payroll system, and will roll out additional modules in the coming year. In addition, LPS aims to begin use of an integrated student and academic data platform in school year 2015-2016, which will enable the district and schools to design user-friendly data reports. This platform will be tested, refined, and expanded over the coming years. **2021 Update: Assessment data is managed by the Office of Assessment and Accountability. Schools are provided with access to up-to-date student achievement profiles that include state and local data. The district has also begun migrating to online cumulative folders via a PowerSchool add-on PowerVault. Lawrence High School is in year 2 of the use of Pure Data, a data management system that is linked to our SIS to produce data dashboards.**

	<ul style="list-style-type: none">● <i>Communications:</i> LPS will develop a communications plan to ensure that stakeholders can understand the data that the district is tracking and the data's use in driving actions to meet the district's high expectations. 2015 update: While individual schools have made significant progress in publicizing school-level data, the district as a whole will increase its production of user-friendly, dual-language documents, posters, newsletters, and other communications to better explain the district's overarching goals and progress to date. 2021 Update: Schools will continue to communicate directly to families regarding their respective assessment platforms and individual students' growth and achievement. The district will support this school-level work, and will develop and deliver a district-wide communication plan on NWEA and Data Wise partnerships. The newly launched LFISS will support this work as the district supports families in navigating school systems, standards, assessments, and expectations for student learning. <p><i>This strategy was informed by community feedback; see Appendix D</i></p>
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Strategic Objective 2: People and Partners

Rationale	<p>In order to maximize the rapid improvement of the academic achievement of students in Lawrence, the district will make the most effective use of its resources, especially its staff. The district requires great leaders in every school, great teachers in every classroom, and great staff throughout the district. Principals will need the authority to make staffing decisions based on the best interests of the students in their schools; the Receiver also has the authority to determine workforce size and district organization across the Lawrence Public Schools. In order to bring about rapid improvement in some of its lowest-performing schools, the district will recruit proven partners to operate some of these schools. Building a strong central district team focused on supporting schools will be a critical tool in meeting this strategic objective.</p>
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Initiatives	Description of related activities
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<p>2a. Hire and cultivate great STAFF</p>	<ul style="list-style-type: none"> ● <i>Receiver’s Review</i>: The Receiver’s Review has been completed; for original text see the 2015 Turnaround Renewal. ● <i>Educator evaluation</i>: LPS will implement a new evaluation system that will increase support and accountability consistent with new state regulations. 2015 update: LPS has implemented the educator evaluation system and provided support to administrators to effectively use this tool with educators in their schools. In the coming years, LPS will continue to ensure that administrators receive targeted support to refine their implementation of this tool. 2021 Update: Administrators receive annual reviews using the educator evaluation system with clear expectations for formal/informal observations, formative assessments and summative assessments. Through the use of the TeachPoint Educator Evaluation system, administrators are provided a report to review their progress. The district provides professional development and support to administrators to develop their skills as instructional leaders and ability to provide feedback to teachers. District support and professional development will be maintained and adjusted to fit the needs of administrators. <i>Recruitment and retention</i>: An aggressive recruitment campaign through regional and national networks will attract teachers with high potential to the district. Similarly, the district will focus on the recruitment and retention of the best staff in all other areas of work across the district. 2015 update: In the coming years, the district will continue to focus on building strong recruitment pipelines and developing new strategies for retaining skilled teachers and staff. Continued expansion and refinement of teacher leadership roles will also support efforts to recruit and retain great talent. 2021 Update: The expansion and refinement of teacher leadership roles have supported efforts to retain great talent in LPS in the role of Advanced or Expert Educators. LPS has established informal partnerships with Salem State University, Merrimack College and UMass-Lowell by offering internships, field experiences, and practicum opportunities in the district to aspiring educators. As a result, many interns establish positive relationships with students, families, and staff at schools and are subsequently recruited to teaching positions. The district will target increasing the number of bilingual/bicultural educators. Teacher recruitment activities will include (1) identification of current bilingual/bicultural Building Based Educators, Long-Term Substitutes, Provisional Teachers and pre-practicum students; (2) continue to attend recruitment events at local colleges and universities (Salem State, Fitchburg State, Gordon College, Regis College, UMass Lowell, and Merrimack College); provide financial assistance to paraprofessionals to transition them to full time educators - assistance includes expansion of the high school education pathway, financial incentives (sign on bonuses and loan repayment, and financial assistance including payment for MTEL licensure exams. The district has established a formal partnership with Regis College to create a pathway for bilingual/bicultural paraprofessionals to become licensed educators. The first cohort of participants is expected to begin in the 2021-2022 school year. LPS is
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participating in Influence100, a DESE led initiative that seeks to increase the diversity of leadership in Massachusetts districts and prepares fellows to lead the creation of more culturally responsive districts across the commonwealth. The fellows currently participating will develop and implement strategies to hire and retain diverse, culturally responsive, and highly effective educators over the next few years. In addition, LPS will prioritize hiring excellent educators to expand the following roles and programs: school counselors, co-teaching model for SWD and ELs, Independent Learning Program for students with Autism, and Student Support and Assistance Stabilization Teams. Beginning in 2021-2022, the district will invest in the expansion of the mentoring program from one year to two years for new staff.

This strategy was informed by community feedback; see Appendix D

- ***Teach for America (TFA) Institute:*** The Receiver and his leadership team will work with TFA to develop a Summer Training Institute beginning in summer 2013. In this model, the high potential TFA teachers who come to the district will receive intensive classroom experience and learn essential teaching skills by partnering with LPS teachers to provide a summer learning opportunity for students. 2015 update: The TFA Institute was established in summer 2014. The Institute adds to the district's summer learning programs, while introducing potential teaching candidates to Lawrence schools. LPS will continue the TFA Summer Academy in summer 2015 and in future years. **2021 update: Partnership will continue for the selection, placement, and ongoing professional support of corps members committed to closing the achievement gap by serving as effective classroom teachers.**
- ***Incentives to recruit and retain:*** Stipends such as a Teacher Leader Cabinet and the Sontag prize for urban education will be used as performance-based awards to retain the district's highly effective educators as well as to recruit additional highly effective educators to the district. 2015 update: In addition to robust implementation of these opportunities, as part of the teacher career ladder LPS has implemented advanced and master educator roles which provide additional opportunities for educators to expand their reach by helping their peers improve their instructional practice. In future years, LPS will refine its suite of educator leadership opportunities, including codifying a detailed menu of options for talented educators to work with students beyond the school day, and assume leadership roles at the school and district levels. **2021 update: To further support quality teacher retention and provide incentives for leadership opportunities within the district, we continue to refine and strengthen our Advanced and Expert educator program. This program provides additional opportunities for educators to grow and share their practice and experiences with other teachers in the district. In addition, educators further grow through the development of instructional professional projects at the school and district level. This deepens their involvement and impact, and allows for areas of professional passion to deepen their engagement with the learning community of the school and the district. In the 2019-2020 school year, we recognized 31 advanced teachers and 4 expert level teachers with this program of recognition and distinction.**
- ***Policies and agreements:*** Certain changes to the district's policies, agreements, and working terms are necessary to achieve the goals of the turnaround plan. Appendix A contains changes that will take effect as of July 2012 and must be incorporated in future collective bargaining agreements. The Receiver and/or the Commissioner, subject to their discretion, will initiate discussions and processes, as appropriate pursuant to G.L. c. 69, s. 1K. 2015 update: New policies and provisions have been implemented and included in collective bargaining agreements as applicable and will be codified into an updated LPS policy manual beginning in school year 2015-2016. **2021 update: Policies and provisions continue to be implemented and included in collective bargaining agreements as applicable and posted on the LPS HR Web Page accessible to each union's members.**

<p>2b. Hire and cultivate great LEADERS</p>	<ul style="list-style-type: none"> ● <i>Recruit talent:</i> LPS seeks to identify and cultivate an in-district pipeline of talent while bolstering recruiting efforts through regional and national networks. Proven school operators are expected to bring talent to the district. 2015 update: LPS has established the Educator Initiatives Office. This office complements the work of HR by focusing solely on talent management, including recruitment, networking, and marketing efforts to expand the pipeline of potential candidates. 2021 update: The Lynch Leadership Academy at Boston College and the newly established Micro-Lynch Academy has been a major partner in cultivating an in-district pipeline of talent for school leadership positions. LPS will continue to cultivate, offer, and evaluate partnerships to develop talented leaders in the district. ● <i>Leadership changes:</i> The Receiver intends to make school leadership changes in order to bring focus and urgency to school improvement. To cite two examples: 1) a headmaster will be appointed to facilitate coordination, continuity, and collaboration across the Lawrence High School campus. 2) The South Lawrence East Middle School will be reconstituted gradually under the leadership of a new principal. 2015 update: Over 50 percent of the school leaders were replaced during the first three years of the turnaround effort. LPS will continue to evaluate its school leaders annually, ensuring every principal is an effective steward of school improvement at his/her site. 2021 update: The superintendent made school leadership changes in three schools. LPS will continue to evaluate its school leaders annually, ensuring every principal is an effective instructional leader. ● <i>Empower and enable talented school leaders:</i> The district’s move to autonomy, raising the bar on rigor, and providing flexibility in human capital practices will serve to empower school leaders. (More information about the granting of autonomies by the Receiver can be found in Strategic Objective 4: Autonomy and Accountability.) 2015 update: LPS has been able to attract and retain talented school leaders with a promise of autonomy with support; to maintain this, LPS must continue to empower school leaders and ensure that they receive high-quality support tailored to their needs. 2021 update: LPS is focusing on attracting and retaining talented school leaders with a promise of autonomy with support. LPS has designed systematic high-quality support tailored to build school leaders’ capacity and skills. In the coming years, the Earned Autonomy Framework will define school leader autonomy and expectations. Depending on school ratings on the Framework, the district will tailor autonomy and support needed to bolster the capacity and skills of school leaders. ● <i>Clear accountability and support:</i> A new evaluation and accountability system will provide clear rewards and consequences for over- and under-performers. The system will set high expectations and provide support in areas of need. 2015 update: A new compensation system was developed in school year 2013-2014 that significantly raised pay for principals, which included the potential for performance bonuses. In addition to assigning each school an academic advisor to provide holistic coaching on school improvement, LPS has matched principals with a number of professional development organizations and university partners. Going forward, LPS will ensure its menu of supports for principals can meet the needs of each school leader and create more opportunities for peer learning among administrators across the district. 2021 Update: The creation of the Earned Autonomy Framework will further define expectations for success for leaders and a systematic way to evaluate school inputs and outputs linked with supports and autonomies depending on the needs of each school.
<p>2c. Build a CENTRAL TEAM focused on supporting schools</p>	<ul style="list-style-type: none"> ● <i>Central office:</i> The Receiver has already made several key additions to his executive team including a chief of staff, an assistant receiver for teacher effectiveness, and a scholar re-engagement manager. He expects to continue to build a strong team, while making every effort to remain budget neutral, including hiring an administrator to lead the Redesign Office and to increase accountability at the central office for contributing to student achievement gains. At the same time, the Receiver intends to

