

May 30, 2012

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

Today, we begin to write a new chapter in the history of Lawrence.

Accompanying this letter is a plan for turning around the Lawrence schools so that *all* of our children receive a world-class education. We aim to create a system of high-performing schools in which teachers and administrators, in partnership with parents, design and provide leadership for our students' education. The plan serves as our roadmap, and describes how we will measure our progress. The plan incorporates recommendations from students, parents, teachers, administrators, and other members of the community. We encourage you to read through this plan, ask questions, and think about the role you can play as we move forward.

For too long, many Lawrence students have not had the opportunity to reach their full potential. There are many examples of effective teaching and learning across the district, and building on these assets is a central part of this plan. But *every* student in Lawrence deserves a high-quality education. We cannot continue a system in which newcomers are allowed to struggle, expectations for students are low, and only half of our students graduate from high school.

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. "Business as usual" is no longer acceptable. This turnaround plan will build on the assets of Lawrence students, parents, educators, community members, and partners throughout the Commonwealth to ensure that every student graduates ready for success after high school.

Turning around Lawrence's schools will be challenging. It will take bold thinking, a steady focus on what's best for students, a commitment to continuous improvement in teaching and learning, and years of effort. We will see to it that great schools are available to all our students. We will empower teachers and principals to create change and reach high goals for students. We will implement this plan with a sense of urgency, starting immediately. And we will focus on results to ensure that Lawrence's schools are moving rapidly in the right direction.

We look forward to working with you as this turnaround plan is implemented over the coming years. Our community deserves schools where – in every classroom, every day – we are helping students to perform at high levels, reach their full potential, and be prepared to succeed in the world that awaits them after high school.

Sincerely,



Jeffrey Riley  
Receiver  
Lawrence Public Schools



Mitchell D. Chester  
Commissioner  
Department of Elementary & Secondary Education



## Section 1: Executive Summary

In November 2011 the Massachusetts Board of Elementary and Secondary Education voted to place the Lawrence Public Schools (LPS) in state receivership, creating an unprecedented opportunity for the district to embark upon a dramatic turnaround effort. Commissioner 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.” The Commissioner further stated that, “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.”

We propose this turnaround plan because we have every reason to believe that we can build on the assets of Lawrence students, parents, educators, and other community members to ensure that every student graduates and is ready for success after high school. These strategies are not “business as usual.” We look forward to working with the teachers, administrators, support staff, and others who are ready for the challenge of transforming education for *all* of Lawrence’s students. The plan presented herein represents a celebration of our many talented educators by empowering them to implement school-level plans that deliver strong outcomes for the students of Lawrence.

The district is poised to undertake an ambitious set of reforms with the following themes:

- *Combining the many assets of Lawrence with the best assets of the Commonwealth*
- *Providing great schools for LPS students*
- *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*

We expect to transform LPS into a system of outstanding individual neighborhood schools, made up of a mix of earned autonomy and proven partner led schools. District systems will support school efforts, empower teacher and administrator leadership, and insist on accountability for results. To accompany this vision, the district is establishing ambitious goals for improvement in the areas of student academic growth, proficiency in core subjects, and high school graduation, among others. The district will exit from receivership once gains are sufficient and positive change has been institutionalized to ensure sustainable results.

LPS is committed to the most effective use of its resources. As a high need and low wealth district, the district must be sure it is using existing revenue in a manner that most benefits students. Salaries and employee benefits account for the bulk of expenditures in the school district budget; therefore, we must ensure that those investments are resulting in increased student learning. In addition, we will ensure that we are providing sufficient time for student instruction and staff development, and that the use of that time maximizes student achievement while allowing for differentiated approaches to address different student needs. At the same time, we will curtail expenditures that fail to demonstrate a relationship to strong 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.*

To achieve its vision and goals, the district will implement four main strategies that align with the recommendations of the Level 5 District Local Stakeholder Group that were submitted earlier this spring.

- Strategy 1: Extended **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 **autonomy and accountability** for schools to promote student success

These strategies will be rolled out in all schools in phases, with a particular emphasis on Level 4 schools, and schools in danger of falling into Level 4 status. The result will be a system of high functioning autonomous individual schools that succeed in educating and supporting all students to meet high standards.

As we implement this plan in the next year and beyond, we will learn from our experiences and monitor our results. We expect to make changes as needed to ensure dramatic improvements in student learning.

### Note

*This document presents an overarching plan for ensuring the success of all of the 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 work with the Receiver to produce and publish an individualized 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 school.*

## **Section 2: Summary of Key Issues and Strategic Objectives**

### **Background**

In October 2011, the Massachusetts Board of Elementary and Secondary Education (Board) reviewed the District Review Report about the Lawrence Public Schools (LPS). The report described “a troubled school district with chronic underperformance... a district where leadership and governance are flagging.” The level of concern was heightened by MCAS data for the 2010-11 school year that showed that three quarters of the schools in LPS experienced achievement declines in that year. Achievement levels placed Lawrence in the bottom 1% of Commonwealth districts in terms of math and ELA proficiency, as well as graduation rate. Despite many years of partnership between the district and the Department of Elementary and Secondary Education (ESE), it was clear that bolder actions were necessary to bring about dramatic change for LPS students.

As a result of these findings and core challenges, in November 2011, on the recommendation of Commissioner Chester, the Board voted to place LPS in state receivership, creating an unprecedented opportunity for the district to embark upon a dramatic turnaround effort. Under state receivership, the governance of the district has been streamlined, with all operational powers of the Superintendent and School Committee held by the Receiver, Jeffrey Riley, who was appointed by Commissioner Chester in January 2012.

### **Findings**

The need for reform is underscored by the student outcome data and other relevant district data collected and analyzed as part of ESE's District Review and for school and district redesign purposes. Some of the key findings that led to the district entering receivership included:

- **Promotion and graduation:** LPS had a four year graduation rate of 52% in the 2010-11 school year. The graduation rate was 31 percentage points below the state average. 24% of ninth graders failed to be promoted to 10<sup>th</sup> grade, more than three times the state average. 8.6% of LPS students drop out each year. The district's retention rate, the percentage of students repeating the grade in which they were enrolled the previous year, is 5.2%, in comparison with a state average of 2.1%.
- **Low baseline of performance:** Of 24 “Gateway city” districts identified by the Commonwealth of Massachusetts, Lawrence ranks 22<sup>nd</sup> in academic achievement on MCAS across all grades in both math and English Language Arts (ELA). LPS is ranked in the bottom five districts in the state in math and ELA MCAS proficiency, as well as graduation rate. In 2011, less than 30% of tested students were proficient in math MCAS and only 41% of students were proficient in ELA MCAS.
- **Downward Trends:** Three quarters of LPS schools experienced declines in MCAS proficiency in 2010-11. The Median Student Growth Percentiles (SGP) in math and ELA were 39 and 45,



respectively, indicating that LPS students' growth was well below those of like students across the Commonwealth in 2011. Median SGP has not risen above 50 district-wide in math or ELA in the past four years.

- **Achievement gap with the state:** In 2011, LPS MCAS proficiency rates were on average 28 percentage points lower than the state in ELA and 29 points in math. Troubling gaps also persist among LPS subgroups. For example, Limited English Proficient students underperform state averages by eleven points in both math and ELA MCAS proficiency. For Special Education students, the gaps with the state in MCAS proficiency rates are 19 points in ELA and 15 points in math.
- **Accountability status:** Five schools have been deemed “underperforming” (Level 4) by the Commonwealth over the past two years and more schools are in danger of being identified for Level 4 in future years.

