Lawrence Level 5 District Turnaround Plan
Renewed Plan

May 29, 2015

LAWRENCE PUBLIC SCHOOLS

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

May 29, 2015

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

It was almost precisely three years ago that we wrote a letter similar to this one, introducing a plan for turning around Lawrence's schools and asking for your help in making this effort a success.

Today, following the path set forth in that plan and driven by the extraordinary commitment of our educators, families, and students, Lawrence is proud of the significant improvements it has made during the last three years of receivership. Student learning gains are improving, more students are achieving on grade level, the graduation rate has increased by double digits, and students are experiencing new opportunities in athletics and the arts that had for too long been out of reach.

Across the district, a spirit of optimism and collaboration has taken hold. Lawrence has pioneered a new district model called "open architecture" that empowers principals, teachers, and families to create school programs tailored to the needs of their students. With a leaner central office and an innovative teachers' collective bargaining agreement, we have pushed more resources to the school level and established new policies to support schools and promote continuous improvement.

System-wide, we have unified and raised expectations for teaching and learning through the district's Four Pillars framework:

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

We should rightfully take pride in our collective work to date. But encouraging as our progress may be, the goal was never simply better schools. Our promise has always been—and must always be—a world class education for all of Lawrence's children, and there is still significant work ahead to achieve this reality. English language arts and math scores remain below state proficiency averages and many of our students still do not graduate high school. We cannot afford to mistake improved for acceptable.

It is with this understanding that we share the accompanying document, a three-year renewal of the May 2012 Lawrence Public Schools Turnaround Plan. Once again this plan will serve as our roadmap for the coming years, and we will continue to need your support to implement it effectively. As you read through this plan, we ask you to again consider the role you might play in achieving the goals it sets.

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

Sincerely,

Signed by Receiver Riley

Jeffrey Riley
Superintendent/Receiver
Lawrence Public Schools

Signed by Commissioner Chester

Mitchell D. Chester
Commissioner
Department of Elementary & Secondary Education

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 an effective, dramatic turnaround effort. Commissioner Mitchell Chester recommended receivership "because this pathway provides the greatest opportunity for transforming the district from one of the lowest performing in the state to one where students routinely experience strong educational outcomes." The Commissioner further stated, "We could approach receivership with a goal of stabilizing the district and securing the most expeditious transition back to community control--- regardless of the quality and effectiveness of the educational program we leave behind. I am not inclined to recommend receivership because it is expedient. I expect that excellent schooling for Lawrence students will be realized only through substantial district reform that will require considerable time and effort."

In May 2012, after consultation with local stakeholders, the Commissioner and the Receiver presented a turnaround plan with a clear vision to transform the school district. Now, in spring of 2015, we recognize that the Lawrence school district has achieved substantial progress, with much work still to be accomplished. To provide sufficient time for the strategies put in place to reach full and even implementation across all LPS schools and to improve student achievement district-wide, we are renewing this plan for an additional three-year term.

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

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

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

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

To accompany this vision, the district established ambitious goals for improvement in the areas of student academic growth, proficiency in core subjects, and high school graduation, among others. Over the last three years, the district has made significant progress on many of the goals set forth in the 2012 plan. Specifically, the district has:

- Exceeded the first year turnaround plan goal to double the number of schools with a median SGP above 50 on both ELA and math MCAS. LPS more than doubled this number in the first year.
- Increased the median SGP in ELA from 43 to 52 and the median SGP in Math from 40 to 57 after two years of MCAS results (2013 and 2014).
- Achieved a 13 percentage point increase in MCAS math proficiency from 2011-2014 (from 28 percent to 41 percent), a 3 percentage point increase in ELA proficiency (from 41 percent to 44 percent), and an 8 percentage point increase in science proficiency (from 13 percent to 21 percent), after three years of results.
- Achieved a 14.6 percentage point increase in the 4-year cohort graduation rate (from 52.3 percent in 2011 to 66.9 percent in 2014), and a 4 percentage point decrease in the annual dropout rate (from 8.6 percent to 4.6 percent), after three years of results.

