

**Lawrence Public Schools**  
**Draft of Renewed Turnaround Plan 2021**  
*High-level Summary*

**Strategy**

LPS will continue its trajectory of improvement by continuing to implement four main strategies:

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

**Vision**

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

- **Student Achievement:** Provide equitable, standards-aligned curricula and instruction for all of our students
- **Support Services:** Expand a continuum of academic, social-emotional, and mental health support, particularly for at-risk students
- **Engagement:** Grow family and student engagement to build partnerships in service of student success in the areas of attendance, academics, and holistic development

**Goals**

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

<b>Strategy 1: Time, Data, and Expectations</b>	
<b>2015-2020 Foci and Accomplishments</b>	<b>2021-2024 Aligned Initiatives</b>
<ul style="list-style-type: none"> <li>• In 2019, LPS updated its time-on-learning requirements which resulted in an increase in student hours for Pre-K, Kindergarten, and Grades 1-8 in many schools</li> <li>• The district committed to a 3-year partnership with NWEA for a skills-based, growth assessment aligned to MA standards and MCAS. In Fall 2020, all schools participated in training sessions with NWEA</li> <li>• The district partnered with Harvard School of Education’s Data Wise program which supports educators in using collaborative data inquiry to drive improvement. To date, eight schools have completed the Data Wise Leadership Institute.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued partnership with NWEA to provide school-specific consults and data-use/reports training</li> <li>• Expand the Data Wise partnership with two additional administrators earning the Data Wise coach certification, continue the Data Wise in Action program with all schools that have participated in the Data Wise Leadership Institute, and extend the Data Wise training programs to an additional cohort of 5 schools</li> <li>• Students will continue to have access to learning over school vacations with Acceleration</li> </ul>

<ul style="list-style-type: none"> <li>Advanced/Expert Teacher continues to be a rigorous process that recognizes exemplary teachers. Since 2016, 131 teachers have been awarded the distinction of Advanced Teacher and 5 have the added distinction of Expert Teacher</li> </ul>	<p>Academies and summer learning program supporting at least 30% of all LPS students</p> <ul style="list-style-type: none"> <li>The finalization and implementation of the Earned Autonomy Framework will help define a vision of high-quality schools and the high expectations the district has for school performance. The Framework will be used to define and tailor autonomies schools can earn and support from the district aligned to schools' ratings on the Framework</li> <li>Expand the use of equitable, rigorous, standards-aligned curriculum with the goal of providing access to high-quality curriculum to all students and closing achievement gaps amongst student groups within the district. Specifically, the district will develop and begin to implement a district-wide literacy plan</li> <li>LAE will participate in ongoing professional development to enhance its capacity to hold the district to its stated goals</li> </ul>
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**Strategy 2: People & Partners**

<ul style="list-style-type: none"> <li><b>2015-2020 Foci and Accomplishments</b></li> </ul>	<ul style="list-style-type: none"> <li><b>2021-2024 Aligned Initiatives</b></li> </ul>
<ul style="list-style-type: none"> <li>LPS has participated in Influence 100, a DESE-led initiative that emphasizes the nuances of central office leadership with a focus on culturally responsive practices. LPS has three Fellows in the program</li> <li>Redesign of the Office of Student Support Services resulted in: <ul style="list-style-type: none"> <li>Four directors of Special Education, Director of Health Services, and additional district staff focused on students with disabilities</li> <li>Additional programs with students with Autism</li> <li>Co-teaching pilot program</li> <li>Additional professional development for faculty and staff focused on students with disabilities</li> <li>Registered nurses in every school</li> <li>Additional staff and professional development for Social Emotional Learning supports</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>LPS plans to apply for grant funding to support diversity, equity, and inclusion efforts across the district</li> <li>Create an LPS/LTU joint committee on Anti-Racist School Practices</li> <li>Partner with Regis College to custom design a pathway for paraprofessionals to become certified teachers</li> <li>Expand partnerships with Great School Partnerships and the Center for Restorative Justice to build staff capacity to build positive school culture</li> <li>Expand SEL programming and promote the adoption of SEL curricula in schools</li> <li>Expand the co-teaching model with additional special education and English as a Second Language teachers</li> <li>Begin to implement plans for Student Support and Stabilization Teams to meet the needs of students struggling with emotional and/or behavioral regulation</li> </ul>

**Strategy 3: Support & Engagement**

<ul style="list-style-type: none"> <li><b>2015-2020 Foci and Accomplishments</b></li> </ul>	<ul style="list-style-type: none"> <li><b>2021-2024 Aligned Initiatives</b></li> </ul>
<ul style="list-style-type: none"> <li>Partnership with Center for Restorative Justice districtwide <ul style="list-style-type: none"> <li>Educators from 15 schools have completed the two-day Level 1 seminar and several schools will advance to Level 2</li> <li>District has invested in K-8 curricular materials that support this work</li> </ul> </li> <li>Great Schools Partnership has supported 13 schools to build knowledge and support for restorative justice practices</li> <li>Launched the Lawrence Family Institute for Student Success to support families in navigating school</li> <li>Launched the Superintendent's Student Cabinet to allow high school students a voice in decision-making and strategic planning</li> </ul>	<ul style="list-style-type: none"> <li>Continued partnership with the Center for Restorative Justice and Great Schools Partnership to advance ideals and practices of community empathy and restitution</li> <li>LPS plans to customize and expand Lawrence Family Institute for Student Success to additional schools</li> <li>Expand the Family Engagement Fellowship</li> <li>Evaluate and improve programming for newcomer English learners</li> </ul>