### Challenges

The District Review examined the factors impeding the district's ability to increase student achievement. The Review and the Receiver's own analysis identified the following challenges in LPS:

- **Inconsistent quality of instruction:** At its core, the achievement gaps and lack of growth stem from a lack of effective instruction in many classrooms across the district. The Receiver's observations confirmed what the ESE district review had found: the quality of teaching and school leadership varies greatly and the bar has been set too low.
- **Lack of stable leadership:** Until the Receiver was appointed in January 2012, the district had been without a permanent Superintendent since the previous Superintendent was granted medical leave in April 2009. An Interim Superintendent served during much of that time without a long term agreement or contract.
- **Low expectations:** The district has not operated with the sense of urgency required to dramatically turn around student achievement. Ineffective teachers have been allowed to remain in the classroom, teacher evaluation has not been conducted with regularity or rigor, and expectations for students are persistently low.
- **Talent and capacity:** LPS faces a lack of experienced leadership at the school level. At the classroom level, the teacher evaluation system typically has been approached as a pro forma exercise rather than as a system to identify and improve talent.
- **Insufficient data access and use:** Teachers and school and district leaders have to use data to improve instruction. However, assessment data appears to be unavailable for some students. Many teachers do not have access to necessary data or training to analyze the data to improve instruction.
- **Supportive programming:** Many LPS students face considerable challenges and LPS has lacked programs to help students overcome them. For example, LPS lacks sufficient ELL programming, licensed personnel, and training to help many of its students reach needed English skill levels. Further, LPS has not provided sufficient wraparound services to address the many non-academic barriers to learning facing LPS students.

### Key Themes

The district is poised to embark on an aggressive set of reforms with the following themes:

- **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.
- **Provide great schools for LPS students:** Focus on schools as the unit of change and aim to build a portfolio of highly autonomous, high performing neighborhood schools with essential

support from the district.

- **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**

We expect to transform LPS into a system of outstanding individual neighborhood schools, made up of a mix of earned autonomy and proven partner led schools. District systems will support school efforts, empower teacher and administrator leadership, and insist on accountability for results. As schools demonstrate their efficacy, they will earn autonomy over key functions, including resource allocation, staffing, scheduling, and services. Moving towards greater autonomy in schools will enable principals and teachers – those who know what is best for their students– to determine how to allocate time, resources, and people towards increasing student achievement. Students will be engaged in rigorous and effective instruction in every lesson, in every classroom, in every school, every day, propelling them to perform at high levels, reach their full potential, and achieve college and career success. Lawrence will become a model site for the development of best practices in the Commonwealth, and Lawrence schools will learn from each other’s strategies and accomplishments.

### **Goals**

To accompany this vision, the district is establishing aggressive goals for improvement, including:

- Doubling the number of schools achieving SGP greater than 50 in math and English Language Arts in school year 2012-13
- Climbing to the Top 5 (from #22) for all Massachusetts Gateway districts in graduation rate, ELA proficiency, and math proficiency by school year 2014-2015
- Closing the achievement gap with the state in ELA proficiency, math proficiency, and graduation rate within the next five to seven years
- Exiting receivership once gains are sufficient and positive change has been embedded sustainably

### **Priority Strategies**

LPS is committed to the most effective use of its resources. As a high need and low wealth district, LPS must be sure it is using revenue in a manner that most benefits students. Salaries and employee benefits account for the bulk of expenditures in the school district budget; therefore, we must ensure that those investments are resulting in increased student learning. In addition, we will ensure that we are providing sufficient time for student instruction and staff development, and that the use of that time maximizes student achievement while allowing for differentiated approaches to address different student needs. At the same time, we will curtail expenditures that fail to demonstrate a relationship to strong 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.*

To achieve its vision and goals, the district will implement four main strategies that align with the recommendations of the Level 5 Local Stakeholder Group that were submitted earlier this spring. Three of these strategies are focused on school-level actions, while one strategy is focused on district actions that support school improvement. These strategies will be intensively rolled out in all schools, with a particular early emphasis on Level 4 schools, as well as any additional schools in danger of declining into Level 4 status. Implementing the strategies will be the imperative that reframes our expectations of LPS staff.

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

We will increase instructional time for our students. The Receiver will review and approve each school's plan to best accomplish this goal. We will enhance the quality of this instructional time by promoting the use of data to inform and improve instruction. We will ensure that the spirit of continuous improvement guides the use of data by building a culture of high expectations for all of our students and adults.

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

We will define our human capital talent to include both the people we employ and the organizations with which we partner. Aggressive recruiting, performance-based incentives, comprehensive and rigorous evaluation, and greater autonomy, flexibility, and professional expectations will help to cultivate our human capital, and we will hire proven partners to assist us in accelerating turnaround efforts. Principals will devise a process through which the principal will consult with staff prior to making decisions affecting the school. We will improve the efficiency, quality, and delivery of service from the central office, especially to schools, beginning with the creation of the Office of School Improvement.

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

To ensure that students are physically and mentally ready to learn during instructional time requires support beyond core academics. Schools can provide some of this needed social and emotional support, but increased involvement from parents and the community is also pivotal. Moreover, the high-needs populations of ELL and special education students require additional targeted support. This means receiving instruction from the most effective teachers in sheltered English immersion (for ELL students) and appropriately inclusive (for students with disabilities) environments. In addition, the opening of a new alternative high school will re-engage and motivate dropouts and other at-risk young adults to graduate from high school and prepare for college. More enrichment opportunities such as athletics, arts, and other activities will be provided in order to foster student engagement.

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

We will embrace increased autonomy for schools (for example in human capital, resource allocation, operations, and program delivery), in exchange for increased accountability, which will help to ensure successful student outcomes. Principals will have the authority to operate and staff their sites based on the best interests of students in the school. New structures and systems will support an intensive focus on math in the Level 4 high schools, as well as a planned redesign of the high school campus, to dramatically improve the high school graduation rate and ensure LPS high school students are learning the knowledge and skills they need in order to be college and career ready. The high school redesign will align with the upcoming accreditation process; the self-study portion of the process will begin in school year 2013-2014, with the accreditation visit occurring in school year 2014-2015. As schools work to demonstrate the performance that will earn them autonomy, the district will continue to provide significant central support in critical functions that will assist and accelerate the redesign process. The goal is that as schools improve their performance, there will be an eventual reduction in the need for central office support.

### **Implementation**

In order to effectively implement these strategies, the district will follow a phased implementation approach which will result in a system of high functioning autonomous individual schools.

- **Immediate Actions** (Phase 1): Before the start of the 2012-2013 school year, the district will begin to lay the groundwork for implementation of the plan. This will involve hiring and placing the appropriate people and partners into key leadership and teaching roles, securing and deploying resources, and establishing the basic frameworks for school autonomy and accountability.
- **Establishing conditions** (Phase 2): Over the next two to three years, the district will build strong central functions to drive key turnaround strategies at all schools including data, time, culture, people and partnerships. The district will also recruit strong partners to the district and will firmly establish a system for granting autonomies to schools and measuring progress through an accountability system. During this phase, it is expected that a handful of proven partners and high performing district schools will be granted wide autonomies.
- **Empowering Schools** (Phase 3): After the initial conditions and capacity for improvement are established, it is expected that the central office will hand over many functions to proven partners and high performing earned autonomy schools. During this phase the district's role will focus mainly on support through the Office of School Improvement and monitoring through a robust accountability system.