The district will exit receivership once gains are sufficient and policies, practices, and structures have been institutionalized to ensure sustainable results. Based on the data from the past three years, the district is improving, but has not yet made sufficient growth to ensure sustainable change. While most core indicators have improved—and many have increased significantly—the district has not sufficiently improved its MCAS proficiency or graduation rates to warrant an exit from receivership. While LPS has climbed to among the top-ranked Gateway Cities for math and ELA median SGP, MCAS proficiency rates in these subjects remain low and graduation rates remain below target levels.

In school year 2017-2018, the Commissioner and the Receiver will begin to meet with Lawrence city officials to review the district's performance and discuss potential pathways for exiting receivership upon the expiration of the renewed plan. This discussion will include strategies and options for ensuring that new programs and policies implemented as part of the district turnaround are fully preserved post receivership. Exit from receivership will remain conditional upon satisfying the requirements of the receivership statute and regulations, including that the district has achieved sufficient academic progress and has the capacity to continue making progress going forward.

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

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

In addition, a key principle of the 2012 Turnaround Plan was a commitment to the effective use of resources, given the district's status as a high need and low wealth district. *The effective use of resources to maximize student achievement is the principle on which the district's strategies will continue to be based.*

As we have implemented this plan over the last three years, we have monitored our results and learned from our experiences. While we have made adjustments along the way, where appropriate, these changes remain consistent with the priorities, strategies, and goals outlined in the 2012 Turnaround Plan.

Note: *This document presents an overarching plan for ensuring the success of all Lawrence Public Schools' students. By design, the document provides a big-picture description of goals and strategies, and not a detailed list of action steps and timetables. Each school in the district will continue to work with the Receiver to produce and publish an individualized annual school improvement plan. These plans will translate the broad strategies of the district plan into concrete action steps and measures of progress for each school. The school plans will help students, parents, educators, staff, and community members to*

understand the specific changes they can expect to see in their neighborhood schools. School plans can be found on Lawrence's website: www.lawrence.k12.ma.us.

Summary of Key Issues and Strategic Objectives

Background (Before Receivership)

In November 2011, on the recommendation of Commissioner Chester, the Board of Education 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 the Lawrence School Committee held by the Receiver, Jeffrey Riley, who was appointed by Commissioner Chester in January 2012.

Findings that led to the district entering receivership

The need for reform was underscored by the student outcome data and other relevant district data collected and analyzed as part of ESE's 2011 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 52percent in the 2010-2011 school year. The graduation rate was 31 percentage points below the state average; 24percent of 9th graders were not promoted to 10th grade, more than 3 times the state average; and 8.6percent of LPS students dropped out each year. The district's retention rate, the percentage of students repeating the grade in which they were enrolled the previous year, was 5.2percent, in comparison with a state average of 2.1 percent.
- **Low baseline of performance**: Of 24 Gateway City districts identified by the Commonwealth of Massachusetts, Lawrence ranked 22nd in academic achievement on MCAS across all grades in both math and English language arts (ELA). The district's math and ELA MCAS proficiency, as well as its four-year graduation rate, ranked in the bottom five districts in the state. In 2011, less than 30percent of tested students were proficient in math MCAS and only 41percent of students were proficient in ELA MCAS.
- **Downward trends**: Three quarters of LPS schools experienced declines in MCAS proficiency in 2010-2011. The median Student Growth Percentiles (SGPs) 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 had 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 lower in math. Troubling gaps also persisted among LPS subgroups. For example, limited English proficient students underperformed state averages by eleven percentage points in both math and ELA MCAS proficiency. For students with disabilities, the gaps with the state in MCAS proficiency rates were 19 percentage points in ELA and 15 percentage points in math.
- **Accountability status**: Five schools had been deemed "underperforming" (Level 4) by the Commonwealth and more schools were in danger of being identified Level 4 in future years.