	<p>conduct a review of the central office in the 2012-2013 school year to identify efficiencies and service improvements that will lead to a gradual reallocation of resources to district schools. 2015 update: After a review of the central office in winter/spring 2013, the Receiver reduced central office personnel by over 30percent; pushing \$1.6 million to the school-level, and the following year allocated an additional \$5 million in central, non-salary funds to schools. Over time, we will continue to narrow and refine the purpose of the central office, focusing on delivering high-quality services and supports to schools. These services are now primarily operational in nature, with most academic functions now located at the school level. A small teaching and learning team remain in the central office, focused on areas such as providing academic coaching to schools, establishing new enrichment programs, providing planning support for acceleration academies, and implementing educator leadership initiatives. The district Redesign Office continues to improve systems for enhancing school autonomy and support, to seek and pilot new initiatives and partnerships for the district and its schools, and to ensure the district remains on target to achieve its performance goals. The Receiver hired two administrators to lead the Redesign Office. 2021 update: The superintendent reassigned a key central office leader and created the Office of Student Services. The Office of Student Support has clear systems and structures in place to support high needs students. LPS is also committed to expanding Diversity, Equity, and Inclusion work across the district and creating an LPS/LTU joint committee on Anti-Racist School Practices to increase knowledge, skills, and capacity of staff for all students to belong and be reflected in the teaching and learning practices across the district.</p> <ul style="list-style-type: none"> ● <i>School Committee:</i> The Receiver will continue to work to build the effectiveness of school committee interactions. This will include continued updates about district information and a professional development plan developed in coordination with the Massachusetts Association of School Committees (MASC). The professional development will focus on building the Lawrence School Committee’s capacity and preparing it to resume its duties when the district has demonstrated sufficient gains and embedded the requisite positive change to meet its goal of exiting receivership. 2015 update: Training and development opportunities were offered to members of the Lawrence School Committee in 2012 by representatives from the Massachusetts School Committee Association. A few members participated in a MASC conference in November 2012, with expenses paid by LPS. Over the past three years, through scheduled meetings and conversations with individual members, the Receiver has solicited feedback from school committee members and enabled them to participate in discussions about improvement strategies for the district. In addition, school committee members have been actively involved in communicating information about the turnaround plan and new initiatives to families and the community. LPS intends to engage the school committee in a similar way, and to provide additional support, in the coming years. If it appears that sufficient gains have been made that could result in the conclusion of receivership, in the third year of this renewed plan period the district will work with the mayor and the school committee to determine what training and other supports are needed to ensure that the school committee will be prepared for a highly functioning role in the governance of the school district post receivership. 2021 update: School committee members receive timely communication about ongoing LPS challenges and highlights. LPS will work with the LAE, the mayor, and the school committee to determine what training and other supports are needed to ensure that the school committee will be prepared for a high-functioning role in the governance of the school district post-receivership.
<p>2d. Recruit proven PARTNERS</p>	<ul style="list-style-type: none"> ● <i>Proven partners:</i> Subject to negotiation with a proven partner(s), LPS will contract with the proven partner(s) to operate some schools in the district. The Phoenix Foundation, a proven partner operating a high school in Chelsea, will contract with

	<p>the district to open a new alternative district high school to re-engage disconnected and other underperforming students and to provide a college preparatory education. UP Education Network, a Boston-based school operator, will operate the Leonard Middle School, beginning with grade 6 in school year 2012-2013. The Community Group, a proven Lawrence school operator, will take over management of the Arlington Elementary School over a period of two years, beginning with kindergarten and grade 1 in school year 2012-2013 and moving to all grades in school year 2013-2014. 2015 update: LPS maintains its partnerships with The Community Group, UP Education Network, and Phoenix Academy. In addition, the district has added the American Federation of Teachers/Lawrence Teachers Union and Lawrence Family Development Education Fund as school partners. Community agencies have also played a significant role as providers of enrichment programming within the expanded day in LPS schools. In future years, the district intends to enhance efforts to ensure the full integration of these school partners into the fabric of LPS, and to ensure that each partner is supported to be successful in maximizing student outcomes. 2021 update: LPS maintains its partnerships with UP Education Network and American Federation of Teachers/Lawrence Teachers Union. In school year 2018-19, Phoenix Academy transitioned from a district-managed partner to an independently managed charter school. In school year 2020-21, LPS ended its partnership with The Community Group and Arlington Elementary School is now operated by the district.</p>
<p>2e. Make EFFECTIVE USE OF STAFF RESOURCES</p>	<ul style="list-style-type: none"> ● <u>Decision making:</u> Principals will devise a process through which the principal will consult with staff before making decisions affecting the school. 2015 update: To empower educators in school-based decision-making, LPS and LTU established teacher leadership teams in each school beginning in school year 2014-2015. Such distributed leadership is new for many in LPS, and much work remains to ensure that school-level teams are supported to function effectively at each school. 2021 update: To empower educators in school-based decision-making, LPS and LTU established teacher leadership teams (TLT) in each school. Refresher training was conducted in 2019 and 2021. TLTs are asked to co-create and support school-based goals prior to school planning meetings in preparation for budget season. ● <u>Staffing:</u> To ensure that schools have the most effective staff working in the most productive manner, principals will make staffing decisions based on the best interests of the students in their schools, including having the authority to select the best qualified staff from both internal and external candidates without regard to seniority. 2015 update: This provision has been implemented and included in collective bargaining agreements as applicable. 2021 update: This provision continues to be implemented and included in collective bargaining agreements as applicable. ● <u>Professional obligations:</u> Teachers and other professional staff are expected to devote the necessary time and effort to fulfill their professional obligations, as defined by the principal and approved by the Receiver. 2015 update: This provision has been implemented and included in collective bargaining agreements as applicable. 2021 update: This provision continues to be implemented and included in collective bargaining agreements as applicable. ● <u>Layoff:</u> To ensure that the most effective staff are retained in the event of a layoff, the Receiver will establish selection criteria for layoffs, including the following, as appropriate: qualifications, licensure, work history, multiple measures of student learning, operational need, and the best interests of the students. 2015 update: This provision has been implemented and included in collective bargaining agreements as applicable. 2021 update: This provision continues to be implemented and included in collective bargaining agreements as applicable. ● <u>Policies and agreements:</u> Certain changes to the district's policies, agreements, and working terms are necessary to achieve the goals of the turnaround plan. Appendix A contains changes that will take effect as of July 2012 and must be incorporated in

	<p>future collective bargaining agreements. The Receiver and/or Commissioner, subject to their discretion, will initiate discussions and processes, as appropriate pursuant to G.L. c. 69, s. 1K. 2015 update: New policies and provisions have been implemented and included in collective bargaining agreements as applicable and will be codified into an updated LPS policy manual beginning in school year 2015-2016. 2021 update: New policies and provisions have been implemented and included in collective bargaining agreements as applicable and posted on the LPS HR Web Page accessible to each union’s members.</p> <ul style="list-style-type: none"> • <i>Compensation:</i> LPS will restructure compensation to ensure that its investment in educators promotes and values effective performance. This initiative will link educator compensation to district objectives for performance: recruitment; retention; level of responsibility; and student achievement. 2015 update: LPS has established a new teacher career ladder to promote teachers based on their effectiveness. In addition, LPS has provided for new opportunities for great teachers to extend their reach, such as by teaching students over vacations or on Saturdays or serving as a model classroom for peer observation as an advanced or master educator. In addition, principals have discretion to provide stipends for teachers for school-level leadership or other roles. In future, the district will continue to refine the career ladder based on educator feedback and trends, as well as to embed teacher leadership roles in the fabric of the district and schools. 2021 update: LPS continues to maintain its performance-based career ladder to promote teachers based on their effectiveness. In addition, LPS has provided for new opportunities for accomplished teachers to extend their reach, such as by teaching students during acceleration academies, or serving as a model classroom for peer observation as an Advanced or Expert educator. In addition, principals have discretion to provide stipends for teachers for school-level leadership or other roles. In the future, the district will continue to refine the career ladder based on educator feedback and trends, as well as to embed teacher leadership roles in the fabric of the district and schools.
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Strategic Objective 3: Support and Engagement	
Rationale	In order to maximize the rapid improvement of the academic achievement of students in Lawrence, students and staff will need parent and community support for the new culture of high expectations in the LPS. The Lawrence community has many assets and skills that can contribute to this effort. Social/emotional supports will allow students, including English language learners (ELLs) and students with disabilities, to be prepared to succeed during instructional time. Engaging and exciting students through enrichment opportunities will be an essential tool in this strategic objective.
Initiatives	Description of related activities
3a. Provide strong SOCIAL/EMOTIONAL supports beyond academics to ensure students can be physically and mentally present during instructional time	<ul style="list-style-type: none"> • <i>PBIS:</i> Increased roll out of Positive Behavioral Interventions and Supports at high schools will help develop a culture that encourages desirable student behaviors. 2015 update: As part of the high school redesign, 9th grade students will be provided with appropriate social/emotional supports and behavioral guidance to ensure a strong entry into high school. As students transition into the upper grades, they will graduate to a behavioral model that builds toward independent self-regulation. 2021 Update: LPS has pivoted from PBIS to Restorative Justice Practices, please see summary of strategy 3 for more information. LPS will further develop its partnership with the Center for Restorative Justice and Great Schools Partnership to advance the ideals and practices of community empathy and restitution. • <i>High school options:</i> The district, partnering with the Phoenix Foundation of Chelsea, MA, will open a new alternative high school to re-engage and motivate dropouts and other at-risk young adults and ensure that they graduate prepared for

college and other post-high school options. The International High School will become a transitional school that focuses on providing accelerated academic and social/emotional support to newcomers to the country and the district. 2015 update: In addition to the partnership with the Phoenix Academy Lawrence, new leadership at the High School Learning Center has made significant improvements in student experience and student achievement for at-risk youth. In the coming years, LPS will strengthen its alternative programming options to ensure a sufficient range of supports to engage youth with a wide array of needs. As part of the planned Lawrence High School campus redesign, International High School will transition into a Newcomers Academy with clear entry and exit criteria. This will ensure that students receive critical transitional support and are prepared to effectively integrate into a general classroom setting as soon as they are able. **2021 update: The high school has put into place cohort transition teams that specialize in ensuring the successful transition of ENLACE and International Academy students to the main campus. These supports include targeted professional development focused on best EL practices and the establishment of transition teams. Additional supports for the transition of students to the main high school campus will be refined in the coming years.**

This strategy was informed by community feedback; see Appendix D.