A specific area of focus for LPS will be in turning around the five schools labeled as Level 4 as well as any additional schools in danger of declining into Level 4 status. Innovative plans have been proposed for transforming the five Level 4 schools, including:

- **South Lawrence East Middle School** has applied for a School Redesign Grant (SRG) under the federal *transformation* model. A new principal will take over leadership of the 5<sup>th</sup> grade in 2012-13 with a turnaround plan including physical activity and over half an hour of additional learning for every 5<sup>th</sup> grade student every day. This turnaround plan will be rolled out to the school's other grades in subsequent school years and will be phased into all grades by 2015-16.
- **Leonard Middle School** has applied for a SRG under the federal *restart* model. The district has entered into a preliminary agreement with Unlocking Potential, a proven school turnaround operator, to take over management of the school over a period of two years, beginning with Grade 6 in school year 2012-2013. In this first year, the 6<sup>th</sup> grade will benefit from a net gain of more than an hour of extra learning time per day compared to the current school schedule.
- **International High School** has applied for a SRG under the federal *transformation* model. As the school continues to become a transitional school for newcomer students, it will ask a proven partner, the MATCH Foundation, to provide intensive academic support as a part of the school's redesign plan. Going forward, International High will serve the vast majority of the district's recently arrived students in the 9<sup>th</sup>-12<sup>th</sup> grade age bracket (ages approximately 13-17) – those who arrive as English Language Learners and those who arrive with interrupted formal education. In support of this model, the school's principal has extensive ESL experience.
- **Business Management & Finance High School** has applied for a SRG under the federal *transformation* model. The school will have a new principal next school year and will also partner with the MATCH Foundation to provide intensive academic support as part of the school's redesign plan.
- **Arlington Elementary School**, finishing the first year of its three-year SRG, will change from the transformation to the *restart* model in its SRG renewal application. In order to accelerate the school's improvement, the district has entered into a preliminary agreement with The Community Group, a proven Lawrence school operator, to take over management of the school over a period of two years, beginning with Kindergarten and Grade 1 in school year 2012-2013 and moving to all grades in SY 2013-2014. The school day was expanded at Arlington Elementary by 45 minutes as a key provision of its initial SRG work; this extended learning time

will continue in the 2012-2013 school year.

In addition, the district is in the process of developing a new alternative high school to dramatically improve the high school graduation rate and ensure LPS students are learning the knowledge and skills they need in order to be college and career ready.

- **Phoenix Academy - Lawrence** is being created as an additional alternative high school option for Lawrence students. The district has entered into a preliminary agreement with the Phoenix Foundation, a proven alternative high school operator in Chelsea, to lead this new school. This will increase the number of LPS students matriculating in college and also the number of students prepared for work after high school.

As we implement this plan in the next year and beyond, we will learn from our experiences and monitor our results. We expect to make changes as needed to ensure dramatic improvements in student learning.

### **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 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 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 the following processes with the common core of professional knowledge and skill: hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure.

Currently, the district's ten collective bargaining agreements have expired. 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 will take effect July 1, 2012 and must be included in any future collective bargaining agreements. The Receiver will provide a summary of these changes to each union leader no later than June 22, 2012. 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 turnaround plan is authorized for a period of three years. The Commissioner and the Receiver may develop additional components of the plan or amend the plan, as appropriate.

### **LPS Theory of Action**

- When we hire and cultivate the best talent, provide more time for learning, use data to tailor instruction, and establish a culture of high expectations...

- ... and when we provide an engaging experience, encourage parent involvement, and articulate a strategy to meet the needs of our English language learners and students with disabilities...
- ...and when we provide autonomy to principals and create a robust system of support and accountability...
- ... and when we build district systems and structures that support, align and reinforce execution...
- ...and when we deploy district resources in a manner that promotes, supports, and rewards effective instruction...  
...then student achievement will increase dramatically and a permanent system of accountable, empowered, excellent education will be established and sustained.

## Section 3: Overview of Strategic Objectives and Initiatives

Strategic Objective 1: Expectations, Time and Data	
<b>Rationale</b>	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 teaching 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.
<b>Initiatives</b>	<b>Description of related activities</b>
1a. <b>EXPECTATIONS:</b> Build a culture of high expectations for students and adults.	<ul style="list-style-type: none"> <li>• <u>Raise expectations for rigor:</u> 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 Level 4 schools, the district will apply the statutory "good cause" standard for dismissal to teachers with PTS as well as to all represented district staff who have completed their probationary period.</li> <li>• <u>Set aggressive goals:</u> Teachers, administrators, and all other district staff will set ambitious goals for themselves that they will be held accountable for meeting. 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.</li> <li>• <u>Performance-based compensation system:</u> The district will develop and implement a compensation system that promotes and supports effective performance.</li> <li>• <u>Staff engagement:</u> There will be high levels of engagement from all staff across the district in achieving district goals.</li> </ul>
1b. <b>TIME:</b> Provide increased quality instructional time for students in need.	<ul style="list-style-type: none"> <li>• <u>Acceleration Academies:</u> 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 district and around the country to provide instruction.</li> <li>• <u>Saturday sessions:</u> A number of schools, including the high schools, provide optional extra time after school and on Saturdays for students who are struggling. These programs will gain additional organization and structure in the future.</li> <li>• <u>MATCH Fellows:</u> The two Level 4 high schools will increase the amount of quality instructional time through a partnership with MATCH Fellows to provide intensive and focused support during a double block of math.</li> <li>• <u>Summer learning and enrichment:</u> The Receiver is working with 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.</li> </ul>

Initiatives	Description of related activities
<i>(Continued)</i>	<ul style="list-style-type: none"> <li>• <u>School schedules</u>: 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 the school year 2012-2013, including plans for extended time for Level 4 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 1330 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 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 regarding 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.</li> <li>• <u>School calendar</u>: 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 which will overlap the end/beginning of the calendar year, a one week break during the month of February, and a one week break during the month of April. The Receiver may approve an alternate calendar at the request of a school principal, if the principal and Receiver determine that the alternate calendar is in the best interests of the students in the school.</li> </ul>
1c. <b>DATA</b> : Increase the use of assessment data in improving instruction.	<ul style="list-style-type: none"> <li>• <u>Assessment system</u>: 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.</li> <li>• <u>Inquiry</u>: 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.</li> <li>• <u>New data management system</u>: 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.</li> <li>• <u>Communications</u>: 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.</li> </ul>

<b>Strategic Objective 2: People and Partners</b>	
<b>Rationale</b>	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.
<b>Initiatives</b>	<b>Description of related activities</b>
2a. Hire and cultivate great <b>STAFF</b>	<ul style="list-style-type: none"> <li>• <u>Receiver's Review</u>: The Receiver and his leadership team are conducting an initial review of teacher talent in the district to ensure that teachers of concern are identified and held accountable. Teachers whose performance is determined to be "unsatisfactory" as a result of the Receiver's Initial Review process will be dismissed. Teachers whose performance is determined to be "Needs Improvement" through the Receiver's Initial Review process will be placed on an "Educator Improvement Plan" or an "Educator Directed Growth Plan" at the discretion of the Receiver or his designee.</li> <li>• <u>Educator evaluation</u>: LPS will implement a new evaluation system that will increase support and accountability consistent with new state regulations.</li> <li>• <u>Recruitment</u>: An aggressive recruitment campaign will attract teachers with high potential to the district through regional and national networks. Similarly, the district will focus on the recruitment and retention of the best staff in all other areas of work across the district.</li> <li>• <u>Teach for America (TFA) Institute</u>: 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.</li> <li>• <u>Incentives to recruit and retain</u>: Stipends such as a Teacher Leader Residency 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.</li> <li>• <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 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.</li> </ul>
2b. Hire and cultivate great <b>LEADERS</b>	<ul style="list-style-type: none"> <li>• <u>Recruit talent</u>: 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 system.</li> <li>• <u>Leadership changes</u>: The Receiver intends to make school leadership changes in order to bring focus and urgency to school redesign. 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.</li> </ul>