Challenges

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

- **Inconsistent quality of instruction**: At its core, the achievement gaps and lack of growth stemmed 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 varied greatly and the bar had 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 had not operated with the sense of urgency required to dramatically turn around student achievement. Ineffective teachers had been allowed to remain in the classroom, teacher evaluations had not been conducted with regularity or rigor, and expectations for students were persistently low.
- **Talent and capacity**: LPS faced a lack of experienced leadership at the school level. At the classroom level, the teacher evaluation system typically had been approached as a pro forma exercise rather than as a system to identify and improve talent.
- **Insufficient data access and use:** Teachers, school leaders, and district leaders have to use data to improve instruction. However, assessment data appeared to be unavailable for some students. Many teachers did 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 lacked programs to help students overcome them. For example, LPS lacked sufficient ELL programming, licensed personnel, and training to help many of its students reach needed English skill levels. Further, LPS had not provided sufficient wraparound services to address the many non-academic barriers to learning facing LPS students.

Key Themes

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

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

Vision

Ultimately, the vision for the Lawrence Public Schools is to provide all students with a rich, high-quality education that mirrors the suburban experience and closes the achievement gap between our students and their peers across the Commonwealth.

Over three years, the Receiver has deepened the original vision for improved student outcomes by implementing the following components to transform the school system:

- Developing a common definition of high-quality instruction
- Re-imagining the urban school district under the open architecture model
- Building sustained collaboration with the Lawrence community

To ensure that all school leaders and educators are working toward a common definition of high-quality instruction, LPS leadership has encouraged each school to focus on the Four Pillars of teaching and learning: developing rigorous standards-based curricula and assessments; creating high-quality enrichment opportunities for students; inculcating the value of hard work and a growth mindset in students; and ensuring that critical thinking is embedded in classroom lessons.

The original principle of school autonomy set forth in the 2012 Turnaround Plan has developed into a model for managing the school district called "open architecture." Under open architecture, district and union leadership have embraced a model that shifts the power to the schools, where principals and teacher leadership teams design school programs to best meet their students' needs. Each school team proposes its own curriculum, calendar, and professional development, while school leaders have budget and hiring autonomy.

Under open architecture, the central office assumes a support role, managing operational tasks so that school leaders can focus on teaching and learning. In addition, the district establishes a common set of baseline policies to ensure a fair, supportive system for LPS students, families, and staff. All district schools—including those managed by education management organizations—are neighborhood-based, staffed by unionized employees, and follow the baseline district policies, creating a level playing field for all schools across the district.

While LPS has undertaken rapid change in a short amount of time, the district has pursued system changes in partnership with local leaders and stakeholders. The Receiver meets regularly with the parent teacher organization presidents' council, a roundtable of local non-profits, the school committee, and the mayor. Community organizations work closely with our schools in a variety of capacities, including as key expanded learning time partners. After negotiating an innovative collective bargaining agreement, LPS leadership and the Lawrence Teachers Union (LTU) have been working in partnership on efforts to increase teacher voice and raise student achievement. Individual teachers are engaged in a variety of ways, from the district's Teacher Leader Cabinet to teacher leadership teams at each school.

Goals

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

- Achieve a district-wide median SGP of at least 55 in ELA and math
- Increase district proficiency rates to exceed 50 percent in both ELA and math (increasing at least 10 percentage points in math and 7 percentage points in ELA)
- Add three schools achieving proficiency rates at or above the state average for ELA (increasing from zero to three), and double the number of schools achieving at or above the state average for math (increasing from three to six)
- Increase the district's four-year graduation rate to 80 percent (a 13-percentage point increase from current rate)

*Note that goals are subject to change based on PARCC implementation decisions and timelines.

Priority Strategies

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

To achieve its vision and goals, the district has continued to implement four main strategies that are aligned with the recommendations of the Level 5 Local Stakeholder Group that were submitted in spring 2012. Three of these strategies focused on school-level actions, while one strategy focused on district actions that support school improvement. These strategies were intensively rolled out in all schools, with a particular emphasis on Level 4 schools, as well as any additional schools in danger of declining into Level 4 status. Implementing these strategies also began to reframe our expectations of LPS staff.