- ***School safety audit:*** The district will conduct a district-wide audit to assess the current state of school safety and the fidelity of implementation of the district’s discipline policy as well as to identify opportunities to create a secure environment for learning to take place. 2015 update: The district, working with each school team, has updated its safety protocols to ensure a secure learning environment for each school. In the coming years, LPS will update its discipline policies to ensure appropriate inclusion of new policies, for instance to address new forms of technology and mobile devices. **2021 update: LPS has updated its *Acceptable Use Policy*. As telecommunications and other new technologies shift the ways that information may be accessed, communicated and transferred by members of the society, those changes may also alter instruction and student learning. The LAE generally supports access by students to rich information resources along with the development by staff of appropriate skills to analyze and evaluate such resources. All users, including students, teachers, support staff, and administrators are covered by this policy and are expected to be familiar with its provisions. The newly established *Student Rights and Code of Conduct Handbook* provides a set of rules that ensures a safe school climate for effective learning and also highlights our commitment to providing all students with a welcoming and supportive learning community, where our youth are encouraged and supported to develop their full potential – academically, socially and emotionally.**
- ***Partnerships for health services:*** The district will review its existing partnerships with public, non-profit, university, and private health service organizations in order to coordinate health service and prevention screening activities occurring throughout the district. 2015 update: Health services supports are now coordinated district-wide through the Family Resource Center. At the Center, families are able to learn about the wide array of community-based supports that are available in Lawrence and how to access these services. **2021 Update: In 2018, the appointment-based service provided by Greater Lawrence Family Health Center (GLFHC) and Greater Lawrence Community Action Council was suspended due to low participation rates and the physical re-location of the Family Resource Center (FRC) to the Essex Street office. Space restrictions limit the type and frequency of on-site partnership collaborations. However, the FRC continues to collaborate with GLFHC to connect families in need of preventative care, including immunizations, TB and lead tests, and eye exams. At the high school campus, GLFHC operates a satellite clinic within the school’s health office. The services**

	<p>include well visits (physicals and immunizations) for all students, sick visits for students at LHS both during and outside of school hours, and sports physicals. In addition, in 2020, the district collaborated with GLFHC to set up 21 flu vaccine clinics across six school sites, free to all members of the community. Beyond those partnerships, the district collaborates with Northern Essex Community College, University of Massachusetts at Lowell, and Massachusetts College of Pharmacy and Health Sciences to host nursing students in our schools. Leading many of these efforts is the district’s Director of Health Services, a new position elevated to ensure maintenance and expansion of strong health practices and partnerships.</p> <ul style="list-style-type: none"> ● <u>Wraparound supports</u>: The district will continue to learn from best practices from Wraparound Zones at four district schools. 2015 update: Wraparound supports are now coordinated district-wide through the Family Resource Center, where families can learn about and access the wide array of supports available in Lawrence. 2021 Update: LPS has partnered with the Greater Lawrence Community Action Council (GLCAC), the Greater Lawrence Family Health Center, and ValleyWorks Career Center to connect families with housing, immigration, childcare, health care, and job training opportunities among other things. The Family Resource Center (FRC) continues to build and maintain community partnerships for the purposes of connecting resources to families and students. FRC staff members participate in community partnerships, then share resources and training opportunities with each other to ensure they can effectively connect families to services. Additionally, LPS, through the FRC, is the co-lead for the Lawrence Working Families Initiative (LWFI), which partners with more than a dozen community organizations to assist LPS families in gaining economic stability. LWFI offers family and financial coaching, connects job seekers to opportunities, and develops and implements English to Speakers of Other Languages (ESOL) and career training in growth fields, such as Information Technology, home childcare, and paraeducator professions. In 2020, LWFI collaborated on ways to develop a paraprofessional to educator pipeline, including the launch of an MTEL bootcamp. The FRC also participates in the Nonprofit Organizations and COVID-19 Response Group, sharing information and as needed, developing responses, to meet the needs of community members. Over the next three years, LPS will continue to connect families with wraparound supports through its partnerships with area organizations. The district will also expand the Family Engagement Fellowship to additional schools throughout the district. <i>This strategy was informed by community feedback; see Appendix D.</i> ● <u>Social Emotional Learning strategies</u>: 2021 Update: Increasing support for SEL will be a particular focus of the district over the next three years. LPS recognizes that students are better able to learn academically when they feel welcome, safe, have positive connections with peers and adults, and have social and self-regulation skills. LPS will utilize Restorative Justice to center school behavioral management strategies in community empathy and restitution. LPS will also develop Student Support and Assistance Stabilization Teams to support students with behavioral disorders. Lastly, the district will promote the adoption of SEL curricula in all schools and the implementation of SEL skills and strategies in core classes.
<p>3b. Develop targeted supports for ENGLISH LANGUAGE LEARNERS (ELLs) who make up a</p>	<ul style="list-style-type: none"> ● <u>Core strategy</u>: The core strategies of time, data, engagement, people, and partnerships are meant to target all students in the district. These core strategies will be particularly important to decrease the achievement gap between struggling students and other LPS students. 2015 update: ELLs have benefited from opportunities to participate in strengthened core instruction, acceleration academies, and new enrichment opportunities across the district. In addition, individual schools have invested in new strategies tailored specifically to ELLs as part of their school

<p>substantial portion of the district enrollment</p>	<p>plans, including theater enrichment programs and intervention software to build literacy skills. In the coming years, LPS will ensure that successful practices are shared widely across schools to support continuous improvement in serving our ELLs. 2021 Update: Making up over 36% of the student population, ELs continue to benefit from the commitment to LPS’ core strategies. The LPS EL department has continued to support Sheltered English Immersion (SEI) approaches in all classrooms across the district and ELs remain a focus for all schools. The needs of ELs will be a critical lens through which to evaluate and tailor rigorous and aligned core curricula. In addition, the district will evaluate and develop programming for newcomers to the district and, in particular, to the US education system.</p> <ul style="list-style-type: none"> <p><i>Professional development:</i> The district has already embarked on an ambitious campaign to provide Category training this summer to teachers across the district. To strengthen instruction for our limited English-proficient students, the district will embrace the training from the Rethinking Equity and Teaching for English Language Learners (RETELL) program. 2015 update: The district has offered multiple SEI endorsement courses, enabling 96percent of eligible LPS administrators and approximately 45percent of eligible educators to complete these requirements. LPS has filled all allotted SEI endorsement course seats provided by the state for the past two years. Our goal is to ensure that 90percent of eligible educators will be trained by the end of school year 2015-2016. We will reach our goal by first targeting those educators who have been identified by the state as needing to earn the SEI endorsement, following up with a targeted second set of educators whom LPS has determined also needs to earn the SEI endorsement before opening it up to all core-academic educators. LPS will reach out to these educators via multiple means and outlets to encourage participation. In addition, LPS has partnered with UMass Lowell to provide graduate coursework towards ESL licensure for interested educators and professional development for administrators, educators, and paraprofessionals who support ELLs. 2021 Update: The district has continued to offer multiple SEI endorsement courses resulting in 92 percent of teachers and 97 percent of administrators earning the SEI endorsement. In addition, the district has worked in collaboration with educators to build a suite of 15 Professional Development Program (PDP) courses, so teachers and administrators are able to continue their learning in SEI approaches and best practices for ELs. In addition to SEI courses, the district has also participated in the state’s Next Generation ESL project and has hosted various professional development opportunities for ESL teachers related to curriculum design. This emphasis on EL-specific professional development opportunities will continue in the coming years, specifically through the expansion of RETELL course offerings as well as our participation in the DESE Blueprint for EL Success initiative which supports EL educators in developing best practice systems for supporting English Learners.</p>
<p>3c. Develop targeted supports for STUDENTS WITH DISABILITIES who make up an above-state-average portion of the district enrollment</p>	<ul style="list-style-type: none"> <p><i>Core strategy:</i> The core strategies of time, data, engagement, people, and partnerships are meant to target all students in the district. These core strategies will be particularly important to decrease the achievement gap between struggling students and other LPS students. 2015 update: Students with disabilities have benefited from opportunities to participate in strengthened core instruction, acceleration academies, and new enrichment opportunities across the district. In addition, individual schools have invested in new strategies tailored specifically to students with disabilities as part of their school plans, including developing more robust response-to-intervention programs. In the coming years, LPS will ensure successful practices are shared widely across schools to support continuous improvement in serving our students with disabilities. 2021 Update: At the start of the 2019-20 school year, the district launched a dramatic redesign of the Office of Student Support Services. This initiative included an enhanced commitment</p>

to supporting SWD through increased service delivery, high quality professional learning, and additional resources to promote inclusion opportunities for all students. Support services also include a commitment to SEL through trauma-informed practices and increased personnel with expertise in applied behavior analysis. A new Director of Health Services has ensured support for emotional, behavioral, and medical health needs for every school. Meaningful Response to Instruction and Intervention (RTII) teams at each school rely on an analysis of a Multi-Tiered System of Supports (MTSS) to bridge achievement gaps and utilize targeted interventions before referrals for more restrictive special education. These efforts have contributed to closing the disparity that previously existed between the district's enrollment rate of SWD (21.1 percent in 2013) and that of the state (17.0 percent in 2013). In school year 2019-20, the district posted a much-decreased SWD enrollment rate to 18.5 percent, closely matched with the statewide 2019-20 rate of 18.4 percent. These MTSS systems will be further refined and implemented over the next three years.

- ***Appropriate support:*** The district will conduct a system-wide audit of special education services. Ensuring that students with disabilities receive instruction from the most effective teachers in an appropriately inclusive environment will help to close the achievement gap. 2015 update: After a district-wide audit, LPS has taken a school-by-school approach to supporting improved special education services, both for inclusive and substantially separate settings. In the coming years, LPS will deepen its support to school leaders, educators, and specialized support staff to ensure highly effective practices are in place at each school. To ensure LPS is providing the most effective services and supports, the district will conduct targeted reviews of central special education services and school-level programs in school year 2015-2016, identifying key areas for continued redesign and professional development. **2021 Update: Along with the school year 2019-2020 redesign of the Office of Student Support Services, the district began a comprehensive review of its Continuum of Special Education Programs and Services. As a direct result, the district was divided into four geographic quadrants each made up of 8-9 feeder pattern neighborhood schools. A qualified Special Education Director was assigned to each "zone" to provide consistent communication and support to administrators, teachers, related service providers, support staff, and families. Strengthened recruitment and retention strategies were designed to fill persistent vacancies and ensure continuity of service delivery. This redesign will support LPS in ensuring that SWD receive effective and appropriate support.**
- ***Professional development:*** The district will continue to provide strong Response to Intervention (RTI) training to identify and serve struggling students, including students with disabilities. 2015 update: The district has continued its partnership with Melmark to support educators of students with disabilities to develop high-quality programs for students on the Autism Spectrum and to train paraprofessionals to work in specialized classroom settings. Professional development has also been provided to staff in the areas of response to intervention, trauma-informed schools, and inclusion practices. **2021 Update: One of the most significant enhancements to the Office of Student Support Services has been the strong commitment to ongoing models of embedded professional learning facilitated by district and school-based educators as well as national experts. The level of high-quality professional learning has enhanced key understandings and improved service delivery across the district and will be continued.**
- ***Service delivery model:*** The district will examine the various service delivery models in use for serving students with disabilities in order to maximize instructional effectiveness. 2015 update: The district will continue to explore models for appropriately inclusive education of students with disabilities, including the use of technology in the classroom. Successful school-based practices will be shared district-wide. **2021 Update: A multi-year timeline was initiated to ensure that a**