Initiatives	Description of related activities
<i>(Continued)</i>	<ul style="list-style-type: none"> <li>• <u>Empower and enable talented school leaders</u>: 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.)</li> <li>• <u>Clear accountability and support</u>: 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.</li> </ul>
2c. Build a <b>CENTRAL TEAM</b> focused on supporting schools	<ul style="list-style-type: none"> <li>• <u>Central office</u>: The Receiver has already made several key additions to his executive team including a Chief of Staff, an Assistant Superintendent 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 Office of School Improvement and to increase accountability at Central Office for contributing to student achievement gains. At the same time, the Receiver intends to conduct a review of Central Office in the 2012-13 school year to identify efficiencies and service improvements that will lead to a gradual reallocation of resources to district schools.</li> <li>• <u>School Committee</u>: 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. The professional development will focus on building the 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.</li> </ul>
2d. Recruit proven <b>PARTNERS</b>	<ul style="list-style-type: none"> <li>• <u>Proven partners</u>: 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 the district to open a new alternative district high school to re-engage disconnected and other underperforming students and provide a college preparatory education. Unlocking Potential, 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.</li> <li>• <u>MATCH Fellows</u>: This ESE Priority Partner will provide intensive math tutoring at Business Management &amp; Finance and International High Schools. Recent college graduates with strong interpersonal and math skills will provide intensive tutoring based on assessment data in a two-students-to-one-adult setting. Fellows currently provide intensive tutoring services under this model at a number of Boston and Houston schools.</li> </ul>
2e. Make <b>EFFECTIVE USE OF STAFF RESOURCES</b>	<ul style="list-style-type: none"> <li>• <u>Decision making</u>: Principals will devise a process through which the principal will consult with staff prior to making decisions affecting the school.</li> <li>• <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.</li> <li>• <u>Professional obligations</u>: Teachers and other professional staff will be expected to devote the necessary time and effort to fulfill their professional obligations, as defined by the principal and approved by the Receiver.</li> </ul>

Initiatives	Description of related activities
<i>(Continued)</i>	<ul style="list-style-type: none"> <li>• <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 which include the following, as appropriate: qualifications, licensure, work history, multiple measures of student learning, operational need, and the best interests of the students.</li> <li>• <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 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.</li> <li>• <u>Compensation</u>: 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.</li> </ul>



<b>Strategic Objective 3: Support and Engagement</b>	
<b>Rationale</b>	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 and special education students, to be prepared to succeed during instructional time. Engaging and exciting students through enrichment opportunities will be an essential tool in this strategic objective.
<b>Initiatives</b>	<b>Description of related activities</b>
3a. Provide strong <b>SOCIAL EMOTIONAL</b> supports beyond academics to ensure students can be physically and mentally present during instructional time.	<ul style="list-style-type: none"> <li>• <u>PBIS</u>: Increased roll out of Positive Behavioral Interventions and Supports at high schools will help develop a culture that encourages desirable student behaviors.</li> <li>• <u>Adult guidance</u>: LPS will provide more opportunities to build student relationships with adult mentors through guidance counselors, MATCH Fellows, and partnering with mentors from local agencies. The district will also connect students with outside service providers when needed, such as mental health and substance abuse local service providers.</li> <li>• <u>High school options</u>: The district, partnering with 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 graduate them prepared for college and other post-high school options. 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.</li> <li>• <u>School safety audit</u>: 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.</li> <li>• <u>Partnerships for health services</u>: 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.</li> <li>• <u>Wraparound supports</u>: The district will continue to learn from best practices from Wraparound Zones at four district schools.</li> </ul>
3b. Develop targeted supports for <b>ENGLISH LANGUAGE LEARNER (ELL)</b> students who make up a substantial portion of the district enrollment.	<ul style="list-style-type: none"> <li>• <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 for working with students who are struggling in order to decrease the achievement gap between these students and other LPS students.</li> <li>• <u>Professional development</u>: 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.</li> <li>• <u>New data management system</u>: Purchase of ESL Innovations data management system will aggregate data on ELL students, make it electronic, and enable it to be sorted and analyzed in multiple ways in order to improve delivery of instruction to students.</li> </ul>

Initiatives	Description of related activities
<p>3c. Develop targeted supports for <b>SPECIAL EDUCATION</b> students who make up an above-state-average portion of the district enrollment.</p>	<ul style="list-style-type: none"> <li>• <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 for working with students who are struggling in order to decrease the achievement gap between these students and other LPS students.</li> <li>• <u>Appropriate support</u>: 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.</li> <li>• <u>Professional development</u>: The district will continue to provide strong Response to Intervention (RTI) training to identify and serve students who are struggling, including students with disabilities.</li> <li>• <u>Service delivery model</u>: The district will examine the various service delivery models in use for serving students with disabilities in order to maximize instructional effectiveness.</li> </ul>
<p>3d. Increase <b>PARENT &amp; COMMUNITY</b> engagement to support the high expectations culture of LPS.</p>	<ul style="list-style-type: none"> <li>• <u>Family Welcome Center</u>: The district will open a Family Welcome 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 Welcome Center will educate other LPS staff members about the Lawrence community and its cultures. The Welcome Center will assist families with issues for struggling students, such as the 504 process and IEPs for students with disabilities.</li> <li>• <u>Community partnerships</u>: 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.</li> <li>• <u>Alternative high school</u>: 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.</li> </ul>
<p>3e. Increase <b>ENRICHMENT</b> opportunities to engage and excite students.</p>	<ul style="list-style-type: none"> <li>• <u>Arts</u>: The development of arts opportunities across all grades in the district will help provide students with a holistic education.</li> <li>• <u>After school activities</u>: After school enrichment options will be increased in a variety of ways across the district.</li> <li>• <u>Athletics</u>: Athletics offerings will be expanded, including through the addition of intramural middle school sports. South Lawrence East Middle School will adopt a research-based model to integrate athletics and academics.</li> </ul>



<b>Strategic Objective 4: Autonomy and Accountability</b>	
<b>Rationale</b>	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. System-wide accountability is necessary to ensure that the district is on track to make rapid progress; see Performance Benchmarks (Section 3), Implementation Benchmarks (Section 4), 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.
<b>Initiatives</b>	<b>Description of related activities</b>
4a. Increased <b>AUTONOMY</b> for schools to empower them to create change.	<ul style="list-style-type: none"> <li>• <i>Creating the system:</i> LPS is establishing a process by which high performing schools can earn and use autonomies.</li> <li>• <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, 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, set the school schedule, allocate the school's resources, manage the use of the school's facilities, and establish school-based policies including the student code of discipline, the school attendance policies, and extra-curricular programs.</li> </ul>
4b. Develop system wide <b>ACCOUNTABILITY.</b>	<ul style="list-style-type: none"> <li>• <i>School accountability:</i> A clear system for measuring school success will be developed, as will rewards and consequences for principals and partners who achieve, or fail to 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.</li> <li>• <i>School improvement plans:</i> 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.</li> <li>• <i>Educator accountability:</i> The district will work with stakeholders to ensure effective implementation of the new educator evaluation frameworks.</li> </ul>
4c. Develop targeted <b>SUPPORT</b> , especially for high needs schools.	<ul style="list-style-type: none"> <li>• <i>Create Office of School Improvement:</i> LPS will establish the Office of School Improvement 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.</li> <li>• <i>Facilities:</i> LPS will expedite high priority maintenance items to address health and safety issues and to improve school environments for learning.</li> <li>• <i>Curriculum:</i> LPS will continue curriculum mapping and realignment efforts that are underway in the district to adopt the new Common Core state standards.</li> </ul>

Initiatives	Description of related activities
<i>(Continued)</i>	<ul style="list-style-type: none"> <li>• <u>STEM focus</u>: Given the importance of science, technology, engineering, and math (STEM) proficiency to success in the 21<sup>st</sup>-century economy, the district will build toward a STEM focus that will be included 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.</li> </ul>
4d. Build <b>SYSTEMS AND STRUCTURES</b> to support turnaround.	<ul style="list-style-type: none"> <li>• <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 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.</li> <li>• <u>Develop systems</u>: Expectations and systems for supporting principals in the implementation of district systems (e.g. assessment system, resource allocation system, etc.), as well as in successfully managing granted autonomies, are being developed.</li> <li>• <u>High school</u>: 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.</li> <li>• <u>Preschool</u>: The district will develop a plan to increase availability and access to high-quality preschool experiences.</li> <li>• <u>Technology infrastructure</u>: 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 in the areas of human resources, payroll, and office systems.</li> </ul>



## Statutory Components of 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 will review 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 will develop a plan for addressing those needs through new collaborations.