- **Strategy 1: Time, Data, and Expectations** (School levers)
  We have increased instructional time for our students through an expanded school day in grades 1-8, a robust Acceleration Academies program serving thousands of students over February and April vacations, and Saturday programs at a number of schools. Through the expanded school day, students are receiving additional opportunities for academic intervention and acceleration, and new enrichment programs, while teachers have additional time to collaborate**.** As part of the work underway to redesign Lawrence High School, all 9th grade students will start school early as part of an expanded year program in fall 2015. In the coming years, LPS will explore additional opportunities for expanded learning time at the high school level.

  In addition to adding time, we have enhanced the quality of instructional time by using data to inform and improve instruction. At the majority of LPS schools, data cycles are in place and data consistently frames discussions about expectations for students' learning and teachers' instructional practices. To better support the use of data in schools in future years, LPS will

invest in an integrated student data platform to enable the design of customized, user-friendly data reports at the school and district levels.

While an emphasis on time, data, and expectations is now in place in most LPS schools, in the next phase we will ensure that these levers are implemented effectively in all schools across the district. The Receiver annually reviews and approves each school's plan for the allocation of instructional time as a core lever for continuous improvement. School plans also include annual priorities to ensure that each school is constantly seeking a higher standard for excellence, and holding students and staff to high expectations based on data. A core focus of our continued efforts to improve in these areas will be on Lawrence High School, as part of the high school redesign process.

- **Strategy 2: People and Partners** (School levers)
  We have defined the district's talent base as both the people we employ and the organizations with which we partner. Aggressive recruiting, rewarding top talent, comprehensive and rigorous evaluation, and greater autonomy, flexibility, and professional expectations have helped us to cultivate a strong talent base, including proven partners hired to accelerate turnaround efforts. In the coming years, the district intends to build on early initiatives in these areas by implementing systems to ensure that LPS consistently and effectively recruits, retains, and expands the reach of its top talent.

  As we complete our third year of turnaround work, LPS has established partnerships with five school management organizations, including The Community Group, UP Education Network, Phoenix Academy, the American Federation of Teachers/Lawrence Teachers Union, and Lawrence Family Development Education Fund. Community agencies have also played a significant role as providers of enrichment programming within the expanded day in LPS schools, and non-profits have supported schools with professional development in data, assessment, curriculum, and instruction. In future years, the district intends to enhance efforts to ensure the full integration of these school partners into the fabric of LPS, and ensure that each partner is supported to be successful in maximizing student outcomes. In addition, LPS will seek additional support partners in areas of need, such as those who can support critical thinking and STEM initiatives in our schools.

  To ensure empowerment of school-level staff in decision-making, LPS and LTU established teacher leadership teams at each school beginning in school year 2014-2015. Such distributed leadership is new for many educators and administrators in LPS, and much work remains to ensure that school-level teams are supported to function effectively.

  In 2013, the district created the Redesign Office to improve the efficiency, quality, and delivery of service from the central office to schools. This office has served as the lead design and implementation team for turnaround plan strategies. The Redesign Office continues to work on the refinement of the open architecture model, district-wide systems, and school improvement initiatives.

- **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. In school year2013-2014, the district opened a Family Resource Center for parents to enroll

students and to receive information on district and community resources. A district-wide parent teachers' organization (PTO) presidents' council and a community partners group also meet regularly with district leadership; at the school level, PTOs continue to work to engage families. In the coming years, LPS will continue working to increase community awareness of the district's turnaround strategies, and to develop more avenues for family and community involvement across the district.

The high-needs populations of English language learners (ELLs) and students with disabilities require additional targeted support. This means receiving instruction from the most effective teachers in sheltered English instruction (SEI) for ELLs and appropriately inclusive environments for students with disabilities. To ensure that ELLs are effectively supported in the regular education classroom, LPS has offered its educators SEI endorsement courses and additional training each year. The district has maintained its Melmark partnership to support special educators to develop high-quality programs, including the use of technology, for students on the autism spectrum. Although the district has made strides in this work, LPS schools must continue to develop tiered supports through programs such as RTI, and the district must develop better systems to effectively manage its special education programs and services.