	<p>full continuum of services would be available in each neighborhood zone to minimize the separation of siblings and reassignment of SWD to district programs outside of their neighborhood schools. With a focus on inclusive practice, the district supported increased Full Time Equivalents (FTEs) for co-teaching models as well as the innovative Independent Learning Program (ILP). The ILP provides students identified with Autism and Global Intellectual or Emotional needs to be included in their neighborhood schools. ILP students are often fully or partially included. Supports for substantially separate resources are also available when needed. These programs, grown from three in school year 2017-2018 to 15 in school year 2020-2021, have dramatically reduced the need for reliance on the district’s in-district Public Day School while providing increased opportunities for inclusion with typical peers. To assist, the district launched a Special Education Advocacy Cabinet (SEAC) during school year 2019-2020. This stakeholder group includes district leaders and teachers as well as representation from the Special Education Parent Advisory Council (SEPAC), Massachusetts Advocates for Children, and several of the district’s key professional learning partners. This group developed a revised Inclusion Definition found HERE. In addition, the SEAC published a School Year 2020-2021 Guide to LPS Special Education Programs to support continued communication and outreach for all stakeholders found HERE. LPS will continue to refine, implement, and expand services and communication over the next three years.</p>
<p>3d. Increase PARENT & COMMUNITY engagement to support the high expectations culture of LPS</p>	<ul style="list-style-type: none"> • <i>Family Resource Center:</i> The district will open a Family Resource Center to increase communication and information flow with parents and connection to the school community. The Center will ensure the appropriate translation of district documents so as to be accessible to parents and the community. Drawing on their daily work, the staff of the Family Resource Center will educate other LPS staff members about the Lawrence community and its cultures. The Resource Center will assist families with issues for struggling students, such as the 504 process and IEPs for students with disabilities. 2015 update: In school year 2013-2014, the district opened a Family Resource Center for families to enroll students, to address issues or concerns with student placements, to receive referrals to community resources and services, and to attend trainings and workshops on topics of interest. The new Center included the addition of staff with specialized expertise in community engagement. In the coming years, in collaboration with Lawrence Community Works and the Lawrence Working Families Initiative, LPS will expand the resources, partnerships, and activities available through the Family Resource Center to deepen parent engagement in the schools and to support economic advancement of the city at large. In addition to working with school teams to foster school-level parent engagement, LPS will strengthen city-wide engagement through new planned events for LPS families and students, including student showcases and transition ceremonies. 2021 Update: In school year 2015-2016, the Family Resource Center (FRC) underwent a three-year strategic planning process to identify core values and strategies, which shifted the FRC from being the “owner” of family engagement for the district to being a source - and model - for collaborative problem solving, coaching to develop stronger school-based engagement, and ongoing support for schools and families requesting facilitated support. In 2017, the FRC launched the Family Engagement Partnership Council, a collaborative group of parents, students, educators, and school leaders to consider challenges and strategies for high quality engagement. This led to the development in 2018 of the Family Engagement Fellowship, in which eleven schools have now participated to create their own strategic plans for family and student partnerships. It also led to the 2019 approval of three new district policies, collaboratively developed by the council and designed to set standards in the areas of shared decision making, student voice, and high-quality engagement. As we look ahead, the district will

	<p>also build on the implementation of the LFISS, a program licensed from the national PIQE organization, which launched in two schools in 2019 and has now expanded to seven sites, and is committed to helping families better understand curriculum, navigate school, and set goals for higher education. LPS plans to expand LFISS and the Family Engagement Fellowship to additional schools throughout the district. LPS will continue to engage community partners as key stakeholders in the development of the final Portrait of a Graduate draft and plan.</p> <p><i>This strategy was informed by community feedback; see Appendix D.</i></p> <ul style="list-style-type: none"> <p>Community partnerships: The district will identify and pursue potential partnerships with community organizations, local agencies, and institutions of higher education. The district will conduct a mapping of community resources in order to identify high potential partners. 2015 update: Community agencies and non-profits have been critical partners in the district’s turnaround work. Most notably, community agencies have played a significant role as providers of enrichment programming within the expanded day in LPS schools and have also served as key partners in summer learning and after-school programs. A Community Partners group, composed of the directors of core Lawrence community agencies, meets several times per year to assess the status of current partnerships and to explore strategies to support further initiatives and community engagement to support the district’s turnaround. 2021 Update: Superintendent Paris kicked off her first year with a listening tour which included meeting with the Community Partners group and has since that time, met individually with stakeholders on a regular basis. Additionally, the FRC hosts tri-annual meetings with nonprofit agencies across the district to share updates, learn about new resources, and consider collaborations in support of student success. LPS will continue to partner with community organizations in service of supporting whole-child learning and development.</p> <p><i>This strategy was informed by community feedback; see Appendix D.</i></p> <p>Alternative high school: By re-engaging dropouts and other disconnected youth, Phoenix Academy Lawrence will provide these students with options for high school graduation and college and career success. 2015 update: While this program has made significant gains in creating new and improved options for students, refinement will continue to be a priority in the coming years (see 3A). In addition, the High School Learning Center also works to provide options for Lawrence’s high school students. 2021 Update: In school year 2018-2019, Phoenix Academy Lawrence became an independently managed charter school. In 2015, RISE was a cohort within 9th grade; in school year 2020-2021, RISE became its own school and it is now recognized as RISE Academy. RISE Academy and the High School Learning Center continue to be the only two LPS alternative high schools.</p>
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<p>3e. Increase ENRICHMENT opportunities to engage and excite students</p>	<ul style="list-style-type: none"> <p>Arts: The development of arts opportunities across all grades in the district will help provide students with a holistic education. 2015 update: The district has added significant instructional leadership capacity to build school-based and district-wide arts programming, including new programs in choral and instrumental music, musical theater, and visual arts. In the coming years, LPS will strengthen school-based programs and aim to create a continuum of arts programming options to ensure that all students have access to enrichment from their entry into LPS through high school. In addition to building internal capacity, individual schools have collaborated with community partners to provide additional arts and enrichment programming both onsite at schools and offsite at partner agencies. 2021 update: Eight more music educators have been hired in Lawrence Public Schools over the last 5 years, doubling the number of music educators and increasing the number of students who have access to music. Students in grades K-12 have access to acting and musical theatre classes during and/or after school. The visual arts program</p>
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	<p>continues to receive regional and national awards which recognize the talent of LPS students.</p> <ul style="list-style-type: none"> ● <i>After school activities:</i> After-school enrichment options will be increased in a variety of ways across the district. 2015 update: LPS has supported schools to increase enrichment programming after school in addition to during the school day. 2021 update: LPS has worked to develop strong partnerships with community partners to support enrichment and outside of school engagement opportunities. Partners include Groundwork Lawrence, Boys and Girls Club, The Community Group, YMCA/YWCA, Drive Fitness, and Merrimack Valley Music. Through these partnerships, many of our students can access and benefit from diverse and varied enrichment and engagement opportunities. These partnerships will continue over the next three years. ● <i>Athletics:</i> Athletics offerings will be expanded, including through the addition of intramural middle school sports. Spark Academy will adopt a research-based model to integrate athletics and academics. 2015 update: LPS has invested heavily in the expansion of intramural athletics at the middle school level and team sports at the high school level. School-based enrichment programs within the expanded school day at the elementary and middle schools—including Spark Academy—have included karate, yoga, step-dancing, and other fitness-related offerings. 2021 update: Access to athletics continues to expand across the district through intramural sports in middle schools and a significant increase in participation of female students in athletics. Between 2018 and 2020, LHS had more athletes receive athletic scholarships for college than in previous years.
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Strategic Objective 4: Autonomy and Accountability

Rationale	To maximize the rapid improvement of the academic achievement of students in Lawrence, schools need to be empowered to create change. The autonomy granted to and used by our proven partners has yielded significant gains in student achievement; this demonstrates the potential that our own schools can attain when their principals are permitted to focus first and foremost on educating their students. Autonomies related to human capital, resource allocation, program delivery, and school operations may be granted by the Receiver to schools, based on school performance. District-wide accountability is necessary to ensure that the district is on track to make rapid progress; see Performance Benchmarks (below), Implementation Benchmarks (below), and Measurable Annual Goals (Appendix B) for the aggressive district and state targets to which the district will be held accountable. District-level systems and supports, including the Office of School Improvement, will be essential tools in this strategic objective.
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Initiatives	Description of related activities
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4a. Increased AUTONOMY for schools to empower them to create change	<ul style="list-style-type: none"> <p><i>Creating the system:</i> LPS is establishing a process by which high-performing schools can earn and use autonomies. 2015 update: LPS has established the “open architecture” model which is codified in several supporting documents used by the Lawrence schools, primarily as part of the annual school planning process. As part of open architecture, LPS has selected a model of <i>guided autonomy</i>. Schools are granted wide latitude to make local decisions, provided they have a strong plan in place for student achievement; all plans are approved by the Receiver. To guide schools in developing strong plans, the LPS team has assigned each school a coach to support differentiated school improvement and begun developing a menu of high-quality default services that schools can use as a baseline. In the next few years, LPS will continue to strengthen its system of supports to ensure that all schools use autonomies effectively, as well as to further develop cross-school networks to enable schools to learn from one another. 2021 Update: During school year 2019-2020, LPS worked closely with the LAE Board and an external partner to develop school level dashboards that will inform the earned autonomy framework. The Earned Autonomy Framework (Framework) is intended to codify LPS’ tradition of Open Architecture as an operating model. The Framework and associated tools will enable the district to strengthen this operating model by providing LPS and school leaders access to a comprehensive snapshot of school-level performance and empowering stakeholders to both share best practices and address school-level challenges. The Framework provides a holistic definition of the community’s expectations of school capacity and performance and builds on the Open Architecture philosophy by: empowering school communities made up of school leaders, educators, and families to make strategic decisions to improve schools at the school-site level; preserving autonomy for these school communities which are succeeding and/or progressing; and enabling the central office to strategically allocate resources where most needed and deliver targeted support to schools that are failing and/or struggling. In 2021, LPS moved into Phase Two of the Earned Autonomy work by setting targets for all non-DESE indicators and codifying a menu of autonomies that schools may earn based on their rating on the Framework. LPS will develop an implementation plan for the Earned Autonomy Framework from 2021-2024; this plan will include a communication strategy, a development process for data collection and analysis, and a rollout of a menu of autonomies and supports and related processes. Communications will explain the connection between Earned Autonomy Framework and equity across district schools.</p> <p><i>This strategy was informed by community feedback; see Appendix D.</i></p> <p><i>Give autonomies:</i> LPS is identifying the autonomies that may be granted by the Receiver based on performance to all district schools, to proven school operators, and to high performing earned autonomy schools. For example, these autonomies,</p>
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	<p>which are consistent with good management practices and Massachusetts law, will include but are not limited to the ability to make personnel and staffing decisions, to set the school schedule, to allocate the school’s resources, to manage the use of the school’s facilities, and to establish school-based policies including the student code of discipline, school attendance policies, and extra-curricular programs. 2015 update: School-based autonomies are codified in LPS’s open architecture philosophy and the school planning process, in which schools make annual recommendations to the Receiver about calendar, schedule, curriculum, professional development, budget, staffing, and purchased services. In the coming years, LPS will ensure full access to requisite school autonomies by continuing to clear out burdensome or unnecessary requirements on schools. For instance, the district will work with the city to determine whether policies can be established to treat individual schools as separate entities for purposes of the city’s procurement policy, while at the same time ensuring the proper district-level financial controls and oversight. In addition, LPS will fine-tune its codification and implementation of school autonomy components and corresponding central policies that remain district-wide non-negotiables. Over the next three years, central office departments and schools will develop a deep and common understanding of the specific school autonomies and district policies in place at LPS. 2021 Update: The Framework (mentioned above) will augment the currently available accountability data compiled by the Massachusetts Department of Elementary and Secondary Education (DESE) with critical data points that are important to the Lawrence community, including: school-level operations, students’ access to high-quality instruction, school climate, and family engagement opportunities. Further, the Framework will act as a tool when determining differentiated autonomies and supports tailored to schools’ individualized needs. Such a tool is essential in an Open Architecture model in order to ensure that the central office can support schools and principals in a manner that is transparent, fair, and equitable, and that principals can earn and secure autonomy to continually improve and meet students’ needs. In summer 2021, a menu of autonomies that schools may earn, a rating system for schools on the Framework, a system for applying the autonomies a school earns based on the school’s annual rating or score on the Framework, and a timeline for the application of the items listed above was developed.</p>
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4b. Develop system-wide
ACCOUNTABILITY