The district’s internal ability to address the health and mental health needs of our students will be augmented by the addition of more specialized personnel. For this upcoming school year, one of our Level 4 high schools is adding an intensive case manager to respond to the needs of high-risk students. Our other Level 4 high school will hire a social worker who will work with, and arrange outside support as needed, for students facing psychological issues. The district will continue to work with partners to provide professional development and information to our 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 establishment of a Family Welcome Center will play an invaluable role. The staff at this center will help connect students and families with much needed 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”*

Applying best practices from the district schools that have already initiated adoption of a Wraparound Zone model, we will expand the number of schools that provide (and students who receive) wraparound services, including child welfare services. As we map community resources to identify potential partners, we will include a focus on identifying providers of child welfare services. We will leverage the work of our school-operating partners, including The Community Group, which already administers a breadth of children’s services in Lawrence.

The execution of a district-wide school safety audit will establish a baseline for promoting a safe and secure learning environment. Increased roll out of Positive Behavioral Interventions and Supports at high schools will help develop a culture that encourages productive and safe student behaviors. 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. Since only 52% of Lawrence students graduate from high school in 4 years, the improvement of the graduation rate will be a primary focus for increasing opportunities for our students. The planned redesign of the high school will include increased use of technology, partnerships with local businesses that expose students to new skills and activities, and other initiatives to close the opportunity gap facing our students. The creation of the Family Welcome Center will help to connect students and families to area workforce development service agencies. The establishment of a dedicated alternative high school, Phoenix Academy - Lawrence, 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. The Lawrence High School campus will provide English language literacy classes for parents.

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

With 86.9% 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 will be rolled out with a particular emphasis on Level 4 schools, whose percentages of low-income students exceed even the district average of 86.9%.

These core strategies will also focus particularly on students who are struggling, especially limited-English proficient and special education students. We will ensure that these students receive instruction from our most effective teachers. To differentiate instruction for our special education students, the district will continue to provide strong Response to Intervention (RTI) training. To differentiate instruction for our limited English-proficient students, the district will embrace 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”*

We are increasing our capacity to adapt English language learning to the needs of individual limited-English proficient students by breaking this large category of students down into more finite sub-groups based on placement test performance. The purchase of the ESL Innovations data management system will aggregate data on ELL students, make it electronic, and enable it to be sorted and analyzed in multiple ways to allow the district to understand what learning programs would provide the most assistance to limited English-proficient students. Making International High School a specialized high school for newcomers will also allow for more differentiated English language learning programs.

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

The FY’13 budget was adopted by the district in April. Please see Appendix C for the district’s budget information.

## Section 4: Performance Benchmarks

Lawrence has set the following overarching goals for district and school performance:

- Double the number of schools achieving SGP over 50 in math and ELA in 2012-13
- Climb to the Top 5 (from #22) for Massachusetts Gateway districts in graduation rate, ELA proficiency, and math proficiency in the next 3 years
  - Top 5 currently have at least 64% proficiency in ELA
  - Top 5 currently have at least 51% proficiency in Math
  - Top 5 currently have at least 81% graduation rate
- Close the achievement gap with the state in ELA proficiency, math proficiency, and graduation rate in the next 5-7 years
  - In 2011, there was a 28 point proficiency gap in ELA (MA average: 69%; Lawrence: 41%)
  - In 2011, there was a 29 point proficiency gap in Math (MA average: 58%; Lawrence: 29%)
  - In 2011, there was a 31 point graduation rate gap (MA average 83%; Lawrence 52%)

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 receiving special education;
- (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 third grade.

Detailed goals for each area through the 2016-17 school year are set out in Appendix B.<sup>1</sup>

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<sup>1</sup> 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 dropout rates.

## Section 5: Implementation Benchmarks for Year 1 (Short term outcomes)

Strategic Objective	Short Term Outcome Benchmarks
<ul style="list-style-type: none"> <li>▪ <b>Overall</b> (<i>for all strategic objectives</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Benchmark data show improvement in math and ELA at each assessment demonstrating that schools are on track towards meeting annual PPI progress goals.</li> <li>▪ Improvement displayed in Level 4 schools shows that schools are on track to meeting their Measurable Annual Goals.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Expectations, Time, and Data</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ School culture improves as measured by perceptual data by Spring 2013</li> <li>▪ Students who participate in Expanded Learning Time at Level 4 schools show, on average, SGPs of 51 or higher, and/or show 10-14 point improvement in SGP, and/or above average progress on district benchmark assessments.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>People and Partners</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Acceleration Academies display significant increases in achievement in areas of high need (as determined by measures such as pre- and post-tests or change in student grades).</li> <li>▪ Educator evaluation ratings display a more accurate assessment of instructional effectiveness by Spring 2013 (as determined by measures such as greater correlation between educator performance ratings and student growth, aggregate results from district monitoring of instruction, and/or district assessment of supervisor ability to provide consistently accurate written evaluations).</li> <li>▪ Students at Level 4 schools under the restart intervention model show significant gains on MCAS ELA and math assessments by Spring 2013 demonstrating schools are on track to meet or exceed their Measurable Annual Goals.</li> <li>▪ Students who participate in the MATCH Fellows program show, on average, math SGPs of 51 or higher, and/or show 10-14 point improvement in math SGP, and/or above average progress on district math benchmark assessments by Spring 2013.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Support and Engagement</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Significant increases in number of parents engaged through the Family Welcome Center (measure and target TBD)</li> <li>▪ The number out-of-school and disconnected school age children in the city decreases by Spring 2013</li> <li>▪ 9<sup>th</sup> grade course passing rates at Level 4 high schools are higher than the prior year at each marking term.</li> <li>▪ Monthly attendance rates are higher than the prior year.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Autonomy and Accountability</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ School leader perceptual data show the Office of School Improvement has provided outstanding support to schools (measure and target TBD).</li> <li>▪ Initiate discussions and processes with the appropriate Lawrence unions about the new collective bargaining agreements prior to the start of the 2012-13 school year.</li> <li>▪ Highest priority health and safety facility issues are resolved by Spring 2013.</li> </ul>