The district has added enrichment opportunities such as athletics, arts, and other activities in order to foster student engagement, with many schools adopting new enrichment programs as part of their annual school plans. In future years, the district aims to build additional enrichment programs, with the goal of ensuring access to enrichment from a student's entry into LPS through 12th grade. In addition, many schools currently rely heavily on special grants through Twenty-First Century Learning Communities to fund enrichment programs; therefore, ensuring sustainability of these programs is a key area of focus.

In addition, LPS's alternative high school programs have re-engaged and motivated dropouts and other at-risk young adults to graduate from high school and prepare for college. The planned redesign of Lawrence High School, which aims to create a more structured learning environment in the early high school years, will foster increased student engagement for all LPS high school students.

- **Strategy 4: Autonomy and Accountability** (District levers)
  Under the open architecture model, LPS has embraced increased autonomy for schools (for example in staffing, resource allocation, operations, and program delivery), accompanied by increased support and accountability. Principals have the authority to operate and staff their school sites based on the best interests of students in the school.

  With strong school leadership, along with district investment in new tools and coaching, many school teams Pre-K-8 have implemented positive changes with new autonomies. Building on the structures and systems that supported the Level 4 high schools as well as successful practices from the K-8 schools, the district is undertaking a redesign of the Lawrence High School campus to dramatically improve the high school graduation rate and ensure that LPS high school students are college and career ready. As the first step of a phased planning process, the district will implement a 9th Grade Academy in fall 2015, featuring increased academic expectations; a cohort model for personalized learning; specialized supports for students with disabilities, ELL newcomers, and at-risk students; and

new systems for student support and engagement. Planning is underway for the redesign of the remaining grades at LHS, with the next phase of the plan set to launch in fall 2016.

Currently, individual schools require a continuum of support; some operate with minimal district oversight while others still require a significant level of assistance**.** Particularly at the high school level, the district will continue to provide considerable central support in critical functions to accelerate the redesign process. In the coming years, the district will build capacity at every school for increasingly self-directed programs, including a commitment to the process of continuous improvement. LPS will continue to evolve the functions of central office as schools require less support and new systems come online to streamline operational processes.

Implementation

In order to effectively implement these strategies, the district has followed a phased implementation approach.

- **Immediate Actions** (Phase 1: ***Completed***): Before the start of the 2012-2013 school year, the district laid the groundwork for implementation of the turnaround plan. This involved 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: ***Completed***)*:* Over the three years that followed, the district was tasked with building strong central functions to drive key turnaround strategies at all schools including data, time, culture, people and partnerships. The district has made significant progress in this area, establishing a school planning process where principals and teacher leadership teams are empowered to propose new initiatives to support student achievement. The district has recruited strong partners to the district and established its open architecture model, which set up a system of "guided autonomy" for schools (providing significant autonomies to schools, with additional support and guidance to ensure that schools use autonomies wisely). The district also continues to expand its ability to measure progress and hold schools accountable for results. During this phase, it was expected that individual schools would be granted significant autonomies, while receiving differentiated levels of support based on school needs.
- **Empowering Schools** (Phase 3: ***In process***): After establishing the initial conditions and capacity for improvement, the central office will continue to narrow and refine its purpose, focusing on delivering high-quality services and supports to schools. These services are now primarily operational in nature, with most academic functions now located at the school level. A small teaching and learning team remains in the central office, focused on areas such as providing academic coaching to schools, establishing new enrichment programs, providing planning support for acceleration academies, and implementing educator leadership initiatives. The district Redesign Office continues to develop and improve systems for enhancing school autonomy and support, to seek and pilot new initiatives and partnerships for the district and its schools, and to ensure that the district remains on target to achieve its performance goals.