- *School accountability:* A clear system for measuring school success will be developed, as will rewards and consequences for principals and partners who achieve, or do not achieve, identified targets. Targets will be established by the district as well as the state. LPS aims to achieve at levels that are even higher than the ambitious state targets for closing the proficiency gap. 2015 update: LPS leadership closely monitors school performance on a variety of indicators, including student achievement on MCAS and graduation/drop-out rates, principal capacity and vision for school improvement, teacher satisfaction, quality and breadth of student enrichment programs, parent engagement, and other indicators. Annually, these factors are used to make school-level determinations, such as leadership changes or student intervention programs. In the coming years, LPS will codify these factors into a holistic factsheet for each school, which will serve as a basis for annual school determinations. **2021 Update: LPS leadership continues to monitor school performance on a variety of local and state indicators, including student achievement and growth, graduation rates, drop-out rates, attendance, English language acquisition, the performance of at-risk populations, principal capacity and vision for school improvement, teacher, student and family satisfaction, quality and breadth of student enrichment programs, parent engagement, and other indicators. Annually, these factors are used to make school-level determinations, such as leadership changes, professional learning needs or student intervention programs. Moving forward, the Earned Autonomy Framework will also be utilized as a progress monitoring tool within the district.**
- *School Improvement Plans:* Each school will develop a School Improvement Plan for the Receiver’s review and approval. The plans will address how each school will implement the district plan, including providing increased quality instructional time for students, establishing high expectations for students, and defining professional obligations for staff. 2015 update: Each school team is required to develop an annual school plan that outlines its coming year priorities and how the school will use autonomies in areas such as calendar, schedule, professional development, curriculum, staffing, and budget to produce improved outcomes for students. The submission of annual plans has enabled the initial concept of one-time School Improvement Plans to become an annual focal point for continuous improvement at each school. **2021 update: Each school team is required to develop an annual school plan that aligns with district wide priorities and allocates resources accordingly while using autonomies such as calendar, schedule, professional development, curriculum, staffing, and budget to produce improved outcomes for students.**
- *Educator accountability:* The district will work with stakeholders to ensure effective implementation of the new educator evaluation system. 2015 update: While schools have made significant progress in implementation of the educator evaluation system, this will continue to be a priority for refinement in the coming years. **2021 update: The Educator Evaluation System is well established to support high expectations for school and district staff. An annual overview of our evaluation system along with timelines and expectations is provided to all educators. School leaders work with educators to establish professional practice and student learning goals that refine their practice, align to district priorities, and reflect the school’s operational plan. Educators receive professional development opportunities aligned to the standards of effective instruction which, in turn, is then tracked and monitored for effective improvement of practice through TeachPoint.**

4c. Develop targeted **SUPPORT**, especially for high-needs schools

- ***Create Redesign Office:*** LPS will establish the Redesign Office to support and monitor implementation of Level 4 school and district plans. The office will work with schools to prepare them to meet the threshold for earning autonomy. 2015 update: Created in 2013, the Redesign Office has served as the lead design and implementation team for turnaround plan strategies. While the initial focus was on creating plans for school turnaround of Level 4 schools, redesign efforts have expanded to include: development of the open architecture model; district-wide school improvement initiatives; the reshaping of a leaner, more responsive central office; creation of a labor-management partnership with the Lawrence Teachers Union; and development of new educator leadership initiatives. The Redesign Office also works with school teams to effectively implement earned autonomies. In the coming years, the Redesign Office will support the implementation of the renewed district turnaround plan, including designing and managing existing and new initiatives and finalizing collective bargaining agreements with remaining unions consistent with the turnaround plan by spring 2016. **2021 Update: The Redesign Office has transitioned to the work of designing and implementing the Earned Autonomy Framework which will guide fulfillment of the original vision for the open architecture model. The district has assigned the Assistant Superintendent of Curriculum and Instruction to lead the transition of the Redesign efforts moving forward. In the Spring of 2021, LPS (1) convened and engaged with two working groups on “Autonomies and Supports” and “Target-Setting”, (2) proposed a Menu of Autonomies, and (3) suggested a phased implementation of the framework with full enactment targeted for school year 2023-2024. School year 2021-2022 focus will be to (1) develop a set of tools to assist with ongoing data collection, (2) identify priority indicators in the Earned Autonomy Framework and recommend revisions, (3) convene, organize, and manage the workflow of a new working group- Implementation Working Group, and (4) develop a pilot for the Menu of Autonomies and Supports.**
- ***Facilities:*** LPS will expedite high priority maintenance items to address health and safety issues and to improve school environments for learning. 2015 update: LPS has invested approximately \$5M in overdue facilities maintenance and repairs, ensuring long-neglected buildings are restored to effective learning environments for students. In the coming years, LPS will undertake a comprehensive review of the district’s long-range facilities needs, both in terms of ensuring adequate space to absorb a growing student population and addressing ongoing repairs and maintenance. This information will support the development of a school facilities’ master plan, in conjunction with the development of a long-range city capital plan by the City of Lawrence and the city’s fiscal overseer. **2021 update: LPS has continued its commitment of a comprehensive review of facility needs. Since 2015, the Facilities department has completed major projects and repairs in conjunction with the city capital plan as follows: pipe insulation, new fences and fence repairs, unit ventilators, chiller repairs, installed handicap stalls, replaced heating systems in three schools, new flooring installation, rebuild handicap ramp, boiler systems, outdoor lighting and tree removal (safety concerns), furnish and install new auditorium seating, soundproofing, paintings and preventative maintenance. During school years 2019-2020 and 2020-2021, LPS has also completed a number of MSBA ARP projects totaling \$7.8M. LPS is in the process of renovating two schools, the Leahy and the Oliver Partnership, each will have the capacity to hold 1,000 students. In the future, the district will continue to expedite high priority**

	<p>maintenance items to address health and safety issues and to improve school environments for learning.</p> <ul style="list-style-type: none"> ● <i>Curriculum:</i> LPS will continue curriculum mapping and realignment efforts that are underway to adopt the new Common Core state standards. 2015 update: While schools have made significant progress in common core curriculum development, this will continue to be a priority for refinement in the coming years. 2021 update: Schools have continued to make progress adopting and implementing curricular materials aligned to the Massachusetts Curriculum Frameworks. Expanding the use of standards-aligned curriculum, particularly in the area of History and Social Science, will be a continued focus over the next three years. ● <i>STEM focus:</i> Given the importance of science, technology, engineering, and math (STEM) proficiency to success in the twenty-first century economy, the district will build toward a STEM focus at all school levels. Two specific initiatives are the dedicated math support that MATCH Fellows will offer and the expansion of relevant Advanced Placement offerings at the high school level. 2015 update: New STEM partnership initiatives are in place in many schools, including next generation math and science curriculum development work and robotics/technology after-school programs. In the coming years, the district will seek to expand and deepen a STEM focus across its schools. 2021 update: Ongoing STEM partnerships include Project Lead the Way, UMASS Lowell-Uteach, MassBioEd, and Mass Insight. STEM Career Pathways for LHS students include Engineering, Computer Science, and Health & Social Assistance. Know Atom curriculum has expanded districtwide in grades K-8, offering hands-on learning and technology integration. LPS will continue to expand and deepen a STEM focus across its schools.
<p>4d. Build SYSTEMS AND STRUCTURES to support turnaround</p>	<ul style="list-style-type: none"> ● <i>Policies and agreements:</i> Certain changes to the district’s policies, agreements, and working terms are necessary to achieve the goals of the turnaround plan. Appendix A contains changes that will take effect as of July 2012 and must be incorporated in future collective bargaining agreements. The Receiver and/or the Commissioner, subject to their discretion, will initiate discussions and processes, as appropriate pursuant to G.L. c. 69, s. 1K. 2015 update: New policies and provisions have been implemented and included in collective bargaining agreements as applicable and will be codified into an updated LPS policy manual beginning in school year 2015-2016. 2021 update: New policies and provisions continue to be implemented and included in collective bargaining agreements as applicable and posted on the LPS HR web page accessible to every union’s members. ● <i>Develop systems:</i> Expectations and systems for supporting principals in the implementation of district systems (e.g., assessment system and resource allocation system as well as in successfully managing granted autonomies are being developed. 2015 update: The Receiver, the Redesign Office and key central departments have created new systems and supports for schools, including: supporting educators to conduct student-level data analysis through interim assessments and acceleration academies’ student selection; supporting school teams through the school planning and budgeting process; creating a centralized enrollment system through the Family Resource Center; and implementing school-based decision-making through teacher leadership teams. In addition, each school is assigned a coach to support school improvement through use of autonomies. Coaches—either district personnel or partners working in the district—support schools on efforts to improve teaching and learning and serve as thought partners to schools through the annual planning process. 2021 update: Central office leaders have designed robust systems and supports for schools, including: training school leaders and their

teams to conduct cycles of inquiry using interim assessments; supporting school teams through the school planning and budgeting processes; creating a centralized enrollment system through the Family Resource Center; and implementing school-based decision-making through teacher leadership teams. In addition, each school is assigned a supervisor to support school improvement efforts and, over the next three years, LPS will align support for schools with strengths and areas for growth identified by the Earned Autonomy Framework.