## Section 5: Implementation Benchmarks (Milestone Activities)

Strategic Objective	Milestone Activities through Summer 2012	Milestone Activities in School Year 2012-13
<ul style="list-style-type: none"> <li>▪ <b>Expectations, Time, and Data</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Apply for and secure available grant funding by Summer 2012.               <ul style="list-style-type: none"> <li>▪ School Redesign Grants for four new schools and a renewal for one school</li> </ul> </li> <li>▪ Identify and design a pilot unit and benchmark assessment system by Summer 2012.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers have established ambitious SMART professional practice and student learning goals by November 2012 (measure TBD)</li> <li>▪ Hold first Acceleration Academy by Winter 2013 and second Acceleration Academy in Spring 2013</li> <li>▪ Increase attendance at Saturday sessions at Level 4 high schools by winter 2013</li> <li>▪ Ensure that 100% of students are assessed quarterly in core subjects and that teachers have access to the data within 1 week for Fall, Winter, and Spring benchmarks</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>People and Partners</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Hire 25-30 highly effective teachers from outside of LPS by Summer 2012.</li> <li>▪ Contract with 3-5 proven partners to accelerate Level 4 school turnaround efforts by Summer 2012.</li> <li>▪ Identify and hire an administrator to run the Office of School Improvement by Summer 2012.</li> <li>▪ Complete Receiver’s Review process to raise the bar for effective instruction by Summer 2012. Begin implementation of new educator evaluation process in Fall 2012.</li> <li>▪ Begin development of performance-based compensation system in SY2012-2013.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All educators complete required components of new evaluation system by established timelines.</li> <li>▪ Establish a plan to improve central office efficiency and support to schools by Winter 2013.</li> <li>▪ Have strong evidence that established partner relationships are benefitting school environment and/or student achievement results by Winter 2013.</li> <li>▪ Establish contracts with additional proven partners that provide focused turnaround efforts in high needs schools by Spring 2013.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Support and Engagement</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Open new alternative high school by Fall 2012.</li> <li>▪ Conduct review of community resources for potential partnerships by Fall 2012.</li> <li>▪ Conduct SEI training for a significant number of teachers in Summer 2012.</li> <li>▪ Recruit and hire 50 high quality MATCH Fellows for the Level 4 high schools by Summer 2012.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Generate stable enrollment in new alternative high school by Winter 2013</li> <li>▪ Have strong evidence that PBIS implementation has gained traction in level 4 high school by Winter 2013</li> <li>▪ 100% of teachers can access ELL data system by Fall 2012</li> <li>▪ Open Family Welcome Center by Winter 2013.</li> <li>▪ Enrichment activities are being provided to an increased number of students by Spring 2013.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Autonomy and Accountability</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Parties successfully complete discussions and processes with the unions about the provisions for new collective bargaining agreements by Spring 2013.</li> <li>▪ Develop autonomy and accountability system by Summer 2012.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have strong evidence that school leaders demonstrate a clear understanding of their performance targets as well as the process for earning autonomies by Winter 2013.</li> <li>▪ Have strong evidence that school site visits are occurring and that feedback is helpful and focused.</li> </ul>

## **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 the following processes with the common core of professional knowledge and skill: hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure.

Currently, the district's ten collective bargaining agreements have expired. 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 will provide a summary of these changes to each union leader no later than June 22, 2012. 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 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 prior to decision**

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, prior to 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**

During the 2012-2013 school year, the Receiver will develop a new performance-based compensation system (PBCS), after discussion with the union, which will contain a career path and which will compensate employees based on individual effectiveness, professional growth, and student academic growth.

Subject to approval by the United States Department of Education, teachers and administrators would participate in the Teacher Incentive Fund (TIF) grant designed to reward teachers and administrators (on a school wide or group basis) if the school or group to which the teacher or administrator is assigned meets certain student performance targets set for the school or group by the Receiver. The criteria for the awards would be communicated to all teachers and administrators at the start of each school year and would be anticipated to begin with the 2012-2013 school year. A teacher or administrator who receives an overall evaluation rating of “Unsatisfactory” or “Needs Improvement” would not be eligible for TIF awards. The awards would be distributed following the conclusion of the school year as a bonus which would be subject to taxes and/or withholdings, would not be added to the base salary and would not be counted towards salary for retirement calculation purposes.

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 \$3000 bonus which 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**

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 the school year 2012-2013, including plans for extended time for Level 4 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 1330 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 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 regarding 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. 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 which will overlap the end/beginning of the calendar year, a one week break during the month of February, and a one week break during the month of April. The Receiver may approve an alternate calendar at the request of a school principal, if the principal and 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 due to 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 or 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 who 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 in 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	Measurable Annual Goals						
		SY 2010-2011 (baseline)	SY 2011-2012	SY 2012-2013	SY 2013-2014	SY 2014-2015	SY 2015-2016	SY 2016-2017
<b>(1) student attendance, dismissal rates, and exclusion rates</b>	Attendance Rate (Increase)	92.7%	93.2%	93.7%	94.2%	95.0%	96.0%	97.0%
	Percentage of Students Absent 10+ Days (Decrease)	43%	39%	36%	33%	30%	28%	25%
	Dismissal Rate (Decrease)	10.0%	11.0%	10.0%	9.0%	8.0%	7.0%	6.0%
	Out of School Suspension Rate (Decrease)	10.3%	9.3%	8.4%	7.6%	6.9%	6.2%	5.6%
	In School Suspension Rate (Decrease)	11.3%	9.3%	7.7%	6.3%	5.2%	4.3%	3.5%
	Exclusion Rate* (Decrease)	NA	.5% (baseline)	0.4%	0.3%	0.2%	0.1%	0.0%
<b>(2) student safety and discipline</b>	Interpersonal incidents** (Decrease)	773	689	614	547	487	434	387
	Weapons incidents (Decrease)	63	56	50	45	40	35	32
	Incidents of substance possession/use/intent to sell (Decrease)	54	48	43	38	34	30	27
	Incidents of theft/vandalism (Decrease)	48	43	38	34	30	27	24
	Number of threats made (Decrease)	464	413	368	328	292	260	232
<b>(3) student promotion and dropout rates</b>	Retention Rate (Decrease)	5.2%	4.5%	3.8%	3.3%	2.8%	2.5%	2.1%
	Dropout Rate – Aggregate (Decrease)	8.6%	7.9%	7.2%	6.5%	5.8%	5.0%	4.3%
	Dropout Rate – High Needs Students (Decrease) <sup>2</sup>	9.0%	8.25%	7.5%	6.75%	6.0%	5.25%	4.5%
	Annual Dropout Recovery Rate (Increase)	2.4%	3.4%	4.9%	6.9%	9.9%	14.1%	20.0%
	Percentage of 9 <sup>th</sup> graders identified as “high risk” or “very high risk” on the EWI system (Decrease)	23.5%	20.9%	18.6%	16.6%	14.7%	13.1%	11.7%

<sup>2</sup> 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 dropout rates.

Area Specified by Chapter 69, Section 1K	Measure	Measurable Annual Goals						
		SY 2010-2011 (baseline)	SY 2011-2012	SY 2012-2013	SY 2013-2014	SY 2014-2015	SY 2015-2016	SY 2016-2017
<b>(3b) graduation rates</b>	Four-Year Cohort Graduation Rate - High Needs Students (Increase)	47.0%	75.0%	80.0%	80.0%	85.0%	85.0%	90.0%
	Four-Year Cohort Graduation Rate - Aggregate (Increase)	46.7%	75.0%	80.0%	80.0%	85.0%	85.0%	90.0%
	Five-Year Cohort Graduation Rate - High Needs Students (Increase)	54.0%	80.0%	85.0%	85.0%	90.0%	90.0%	95.0%
	Five-Year Cohort Graduation Rate - Aggregate (Increase)	54.6%	80.0%	85.0%	85.0%	90.0%	90.0%	95.0%
<b>(4) student achievement on the Massachusetts Comprehensive Assessment System;</b>	ELA CPI - Aggregate (Increase)	72.4	74.7	77.0	79.3	81.6	83.9	86.2
	ELA CPI - High Needs Students (Increase)	71.4	73.8	76.2	78.6	81.0	83.3	85.7
<b>(5) progress in areas of academic underperformance;</b>	ELA CPI - English language learners (Increase)	59	62.42	65.84	69.26	72.68	76.1	79.52
	ELA CPI - Students with Disabilities (Increase)	56.2	59.85	63.5	67.15	70.8	74.45	78.1
<b>(6) progress among subgroups of students, including low-income students as defined by chapter 70, limited English-proficient students and students receiving special education;</b>	Math CPI - Aggregate (Increase)	60.0	63.3	66.6	70.0	73.3	76.6	80.0
	Math CPI - High Needs Students (Increase)	59.0	62.4	65.9	69.3	72.7	76.1	79.5
	Math CPI - English language learners (Increase)	52.6	56.55	60.5	64.45	68.4	72.35	76.3
	Math CPI - Students with Disabilities (Increase)	45.1	49.68	54.26	58.84	63.42	68	72.58
<b>(7) reduction of achievement gaps among different groups of students</b>	Science CPI - Aggregate (Increase)	50.9	55.0	59.0	63.1	67.2	71.3	75.4
	Science CPI - High Needs Students (Increase)	50.0	54.1	58.3	62.5	66.6	70.8	74.9