<ul style="list-style-type: none"> <li>• Redesigned the President’s Council (now the Tu Voz Council) to elevate student, parent, and educator voice as a problem-solving body for the district</li> <li>• Launched the Family Engagement Partnership Council with a focus on improving family and student partnerships</li> <li>• Launched the Family Engagement Fellowship which has trained cohorts from eleven schools on strategies and tools to expand family partnerships</li> </ul>	
<b>Strategy 4: Autonomy &amp; Accountability</b>	
<b>2015-2020 Foci and Accomplishments</b>	<b>2021-2024 Aligned Initiatives</b>
<ul style="list-style-type: none"> <li>• In 2020, LAE approved an Earned Autonomy Framework that the district will use to showcase a holistic picture of schools and drive decisions around autonomy and support</li> <li>• Developed and implemented a plan to unify faculty across the Lawrence High School academies and align curriculum in math, science, ELA, history, and Spanish</li> <li>• A cohort of educators from LHS are participating in DESE’s MTSS Academy to ensure consistency of implementation across the school’s multi-tiered intervention strategies</li> <li>• Launched a standards-based grading system in all schools K-8</li> <li>• Continued progress toward the vision of all elementary and middle schools housed in co-located spaces</li> </ul>	<ul style="list-style-type: none"> <li>• In the next phase of Earned Autonomy, LPS will set targets for all non-DESE indicators of the Framework and codify a system for applying a school’s rating on the Framework to a set of autonomies the school may earn</li> <li>• Redesign Lawrence High School’s graduation requirements and alignment of skills, knowledge, and experience necessary for post-graduation success through the Portrait of a High School Graduation grant</li> <li>• LPS will work with school leadership to evaluate and align its curriculum offerings with MA Frameworks, and choose an aligned History/Social Science curriculum, to ensure all students have access to rigorous, high-quality, standards-aligned curricula</li> </ul>

**Alignment with FY21 Superintendent Goals**

The Turnaround Plan is aligned with the following goals the Superintendent has set for FY21:

- Expand academic and social emotional supports for students
- Provide professional development for instructional staff and leaders
- Expand family partnerships (ex. Play to Learn workshops, LFISS, Tu Voz Council)
- Expand and deepen diversity, equity, and inclusion practices throughout the district

**Alignment with SOA Plan**

LPS’ Student Opportunity Act submission includes the follow priorities, strategies, or programs that are reflected in this Turnaround Plan:

- Expansion of co-teaching model for English learners and Students with Disabilities
- Expansion of Independent Learning Program for students with Autism
- Development of Student Support and Assistance Stabilization Teams- these teams will be a resource for supporting students exhibiting internal and/or external maladaptive behaviors or dysregulation
- Expand commitment to Restorative Justice, increase the number of school counselors available, and deepen the implementation of SEL curricula and practices in schools
- Promote and support the adoption and implementation of rigorous, standards-aligned, and culturally relevant curriculum in all schools, including the development and implementation of a district-wide literacy plan
- Continue to leverage external partnerships to build capacity to deliver high-quality instruction and use data to drive instructional decisions
- Evaluate and improve programming for newcomer English learners
- Expand Restorative Justice practices

## **Alignment with Existing Stakeholder Feedback**

### **Community Feedback Provided to Commissioner & Receiver**

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

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

### **Community Feedback Themes:**

- **Strategy 1: Time, Data, and Expectations**
  - Students and families are familiar with and have strong appreciation for Acceleration Academies
  - Most stakeholders were unfamiliar with the concept of the Earned Autonomy Framework
  - Teachers expressed a desire for additional time to collaborate with colleagues, particularly around data analysis
  - Stakeholders emphasized the importance of pairing high-quality materials with high quality instructional practice and want to ensure there is cohesion and training
- **Strategy 2: People & Partners**
  - All stakeholders expressed support for initiatives in diversity, equity, and inclusion and anti-racism efforts
  - While stakeholders expressed support for paraprofessional to teacher pathway programs, they want to ensure all staff are aware of these opportunities
  - All stakeholders support efforts to increase the diversity of the educator workforce in the district and desire this to be a continued priority for the district
  - Stakeholders endorsed continued investment in social emotional supports
  - Stakeholders supported plans to expand the co-teaching model as well as additional training related to supporting the needs of students with disabilities and English language learners
  - While stakeholders supported the student support and stabilization teams initiatives, they continue to want more than one counsellor in each school
  - Multiple stakeholders call for an investigation into the root cause of teacher retention and a specific plan to address this issue
- **Strategy 3: Support & Engagement**
  - All stakeholders endorsed continued investment in restorative justice practices and building positive school culture
  - Stakeholders appreciated the expansion of the Lawrence Family Institute for Student Success and the Family Engagement Fellowship Program
  - Stakeholders expressed a desire for additional programming focused on integrating English learners, especially newcomer students, to the main campus
  - Stakeholders desire an increased partnership between educators and parents
  - Some stakeholders suggested the need to initiate, sustain, or expand collaboration with community-based organizations to leverage the resources they offer to students and families
- **Strategy 4: Autonomy & Accountability**
  - In general, movement toward increased school autonomy is supported
  - Some stakeholders raised the concern that autonomy may result in inequities across different schools and emphasized the need for consistent, high-quality education for all students across the district

- Some students expressed support for redesigning Lawrence High School's graduation requirements and engaging in the development of a Portrait of a Graduate
- Stakeholders would like to see Early College and dual-enrolment programming expanded