- *High school:* An intensive focus on assessment, social/emotional support, and math (e.g., through the MATCH Fellows partnership at two schools) will shape the high school program. New structures and systems, including hiring a headmaster to manage operational responsibilities across the campus, will serve to support the planned redesign of the high school. 2015 update: With a new headmaster in place, LPS and Lawrence High School Campus leadership is undertaking a comprehensive redesign of LHS. The backbone of the planned redesign is to create a more structured learning environment in the 9th and 10th grades, while gradually releasing responsibility to 11th and 12th graders to become independent, self-motivated learners. Beginning in fall 2015, a new 9th Grade Academy will be implemented across all six of the current themed high schools. The 9th Grade Academy will include additional academic and social/emotional supports for at-risk students, and an Abbott Lawrence accelerated studies program. Also in fall 2015, International High School will transition into a Newcomers Academy with clear entry and exit criteria, to ensure that students effectively transition into a general classroom setting as soon as they are prepared to do so. In the coming year, LPS and LHS leadership will develop a plan to reconstitute the remaining schools (BMF, HLD, HHS, MST, and PFA) under the umbrella of one unified high school, while preserving the feel of small learning communities. Within a unified high school, students will have significantly increased access to differentiated coursework, such as electives, APs, and internship programs. In addition, teachers will develop stronger communities of practice within content areas and grade levels. **2021 Update: After reviewing the recommendations from NEASC in the Fall of 2019, the high school created intentional opportunities for LHS’s academies to discuss curriculum with the goal of strengthening vertical alignment by developing a plan to unify faculty across academies and aligned curriculum grades 9-12 in Math, Science, ELA, History and World Language - Spanish. In this phase of redesign, the advisory/seminar classes were renamed CCP to support students exploring college/career options, goal setting, and reemphasize social emotional learning skills. Finally, to ensure consistency in implementation of systemized multi-tiered intervention strategies across all seven academies, LHS has a team of educators attending DESE’s MTSS Academy. Through the Portrait of a High School Graduate Grant, LPS, with significant community input, will evaluate and reconsider graduation requirements so that they are aligned to college and career ready skills and knowledge. LPS will complete Portrait of a Graduate analysis and determine primary domains; continue research of best practices; and engage stakeholders to refine indicators. Final draft of Portrait of a Graduate including graphic design will be finalized by June 2022. LPS, in partnership with Northern Essex Community College, will expand the Early College program to serve 125 sophomores, 100 juniors, 75 seniors, and 40 fifth year students.**

This strategy was informed by community feedback; see Appendix D.

- *Preschool:* The district will develop a plan to increase availability and access to high-quality preschool experiences. 2015 update: The district has piloted four-

year-old, full-day kindergarten programs at Lawrence Family Public Academy, in collaboration with the Lawrence Family Development Education Fund, and at Community Day Arlington, in partnership with The Community Group. In the coming years, LPS will work with two community-based agencies, The Community Group and Greater Lawrence Community Action Council), as part of a federal Preschool Expansion Grant that will add approximately 130 new four-year-old preschool seats in Lawrence. As part of this initiative, LPS will work collaboratively on efforts to coordinate city-wide preschool and four-year-old enrollment among local community agencies, city charter schools, and the Lawrence Public Schools. **2021 update: In 2017, The LEAP program launched, funded by the federal Preschool Expansion Grant (PEG). LEAP funds not only allowed for the addition of 130 new pre-school seats in Lawrence, they also made possible the longer-term collaborations with TCG and GLCAC. Although the PEG grant is no longer available, most of the additional seats remain embedded with our partners and, under the umbrella of the Lawrence Learns partnership, this collaboration has led to increased early registration for kindergarten, expanded awareness about school readiness, and the development of transition tools designed to help our youngest learners make the successful leap to kindergarten. LPS will continue its commitment to expanding accessibility to high-quality pre-school experiences.**

- ***Technology infrastructure:*** The district will conduct an audit to determine what new technology may be needed, and/or integration of existing technology, to improve productivity and data-sharing across the district, including the areas of human resources, payroll, and office systems. 2015 update: After conducting a comprehensive systems review in spring 2013, the district prioritized upgrades to its decades-old financial and human resources information systems. In school year 2014-2015, LPS migrated to the MUNIS financial and payroll system, and will roll out additional modules in the coming year. In addition, LPS aims to begin use of an integrated student and academic data platform in school year 2015-2016, which will enable the district and schools to design user-friendly data reports. In the coming years, with E-Rate funding restored to LPS, the district will undertake replacement of outdated computer hardware and enable schools to make technology choices to better support a twenty-first century learning environment. **2021 update: During school year 2015-2016, LPS used E-Rate funding to replace and upgrade all of the network equipment in all schools and installed and upgraded all of network switches and wireless access points to provide up to 97percent wi-fi coverage in all schools. During school year 2017-2018, IS&T continued to add more wireless access points to a number of schools. During school year 2019-2020, LPS upgraded the district internet bandwidth from 1GB to 2GB and moved our phone system to VOIP (IP phones). During the 2020-2021 school year, LPS installed fiber optic cable to link all school buildings together which could potentially increase the wide area network bandwidth to 60GB from the current 1GB; increased the district’s internet bandwidth from 2GB to 10GB and upgraded and replaced old wireless access points in all schools. Technology infrastructure will continue to be updated and expanded to the needs of schools during and beyond periods of remote or hybrid learning.**

Statutory Components of the Turnaround Plan

Here we highlight and reinforce how the strategic objectives described above include steps to address the specific student subgroups and programmatic areas identified in Chapter 69, Section 1K (c) of the Massachusetts General Laws.

(1) *“Steps to address social service and health needs of students in the district and their families in order to help students arrive and remain at school ready to learn”*

The district has multiple partnerships with area health service organizations, universities, and state and local agencies to provide direct health services, prevention programs, and health information to students and their families. The district constantly reviews its existing partnerships in order to coordinate health service and prevention screening activities occurring throughout the district, at all grade levels. Where gaps are found between students’ needs and existing service partnerships, the district has created action plans for addressing those needs through new collaborations.

The district’s internal ability to address the health and mental health needs of our students has been augmented by the addition of more specialized personnel. The addition of case managers and social workers at several schools has allowed schools to more quickly respond to the needs of high-risk students and make appropriate referrals for students to community agencies, as needed, for students facing psychological issues. The district will continue to work with partners to provide professional development and information to our counselors, school nurses, health educators, and other staff who work with students and families to address health needs.

To connect students and their families to social services, the district established the Family Resource Center to serve as a one-stop location to receive information about the school system and to connect students and families with needed health, mental health, and social services.

(2) *“Steps to improve or expand child welfare services and, as appropriate, law enforcement services in the school district community, in order to promote a safe and secure learning environment”*

The district’s implementation of Restorative Justice Practices promotes a safe and secure learning environment for all of our students. Our focus on high expectations system-wide will promote a safe and secure learning environment as we strive to maximize quality instructional time for every student. Finally, the district will partner with local law enforcement agencies as appropriate to ensure that all LPS schools and activities are safe places for students to learn and educators to work.

(3) *“As applicable, steps to improve workforce development services provided to students in the district and their families in order to provide students and families with meaningful employment skills and opportunities”*

A key part of the LPS vision is that our students will reach their full potential and achieve college and career success. The redesign of the high school includes increased emphasis on partnerships with local universities, businesses, and non-profits that expose students to new skills and activities, and other initiatives to close the opportunity gap facing our students. Robust alternative high school options will increase the number of LPS students matriculating in college and also the number of post-graduation work training programs for graduates, including teenage parents, who need to work immediately after high school graduation.

(4) *“Steps to address achievement gaps for limited English-proficient, special education and low-income students, as applicable”*

With 78.5 percent of our students qualifying as low-income, our strategies for serving low-income students are synonymous with our overall strategies. The core strategies of time, data, engagement, people, partnerships, support and engagement have been used across all schools, with particular emphasis on those whose percentages of low-income students exceed even the district average.

These core strategies will also focus particularly on students who are struggling, especially English learner students and students with disabilities. We will ensure that these students receive instruction from our most effective teachers. To differentiate instruction for our students with disabilities, the district will continue to provide strong Response to Intervention and Instruction (RTII) training. To differentiate instruction for our English learner students, the district has expanded on the training that emanates from the Rethinking Equity and Teaching for English Language Learners (RETELL) program.

(5) *“Alternative English language learning programs for limited English-proficient students”*

During the 2020-2021 school year, the district embarked upon a collaborative initial feasibility study in conjunction with TaJu Educational Solutions to explore the possibility of bringing a dual language program to the district. The feasibility analysis was completed in June 2021 with a recommendation to develop a dual language program. The district aims to use 2021-2022 as a planning and design year: identify a site for the dual language program, select curriculum, and begin a community engagement process and teaching recruitment.

(6) *“A budget for the district including any additional funds to be provided by the Commonwealth, federal government or other sources”*

Please see Appendix C for the district’s budget information.

Performance Benchmarks

Lawrence has set the following overarching goals for district and school performance within three years under the renewed turnaround plan*:

- Meet state set accountability targets in 2022, 2023, 2024 for reducing the annual dropout rate for students in grades 9-12.
- Meet state set accountability targets in 2022, 2023, 2024 for increasing the percent of students enrolled in grades 11 and 12 who complete at least one advanced course.
- Meet the annual state accountability target of earning a mean SGP of at least 50 in math and ELA in 2022, 2023, 2024
- By 2023, the number of schools with an accountability classification of requiring assistance or intervention will decrease from 9 in 2019 to 5 in 2023 and 0 for 2024.

As required by state law, Lawrence has also set measurable annual goals in the following areas:

- (1) student attendance, dismissal rates, and exclusion rates;
- (2) student safety and discipline;
- (3) student promotion and dropout rates;
- (3b) graduation rates;
- (4) student achievement on the Massachusetts Comprehensive Assessment System (MCAS);
- (5) progress in areas of academic underperformance;
- (6) progress among subgroups of students, including low-income students as defined by Chapter 70, limited English-proficient students, and students with disabilities;
- (7) reduction of achievement gaps among different groups of students;
- (8) student acquisition and mastery of twenty-first century skills;
- (9) development of college readiness, including at the elementary and middle school levels;
- (10) parent and family engagement;
- (11) building a culture of academic success among students;
- (12) building a culture of student support and success among school faculty and staff; and
- (13) developmentally appropriate child assessments from pre-kindergarten through 3rd grade.

Detailed goals for each area through the 2022-2023 school year are set out in Appendix B.²

² For the all-students group and for high-needs students (an unduplicated count of students who are either economically disadvantaged, English language learners, or students with disabilities), Lawrence has aligned the measurable annual goals to state expectations for progress and performance with regard to achievement and growth in English language arts (ELA), mathematics, and science, and graduation and drop-out rates.