Area Specified by Chapter 69, Section 1K	Measure	Measurable Annual Goals						
		SY 2010-2011 (baseline)	SY 2011-2012	SY 2012-2013	SY 2013-2014	SY 2014-2015	SY 2015-2016	SY 2016-2017
<i>(Cont'd)</i>	ELA MCAS W/F Percentage - Aggregate (Decrease)	16.0%	14.4%	13.0%	11.7%	10.5%	9.5%	8.5%
	ELA MCAS W/F Percentage - High Needs Students (Decrease)	17.0%	15.3%	13.7%	12.4%	11.1%	10.0%	9.0%
	ELA MCAS W/F Percentage - English language learners (Decrease)	32%	30.7%	29.3%	28%	26.7%	25.3%	24%
	ELA MCAS W/F Percentage - Students with Disabilities (Decrease)	47%	45%	43.1%	41.1%	39.2%	37.2%	35.2%
	Math MCAS W/F Percentage - Aggregate (Decrease)	34.2%	30.8%	27.7%	24.9%	22.4%	20.2%	18.2%
	Math MCAS W/F Percentage - High Needs Students (Decrease)	35.3%	31.8%	28.6%	25.8%	23.2%	20.9%	18.8%
	Math MCAS W/F Percentage - English language learners (Decrease)	47%	45%	43.1%	41.1%	39.2%	37.2%	35.2%
	Math MCAS W/F Percentage - Students with Disabilities (Decrease)	70%	67.1%	64.2%	61.2%	58.3%	55.4%	52.5%
	Science MCAS W/F Percentage - Aggregate (Decrease)	37.0%	33.3%	29.9%	27.0%	24.3%	21.8%	19.6%
	Science MCAS W/F Percentage - High Needs Students (Decrease)	38.1%	34.3%	30.9%	27.8%	25.0%	22.5%	20.3%
	ELA Median SGP - Aggregate (Increase)	45	Earn a median SGP of 51 or higher; or Show a 10-14 point improvement in SGP					
	ELA Median SGP - High Needs Students (Increase)	45						
	ELA Median SGP - English language learners (Increase)	49						

Area Specified by Chapter 69, Section 1K	Measure	Measurable Annual Goals						
		SY 2010-2011 (baseline)	SY 2011-2012	SY 2012-2013	SY 2013-2014	SY 2014-2015	SY 2015-2016	SY 2016-2017
<i>(Cont'd)</i>	ELA Median SGP - Students with Disabilities (Increase)	33	Earn a median SGP of 51 or higher; or Show a 10-14 point improvement in SGP					
	Math Median SGP - Aggregate (Increase)	39						
	Math Median SGP - High Needs Students (Increase)	39						
	Math Median SGP - English language learners (Increase)	39						
	Math Median SGP - Students with Disabilities (Increase)	30						
	ELA MCAS Advanced Percentage - Aggregate (Increase)	3.9%	6.4%	8.9%	11.4%	13.9%	16.4%	18.9%
	ELA MCAS Advanced Percentage - High Needs Students (Increase)	3.6%	6.1%	8.6%	11.1%	13.6%	16.1%	18.6%
	Math MCAS Advanced Percentage - Aggregate (Increase)	6.3%	8.8%	11.3%	13.8%	16.3%	18.8%	21.3%
	Math MCAS Advanced Percentage - High Needs Students (Increase)	5.8%	8.3%	10.8%	13.3%	15.8%	18.3%	20.8%
	Science MCAS Advanced Percentage - Aggregate (Increase)	1.0%	3.5%	6.0%	8.5%	11.0%	13.5%	16.0%
	Science MCAS Advanced Percentage - High Needs Students (Increase)	0.9%	3.4%	5.9%	8.4%	10.9%	13.4%	15.9%
<b>(8) student acquisition and mastery of twenty-first century skills</b>	Percentage of High School Graduates Completing MassCore Requirements (Increase)	100%	100%	100%	100%	100%	100%	100%
	Percentage of 8th graders completing a media-based project (Increase)	0% ***	0% ***	20%	40%	60%	80%	100%

Area Specified by Chapter 69, Section 1K	Measure	Measurable Annual Goals						
		SY 2010-2011 (baseline)	SY 2011-2012	SY 2012-2013	SY 2013-2014	SY 2014-2015	SY 2015-2016	SY 2016-2017
(Cont'd)	Percentage of 4th graders completing a media-based project (Increase)	0%***	0%***	20%	40%	60%	80%	100%
<b>(9) development of college readiness, including at the elementary and middle school levels</b>	Percentage of juniors/seniors enrolled in at least one Advanced Placement course (Increase)	25.0%	28.1%	31.5%	35.4%	39.7%	44.6%	50.0%
	Number of students completing Early-College High School (Increase)	NA	NA	NA	NA	50	125	250
	Percentage of seniors completing dual enrollment classes (Increase)	4.5%	4.5%	7.3%	11.8%	19.1%	30.9%	50.0%
<b>(10) parent and family engagement</b>	Percentage of families volunteering at their student's school (Increase)	NA	2.0% (baseline)	3.2%	5.0%	8.0%	12.6%	20.0%
	Average number of days to complete student/family entry process (Decrease)	NA	10 (baseline)	4	3	3	2	2
	Percentage of families accessing wraparound supports (Increase)	NA	20% (baseline)	26%	34%	44%	58%	75%
	Percentage of parents reporting on National Center for School Leadership Parent Engagement and Satisfaction Survey that "I attend most school events offered to parents such as parent teacher conferences and open houses" (Increase)	68%	71%	75%	78%	82%	86%	90%
<b>(11) building a culture of academic success among students</b>	Teacher Attendance Rate**** (Increase)		97.5% (baseline)	97.8%	98.1%	98.4%	98.7%	99.0%
	Distribution of teachers by performance level on district's teacher evaluation system: Teachers in highest two levels (Increase)	NA	NA	25%	50%	80%	90%	100%

Area Specified by Chapter 69, Section 1K	Measure	Measurable Annual Goals						
		SY 2010-2011 (baseline)	SY 2011-2012	SY 2012-2013	SY 2013-2014	SY 2014-2015	SY 2015-2016	SY 2016-2017
<i>(Cont'd)</i>	Distribution of administrators by performance level on district's administrator evaluation system: Administrators in highest two levels (Increase)	NA	NA	50%	75%	90%	95%	100%
<b>(12) building a culture of student support and success among school faculty and staff</b>	Percentage of teachers reporting on National Center for School Leadership School Climate and Culture Teacher Survey that "I would recommend my school to a family member seeking a school for their children" (Increase)	53%	59%	66%	73%	81%	90%	100%
<b>(13) developmentally appropriate child assessments from pre-kindergarten through third grade</b>	Percentage of K-3 students reaching a percentile in the average of higher range (34th or higher) on the MAP for Primary Grades-Reading (results from Fall to Spring) (Increase)	50.3%	57.8%	66.5%	76.5%	88.0%	100.0%	100.0%
	Percentage of K-3 students reaching a percentile in the average of higher range (34th or higher) on the MAP for Primary Grades-Math (results from Fall to Spring) (Increase)	47.4%	54.5%	62.7%	72.1%	82.9%	95.4%	100.0%