Implementation Benchmarks for Year 1 (Short-Term Outcomes)

Strategic Objective	Short-Term Outcome Benchmarks
Overall (for all strategic objectives)	<ul style="list-style-type: none"> • Meet state set accountability targets in 2022 for reducing the annual dropout rate for students in grades 9-12. • Meet state set accountability targets in 2022 for increasing the percent of students enrolled in grades 11 and 12 who complete at least one advanced course. • Meet the annual state accountability target of earning a mean SGP of at least 50 in math and ELA in 2022 • By 2022, the number of schools with an accountability classification of requiring assistance or intervention will decrease from 9 in 2019 to 7 in 2022.
Expectations, Time, and Data	<ul style="list-style-type: none"> • All schools will complete the Data Wise Leadership Institute and at least one round of Data Wise in Action coaching by June 2022. The Principal Advisory Council (PAC) was created and launched in 2021. In 2022, the district will deepen the engagement of the PAC to strengthen the feedback loop between principals and district leadership and successfully include the PAC in key decision making around initiatives, strategies, and challenges.
People and Partners	<ul style="list-style-type: none"> • Fund a two-year position to provide case management for up to 25 paraprofessionals to complete MTEL bootcamp and obtain licenses to teach in order to increase the number of bilingual/bicultural educators in the district. Enlist up to 20 LPS Paraprofessionals with Associate Degrees to participate in an Associate's to Bachelor's Program through Regis College to increase the number of bilingual/bicultural licensed classroom educators in our schools. Seek funding to support up to 75 percent of the reduced tuition rate at Regis College for LPS paraprofessionals seeking to be licensed educators in LPS. • Complete district-wide equity audit that will result in a list of target goals and strategic next steps in order to become a more anti-racist district and begin developing training modules for staff and students for implementation in 2022-2023. The district will prioritize the assignment of Board-Certified Behavior Analysts (BCBAs) as a strategy to support student regulation, behavior modification, and interventions for learners struggling with social and emotional needs. The district will add 7.0 Board Certified Behavior Analysts (BCBAs) to reach a total of 25 FTEs districtwide.
Support and Engagement	<ul style="list-style-type: none"> • The district is prioritizing Restorative Justice practices in all schools. With the addition of four schools in 2021-2022, all LPS schools will have completed the Level 1 training. Three schools will complete the Level 2 training and one school will complete the Level 3 training. Additionally, the district is sponsoring one member to complete the Restorative Justice Certificate Program at Suffolk University by June 2022. With the district-wide adoption of Restorative Justice Practices and the revisions to

	<p>the district’s behavior code in 2019-2020, it is anticipated that suspensions and exclusions will be further reduced in the coming years. A reduction of at least 20 percent is anticipated for school year 2021-2022 when compared to school year 2018-2019 levels.</p> <ul style="list-style-type: none"> • The district will complete a dual language feasibility study. In 2021-2022, the district will identify a program site, determine curriculum, begin a community engagement process, and teacher recruitment. Expansion of LFISS, to include customizing and implementing a curriculum for high school families starting with 9th grade, as well as adapting early literacy programming to offer a three-part intensive for families (in response to Covid). The district will add 2-3 additional schools to participate in LFISS, introduce a districtwide Social Emotional course, which will be open to graduates of the traditional LFISS program, and continue implementing the early childhood version, Play to Learn, in eight schools.
<p>Autonomy and Accountability</p>	<ul style="list-style-type: none"> • By the Spring of 2022, present a PK-22 implementation plan for the LPS Portrait of a Graduate identified skills and competencies with measurables and indicators. By end of school year 2021-2022, the district will: (1) finalize priority indicators for the Earned Autonomy Framework; (2) develop process for data collection, analysis, and communication; (3) develop a pilot for the Menu of Autonomies and Supports.

APPENDIX A: REQUIRED TERMS FOR COLLECTIVE BARGAINING AGREEMENTS

Pursuant to G.L. c. 69, §1K, the Commissioner and the Receiver must create a turnaround plan intended to maximize the rapid improvement of the academic achievement of students in the district. The Commissioner and the Receiver will take all appropriate steps necessary to support the goals of the turnaround plan. Among other things, the Commissioner and the Receiver may: reallocate the uses of the existing budget of the district; provide funds to increase the salary of an administrator or teacher working in an underperforming school in order to attract or retain highly qualified administrators or teachers, or to reward administrators or teachers who work in chronically underperforming districts that have achieved the annual goals in the turnaround plan; expand the school day or school year or both of schools in the district; limit, suspend or change one or more provisions of any contract or collective bargaining agreement in the district; limit, suspend, or change one or more school district policies or practices, as such policies or practices relate to the underperforming schools in the district; provide job-embedded professional development for teachers in the district; provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction; and establish steps to assure a continuum of high-expertise teachers by aligning hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure with the common core of professional knowledge and skill.

The Receiver has settled all of the district’s ten collective bargaining agreements which expired in 2010 or 2011 and has since settled successor agreements with each unit.

The Receiver negotiated an historic collective bargaining agreement with the Lawrence Teachers’ Union lasting through June 30, 2017. This collective bargaining agreement includes meaningful participation by teachers in a comprehensive, school-based planning process to establish school-level working conditions, a new performance-based career ladder compensation system, and a novel dispute resolution process to provide for the enforcement of the terms of the collective bargaining agreement while preserving the Receiver’s authority. Future collective bargaining agreements with all bargaining units will contain terms that are consistent with the requirements of the turnaround plan as described below.

The terms outlined below are necessary to the successful implementation of the turnaround plan and reflect mandatory changes to the district’s policies, agreements, working rules, and any practices or policies pursuant to the expired collective bargaining agreements. These terms will take effect July 1, 2012, and must be included in any future collective bargaining agreements. The Receiver reserves the right to make additional changes to collective bargaining agreements as needed. Nothing contained in the turnaround plan or the collective bargaining agreements shall be construed to limit the rights of the Receiver and/or the Commissioner as they are provided for under G.L. c.69, §1K.

I. Receiver

Pursuant to G.L. c. 69, § 1K, the Receiver for the Lawrence Public Schools is vested with all the powers of the superintendent and the school committee. Wherever a reference in a collective bargaining agreement is made to the “school committee” or the “superintendent,” it will be interpreted to mean the “Receiver.”

II. Management Rights

Nothing contained in the collective bargaining agreements shall be construed to limit the rights of the Receiver and/or the Commissioner as provided in G.L. c. 69, s. 1K.



III. **Collaboration before Decisions**

Each principal will devise, in consultation with school staff, a collaborative process through which the principal will consult with school staff, receiving and considering their input and sharing his/her reasoning with them, before making decisions affecting staff, in areas such as: the establishment and selection criteria for teaching, classroom, administrative, professional and per session assignments; after-school positions; staff schedules; the length and number of periods; school safety, implementation of discipline, behavior management plans and procedures; curriculum implementation; and professional development. School/district management retain the ultimate discretion to implement decisions as they determine in the best interest of achieving the goals of the Turnaround Plan.

IV. **Performance-Based Compensation System**

The Receiver developed a new performance-based compensation system (PBCS), after discussion with the union, which contains a career path, and which compensates employees based on individual effectiveness, professional growth, and student academic growth.

Teachers from within and outside of the Lawrence Public Schools, who are selected as Sontag Prize winners, may also be eligible to serve in the vacation Acceleration Academies. Teachers serving in the vacation Acceleration Academies will be paid a \$3,000 or \$4,000 bonus; the bonus will be subject to taxes and/or withholdings, will not be added to the base salary, and will not be counted towards salary for retirement calculation purposes.

V. **Teaching & Learning Time**

Professional Obligations

Teachers and other professional staff shall devote whatever time is required to achieve and maintain high quality education in the Lawrence Public Schools. For example, unless formally excused, teachers and other professional staff shall participate in all regular school functions during or outside of the normal school day, including faculty meetings, parent conferences, department meetings, curriculum meetings, graduations, and other similar activities. Teachers will also be afforded regular preparatory time during their work week. Such preparatory time may include common planning periods and professional development.

School Schedules

Current daily school schedules will be continued except as approved or required by the Receiver. The Receiver may approve any school's strong plan for expanding learning time, including plans for extended time for underperforming schools as reflected in their School Redesign Grant applications.

Each elementary and middle school's program shall be a minimum of 1,330 hours per school year. In school year 2015-2016, high school hours will be increased beginning with the 9th Grade Academy.

Each principal will engage in a planning process involving the faculty and staff, parents, students, and members of the community to develop a new school schedule based on student needs and school and community assets. Each plan will address how learning time will support: (1) high academic success, especially through personalized support and learning; (2) a well-rounded education that may include subjects not part of standardized testing; activities such as arts, music, drama, robotics, and sports; and social/emotional learning; and (3) expanded time for teachers to collaborate, use student data, and develop their practice. Plans should be creative

with regard to the use of adaptive software, staggered teacher schedules, acceleration academies, summer learning and enrichment programs, and outside partners. Each plan must address opportunities to incorporate community partners and resources and must include an appropriate and sustainable arrangement about teacher and staff responsibilities, hours, and compensation. The principal will recommend the plan to the Receiver after consultation with the faculty and staff of the school. The Receiver may require the inclusion of any reasonable exceptions to these provisions and may require changes in any plan to best serve the interests of the students. Plans will be approved at the Receiver's discretion.

School Calendar

The Receiver will establish the school calendar each year. The calendar will provide for the school year to begin during the last full week of the month of August. Up to a two-week winter break will overlap the end/beginning of the calendar year, and there will be a one week break during February and a one week break during April. The Receiver may approve an alternate calendar at the request of a school principal, if the principal and the Receiver determine that the alternate calendar is in the best interests of the students in the school.

VI. Evaluation

Teachers and administrators shall be evaluated according to the Lawrence Public School District's adaptation of the Massachusetts Department of Elementary and Secondary Education model system.

VII. Staffing

In filling positions, principals have the authority to select the best qualified staff from both internal and external candidates without regard to seniority.

The Receiver has the right to lay off teachers and other district staff because of reductions in force or reorganizations resulting from declining enrollment or other budgetary or operational reasons. The Receiver will establish the selection criteria for layoffs of teachers and other district staff. Such selection criteria may include, but are not limited to: qualifications, licensure, work history, multiple measures of student learning, operational need, and the best interests of the students. Where all other factors are equal, seniority may be used as the deciding factor.

The Receiver has the right to reassign teachers and other staff who have been displaced from their positions. After discussion with the affected teacher or staff member, the teacher or staff member may be assigned to any open position for which he/ she is qualified. If the teacher or staff member is not assigned to a mutually agreeable position, the Receiver will assign the teacher or staff member to a position for which he/she is qualified. Such an assignment may include instructional support, substitute teaching, or administrative tasks.

VIII. Dismissal

In schools declared underperforming or chronically underperforming, teachers with professional teacher status and all represented district staff that have completed their probationary period may be dismissed for good cause.

IX. Handling New Issues

Any changes which the Receiver deems necessary to maximize the rapid improvement of the academic performance of Lawrence students may be implemented after a ten-day period of consultation with the appropriate union. These changes may be implemented at the Receiver's discretion, consistent with G.L. c. 69, s. 1K.



APPENDIX B: MEASURABLE ANNUAL GOALS

Area Specified by Chapter 69, Section 1K	Measure	SY 2018-19 Actual	SY 2019-2020 Target	SY 2019-20 Actual	SY 2020-2021 Target	SY 2020-2021 Actual	SY 2021-2022 Target
(1) Student attendance, dismissal rates, and exclusion rates	Attendance rate (Increase)	92%	93%	93%	93%	94%	95%
	Percentage of students chronically absent (10% or more)- Non-HS grades (Decrease)	17%		13.4%		9.2%	7.5%
	Percentage of students chronically absent (10% or more) - HS grades (Decrease)	39%		31%		36.2%	33.7%
	Out of school suspension rate (Decrease)	4.7%	4.3%	4.7%	3.9%	0.1%	3.5%
	In school suspension rate (Decrease)	1.6%	1.3%	1.6%	1.0%	0%	0.7%
	Percentage of students suspended more than 10 days (Decrease)	0.3%	0.2%	0.3%	0.1%	0.0	0.0
	Dismissal rate (Decrease) *	7.7%		7.6%		15.2%	TBD
(2) Student safety and discipline	Interpersonal incidents (Decrease) **	409	374	224	339	4	304
	Weapons incidents (Decrease)	14	12	16	10	1	8
	Incidents of substance possession/use/intent to sell (Decrease)	60	57	14	54	0	51
	Incidents of theft/vandalism (Decrease)	45	37	19	29	0	21
(3) Student promotion and dropout rates	Grade 9 retention rate (Decrease)	12.9%	12%	4.7%	11%	4.1%	3.1%
	Dropout rate – Aggregate (Decrease)	5.0%	4.5%	4.6%	4.1%	TBD	4.1%
	Dropout rate – High Needs students (Decrease)	5.1%	4.6%	4.3%	3.9%	TBD	3.9%
(3b) Graduation rates	Four-year cohort graduation rate - High Needs students (Increase)	69.3%		71.2%	75.6%	TBD	75.6%
	Four-year cohort graduation rate - Aggregate (Increase)	71.4%		72.8%	74.9%	TBD	74.9%
	Extended Engagement rate- High Needs students (Increase)	77.2%	80.7%	TBD	TBD	TBD	80.7%
	Extended Engagement rate - Aggregate (Increase)	78.7%	80.2%	TBD	TBD	TBD	80.2%
(4) Student achievement on the Massachusetts Comprehensive	ELA Scaled Score - Aggregate (Increase)	488.3				478.1	479.3
	ELA Scaled Score - High Needs students (Increase)	486.5				476.9	478.1

Assessment System; (5) Progress in areas of academic underperformance; (6) Progress among subgroups of students, including low-income students as defined by chapter 70, limited English proficient students and students receiving special education; (7) Reduction of achievement gaps among different groups of students	ELA Scaled Score - English language learners (Increase)	482.5				471.7	473.1
	ELA Scaled Score - Students with disabilities (Increase)	473.4				465.3	466.6
	ELA Scaled Score - Aggregate (Increase)	486.1				484.3	487.7
	ELA Scaled Score - High Needs students (Increase)	482.4				481.1	484.2
	ELA Scaled Score - English language learners (Increase)	469.4				467.4	470.9
	ELA Scaled Score - Students with disabilities (Increase)	474.2				470.0	476.2
	Math Scaled Score - Aggregate (Increase)	488.8				472.7	473.7
	Math Scaled Score - High Needs students (Increase)	487.1				471.3	472.7
	Math Scaled Score- English language learners (Increase)	484.2				467.8	469.3
	Math Scaled Score - Students with disabilities (Increase)	474.0				463.2	464.3
	Math Scaled Score - Aggregate (Increase)	487.4				480.9	489.1
	Math Scaled Score - High Needs students (Increase)	484.7				478.9	486.5
	Math Scaled Score- English language learners (Increase)	477.3				471.1	478.6
	Math Scaled Score - Students with disabilities (Increase)	474.1				470.6	476.4
	Science Scaled Score - Aggregate (Increase) - NonHS grades	483.7				477.8	480.4
	Science Scaled Score - High Needs students (Increase) - NonHS grades	481.7				476.7	479.5
	Science CPI - Aggregate (Increase) -Grade 10	75.6					77.4
	Science CPI - High Needs students (Increase) -Grade 10	71.7					74.2
	Percentage of students in grades 1-8 making progress on ACCESS for ELs exam	45.8%	48.2%	47.8%		18.8	21.2
	Percentage of students in grades 9-12 making progress on ACCESS for ELs exam	39.5%	41.5%	21.4%		8.4	22.6
(8) Student acquisition and mastery of 21st century skills	Percentage of high school graduates meeting MassCore requirements (Increase)	100%	100%	99.3%	100%	TBD	100%



(9) Development of college readiness, including at the elementary and middle school levels	Percent of Grade 11 and 12 students passing at least one AP course	15.0%	16.5%	15.1%	18.2%	16.2%	17.8%
	Percentage of 10th and 11th grade students who achieve a college-ready score on the PSAT	25%		44%			48.4%
(10) Parent and family engagement	Percentage of parents/guardians who feel a sense of belonging within their child's school community (LPS Family Survey)			84%		83%	87%
(11) Building a culture of academic success among students	Percentage of students who report that they feel challenged at school and teachers expect them to do their best (VOCAL)	87%					TBD
(12) Building a culture of student support and success among school faculty and staff	Extent of equitable access to instructional supports and interventions for all students						80%
(13) Developmentally appropriate child assessments from pre-kindergarten through third grade	NWEA MAP RIT Growth Reading K-3 (average CGP)	52	50	52	50	42***	50
	NWEA MAP RIT Growth Math K-3 (average CGP)	61	50	58	50	43***	50

*Dismissal rate= Total number of dismissals from non-routine student-nurse encounters divided by total number of non-routine encounters

**Interpersonal incidents include count of offenses for: physical attacks, physical fights, sexual harassment, and sexual assault (including rape)

***SY20-21 NWEA testing was done remotely due to pandemic. Kindergarten did not participate.

Note 1: Due to the COVID-19 pandemic, certain indicators are not available for SY19-20 and SY20-21. These indicators have been blacked out on this spreadsheet.

Appendix C: Budget for the District

As a high-need and economically disadvantaged community, Lawrence must ensure that its use of resources such as time, funds, human capital, and operational supports results in increased student learning. The effective use of resources to maximize student achievement is the principle on which all of the district's strategies will be based. The Commissioner and the Receiver are fully committed to aligning the use of resources in support of student learning.

Lawrence Public Schools – FY22 Budget Summary 12/7/21	FY 2022
REVENUES	
Chapter 70 State Aid	222,543,514
Lawrence Required Local Contribution	12,048,747
Required Net School Spending	234,592,261
City Admin NSS (Admin and Parks)	-4,564,970
Charter Tuition/Other Revenues	-26,705,733
Other Revenue	0
Adjusted Net School Spending	203,321,558
Transportation (including crossing guards/Mon)	9,254,000
Leases not eligible for NSS	300,000
Medicaid	650,000
Total General Fund Budget	213,525,558
Supplemental Funding	0
TOTAL OPERATING REVENUE	213,525,558
EXPENSES	
Salaries	145,488,560
Supplies & Services	75,292,310
Total Discretionary Expenses	220,780,870
Health Insurance	26,175,643
Retirement / Unemployment	9,312,917
Other Benefits	0
NEW Unemployment	0
Utilities	3,561,239
Out of District Tuition	9,387,256
Charter Tuition/School Choice	26,705,733
Total Non-Discretionary Expenses *	75,142,788
One Time Funding Expiring	1,312,900
Transportation, Adult Ed, Leases (Non-NSS)	10,854,000
Sub-Total Operating Budget Expenses	12,166,900
TOTAL EXPENSES PROJECTED	308,090,558

Lawrence Public Schools – FY22 Budget Summary FY22 Entitlements and Grants Approved as of 12/7/21	FY 2022 Estimate
FEDERAL GRANTS	
Title I	6,859,333
Title IIA - Improving Educator Equality	646,940
Title III - English Language Acquisition	786,447
Title IV	517,517
IDEA – SPED Entitlement	3,937,424
E.C.: SPED Program Improvement	65,155
McKinney Homeless	15,000
21st Century Community Learning	697,541
MAGRAD	75,000
ARP – HOMELESS	63,646
ESSER II	24,085,662
ESSER III	54,108,599
Strategic Support	295,000
FC264 ARP IDEA	89,257
FC252 ARP IDEA	1,004,059
TOTAL FEDERAL GRANTS	93,246,580
STATE GRANTS	
Adult Education Learning Center	1,095,495
CPPI	625,000
Early College Support Grant	30,000
ELT - SUMPAC	156,000
Strategic Support	100,000
TOTAL STATE GRANTS	2,006,000
PRIVATE GRANTS	407,764
REVOLVING FUNDS	
Food Service Program (Ch. 548 Acts 1948)	3,939,689
TOTAL GRANTS & SPECIAL REVENUE*	99,600,528

**Additional grants have been or will be applied for. DESE will grant additional funds to the district specifically for turnaround support.*

APPENDIX D: COMMUNITY FEEDBACK

Community Feedback Provided to Commissioner & Receiver

Lawrence Public Schools engaged Great Schools Partnership (GSP) to design and implement a process for gathering community feedback regarding the renewal of the LPS Turnaround Plan. The goal of the process was to gather perspectives from a diverse set of stakeholders across the Lawrence community to inform the revision and renewal of the Turnaround Plan.

Due to the COVID-19 pandemic, community engagement was completed in two parts. GSP gathered feedback through interviews and focus groups from LPS principals, alumni, non-profit organizations, private sector business, community college leaders, school committee members, city council members, and state delegation members in early 2020. The stakeholder holder process was then paused due to the pandemic and resumed in the fall of 2021. At that time, feedback was collected from LPS students, educators, and families.

Community Feedback Themes:

- **Strategy 1: Time, Data, and Expectations**
 - Students and families are familiar with and have strong appreciation for Acceleration Academies
 - Most stakeholders were unfamiliar with the concept of the Earned Autonomy Framework
 - Teachers expressed a desire for additional time to collaborate with colleagues, particularly around data analysis
 - Stakeholders emphasized the importance of pairing high-quality materials with high quality instructional practice and want to ensure there is cohesion and training
- **Strategy 2: People & Partners**
 - All stakeholders expressed support for initiatives in diversity, equity, and inclusion and anti-racism efforts
 - While stakeholders expressed support for paraprofessional to teacher pathway programs, they want to ensure all staff are aware of these opportunities
 - All stakeholders support efforts to increase the diversity of the educator workforce in the district and desire this to be a continued priority for the district
 - Stakeholders endorsed continued investment in social emotional supports
 - Stakeholders supported plans to expand the co-teaching model as well as additional training related to supporting the needs of students with disabilities and English language learners
 - While stakeholders supported the student support and stabilization teams initiatives, they continue to want more than one counsellor in each school
 - Multiple stakeholders call for an investigation into the root cause of teacher retention and a specific plan to address this issue
- **Strategy 3: Support & Engagement**
 - All stakeholders endorsed continued investment in restorative justice practices and building positive school culture
 - Stakeholders appreciated the expansion of the Lawrence Family Institute for Student Success and the Family Engagement Fellowship Program
 - Stakeholders expressed a desire for additional programming focused on integrating English learners, especially newcomer students, to the main campus
 - Stakeholders desire an increased partnership between educators and parents
 - Some stakeholders suggested the need to initiate, sustain, or expand collaboration with community-based organizations to leverage the resources they offer to students and families

- **Strategy 4: Autonomy & Accountability**

- In general, movement toward increased school autonomy is supported
- Some stakeholders raised the concern that autonomy may result in inequities across different schools and emphasized the need for consistent, high-quality education for all students across the district
- Some students expressed support for redesigning Lawrence High School's graduation requirements and engaging in the development of a Portrait of a Graduate
- Stakeholders would like to see Early College and dual-enrolment programming expanded