# APPENDIX C: BUDGET INFORMATION

## Lawrence Public Schools Projected FY'13 Local Budget<sup>3</sup>

RCA/SCHOOL	Salaries	Fixed Costs	Operations	FY2013 Proposed
Arlington Elementary	3,330,015	123,625	28,350	3,481,990
Arlington Middle	3,163,955	123,625	29,055	3,316,635
Breen	1,869,156	53,449	32,923	1,955,528
Bruce	4,014,427	150,965	35,926	4,201,318
Frost Elementary	3,425,910	106,520	33,575	3,566,005
Frost Middle	2,800,843	106,518	33,148	2,940,509
Guilmette Elementary	3,261,987	205,500	72,700	3,540,187
Guilmette Middle	3,420,913	211,500	60,500	3,692,913
Hennessey	2,280,892	73,153	30,030	2,384,075
Lawlor	1,062,802	44,250	21,075	1,128,127
Lawrence High Campus	2,992,737	887,335	487,320	4,367,392
Business Mgmt. & Finance H.S.	2,609,635	0	80,600	2,690,235
Health & Human Services H.S.	2,691,884	0	58,600	2,750,484
Humanities & Leadership Dev. H.S.	2,906,671	0	45,350	2,952,021
International High School	2,672,047	0	61,324	2,733,371
Math, Science, & Technology H.S.	2,686,419	0	47,312	2,733,731
Performing & Fine Arts H.S.	2,813,155	0	38,330	2,851,485
High School Learning Center	1,963,985	65,486	44,400	2,073,871
Leahy	3,345,119	66,800	49,542	3,461,461
Leonard	2,489,658	88,152	45,088	2,622,898
Oliver	4,502,279	196,753	63,200	4,762,232
Parthum Elementary	3,812,692	273,783	42,331	4,128,806
Parthum Middle	3,259,715	203,153	30,794	3,493,662
Rollins Early Childhood Center	1,373,393	65,359	12,600	1,451,352
School for Exceptional Studies	4,089,305	67,640	72,632	4,229,577
South Lawrence East Elementary	3,537,488	172,500	64,650	3,774,638
South Lawrence East Middle	4,159,900	172,500	118,500	4,450,900
Tarbox	2,196,917	62,500	23,100	2,282,517
Wetherbee	4,190,645	255,000	38,056	4,483,701
Assessment & Accountability	331,429	0	134,000	465,429
Asst. Superintendent	1,866,862	48,500	1,229,739	3,145,101
Budget & Finance	588,849	21,007,598	77,000	21,673,447
Curriculum & Instruction	619,071	0	933,700	1,552,771
Development & Grants	127,000	0	1,800	128,800
English Language Ed. Services	178,779	0	30,350	209,129

<sup>3</sup> Based on projected budget figures, pending final approval.

<b>RCA/SCHOOL</b>	<b>Salaries</b>	<b>Fixed Costs</b>	<b>Operations</b>	<b>FY2013 Proposed</b>
Facilities & Plant Management	926,478	48,000	2,377,066	3,351,544
Health & Nursing Services	932,679	0	58,775	991,454
Human Resources	1,348,582	2,267,000	75,000	3,690,582
Information Systems & Technology	519,655	1,016,094	330,301	1,866,050
Instructional Technology	102,775	236,683	1,500	340,958
Intramurals	142,864	0	46,330	189,194
LPS-TV	90,000	0	10,150	100,150
Production/Graphic Design	46,575	0	55,000	101,575
Receiver's Office	0	0	135,500	135,500
School Improvement/Prof. Dev.	53,500	0	422,000	475,500
School Safety	123,257	251,600	87,500	462,357
Special Learning Services	3,698,977	8,172,888	483,625	12,355,490
Student Support Services	988,995	0	87,900	1,076,895
Superintendent's Office	464,700	60,000	20,000	544,700
<b>Totals</b>	<b>100,075,571</b>	<b>36,884,429</b>	<b>8,398,247</b>	<b>145,358,247</b>

**Revolving Account - self-sufficient department**

<b>Nutrition Services</b>	2,558,790	246,500	4,095,210	<b>6,900,500</b>
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**School Department Expenses not included in Net School Spending**

Adult Learning Center	707,924	37,459	20,085	765,468
Transportation Services	68,256	6,002,250	5,250	6,075,756
<b>Totals</b>	<b>776,180</b>	<b>6,039,709</b>	<b>25,335</b>	<b>6,841,224</b>

## Lawrence Public Schools Projected FY'13 Grant Funds

DESE#	TITLE	Project Duration	Expected Funding	Calculation
<b>FEDERAL</b>				
305	TITLE I (Carryover)	12/1/12-8/31/13	1,226,507	15% carryover allowance
305	TITLE I	9/1/12-8/31/13	7,359,040	10% reduction projected
240	SPED ENTITLEMENT 94-142	9/1/12-8/31/13	3,449,885	3% reduction projected
240	SPED ENTITLEMENT 94-142 (Carryover)	12/1/12-8/31/13	582,815	Anticipated carryover
274	SPED PROGRAM IMPROVEMENT	11/1/12-8/31/13	149,575	Same level projected
511	SCHOOL REDESIGN GRANTS	9/1/12-8/31/13	507,555	Arlington Year 2
140	TITLE II PART A TEACHER QUALITY	9/1/12-8/31/13	1,172,145	10% reduction projected
262(EEC)	SPED EARLY CHILDHOOD ALLOCATION	9/1/12-8/31/13	62,768	Same level projected
	MASS GRAD	10/1/12-9/30/13	154,666	10% reduction projected
320	SUPP.SUPPT./MIDDLE SCHL	3/1/13-8/31/13	47,240	10% reduction projected
180	TITLE III LEP SUPPORT (Carryover)	12/1/12-8/31/13	125,000	Anticipated carryover
180	TITLE III LEP SUPPORT	9/1/12-8/31/13	686,487	Same level projected
201	RACE TO THE TOP	7/1/12-6/30/13	2,664,097	Based on submitted amendment
209	WRAPAROUND ZONE INITIATIVE	7/1/12-6/30/13	48,000	Renewal amount
	<b>Sub-Total Federal</b>		<b>18,235,780</b>	
<b>STATE</b>				
542	SUMMER MEALS EXPANSION FOOD SERV. PROG.	4/29/13-6/30/13	20,000	Same level projected
632	ACADEMIC SUPPORT	9/6/12-6/30/13	137,781	Same level projected
850	GED TEST CTR.	11/22/12-6/30/13	5,900	Same level projected
701	QUALITY FULL DAY KINDERGARTEN	7/1/12-6/30/13	416,324	Same level projected
345	ADULT ED LEARNING CENTER	7/1/12-6/30/13	658,614	Same level projected
	ESSENTIAL SCHOOL HEALTH	7/1/12-6/30/13	264,762	10% reduction projected
345(DGA)	LAWRENCE ADULT LEARNING	7/1/12-6/30/13	82,744	Same level projected
	<b>Sub-Total State</b>		<b>1,586,125</b>	
	<b>Total State and Federal Grants</b>		<b>19,821,905</b>	

<b>PRIVATE</b>				
The White Fund (LHS)	n/a	3,500		Same level projected
The Prone Foundation	n/a	15,000		Same level projected
ETP Educational Telecomm.(COMCAST)	n/a	482,682		Same level projected
ETP Educational Telecomm.(VERIZON)	n/a	147,793		Same level projected
<b>Sub - Total Private</b>		<b>648,974</b>		
<b>TOTAL GRANTS</b>		<b>20,470,879</b>		