Since 2012, LPS has focused intensively on improving the performance of its Level 4 schools. The district implemented innovative plans for transforming these schools, including:

- **Spark Academy** (formerly South Lawrence East Middle School) received a School Redesign Grant (SRG) under the federal *transformation* model. A new principal assumed leadership of the 5th grade in 2012-13 with a turnaround plan based on physical activity and additional learning time, and the school will complete its transformation in fall 2015. While Spark was originally slated to operate as a grades 5-8 middle school, the district will adjust its grade span to a grades 6-8 middle school beginning in school year 2015-2016 to enable the physical activity model to be effectively implemented in its current facility.
- **UP Academy Leonard** (formerly Leonard Middle School) received an SRG under the federal *restart* model. The district entered into an agreement with UP Education Network, a proven school turnaround operator, to manage school, beginning with grade 6 in school year2012-2013. UP Education Network now manages all grades at UP Academy Leonard, a middle school that includes grades 6-8**.**
- **Lawrence High School** (International High School and Business Management & Finance High School) received SRG funding under the federal *transformation* model. These schools worked with a proven partner, the MATCH Foundation, to provide intensive tutoring support as a part of the school's redesign plan. In school year2014-2015, MATCH supported high school leadership to transition the program to in-house tutoring in all of the schools across Lawrence High School, primarily in math. The district will continue to examine the tutoring program and other specialized academic interventions as we proceed with plans for the larger Lawrence High School redesign.
- **Community Day Arlington** (formerly Arlington Elementary School) changed from the federal *transformation* to the federal *restart* model in its second year of SRG redesign work. A proven partner, The Community Group, began managing the school over a two year period, beginning K-1 in school year2012-2013 and expanding through grade 4 in school year 2013-2014.

In addition, the district developed a new alternative high school to improve the high school graduation rate and ensure LPS students gain the knowledge and skills they need to be college and career ready.

- **Phoenix Academy Lawrence** created an additional alternative high school option for Lawrence students. The district entered into an agreement with the Phoenix Foundation, a proven alternative high school operator in Chelsea, to lead this new school. Phoenix has enrolled between 150 -190 students each year and supported them as they prepare to matriculate into post-secondary education and/or be prepared for work after high school.

In addition to the school transformation efforts listed above, the Oliver School was placed into Level 4 status in fall 2012. In devising the turnaround plan for this school, which served grades 1-8, the Receiver divided the school into an elementary school serving grades 1-5 and a middle school serving grades 6-8.

- **Oliver Partnership School (grades 1-5)** received an SRG under the federal *transformation* model. The district entered into a partnership with the Lawrence Teachers Union/American Federation of Teachers to create a new school opening in fall 2013 that would feature a collaborative decision-making model, wraparound services, and strong parent engagement and social/emotional supports for students, while ensuring a rigorous academic education.
- **UP Academy Oliver (grades 6-8)** received an SRG under the federal *restart* model. The district entered into an agreement with UP Education Network to begin to manage the school over a period of two years, beginning with grade 6 in school year2013-2014. UP Education Network now manages all grades at UP Academy Oliver**.**

In addition, in fall 2014, the Receiver established a new early childhood center that provides a two-year, full-day kindergarten program.

- **Lawrence Family Public Academy**, a new school managed by the Lawrence Family Development Education Fund, was established to offer a full-day kindergarten program for both four- and five-year-olds in the Tower Hill neighborhood. This new school also provides additional kindergarten enrollment capacity to support the district's growing enrollment.

As we have implemented this plan over the last three years, we have monitored our results and learned from our experiences. As expected, we made adjustments as needed to ensure improvements in student learning while remaining true to the strategies and goals outlined in the plan.

Statutory Basis for the Implementation of the Turnaround Plan

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

The Receiver has settled three of the district's ten collective bargaining agreements that expired in 2010 or 2011 and has settled a collective bargaining agreement with a newly recognized bargaining unit. The terms outlined in Appendix A are necessary to the successful implementation of the turnaround plan and reflect mandatory changes to the district's policies, agreements, and working rules and to any practices or policies pursuant to the expired collective bargaining agreements. These terms took effect July 1, 2012, and have been included in any collective bargaining agreements negotiated subsequently. The Receiver provided a summary of these changes to each union leader after the release of the turnaround plan. The Commissioner and the Receiver reserve the right to make additional changes to collective bargaining agreements as needed. Nothing contained in the turnaround plan or the collective bargaining agreements shall be construed to limit the rights of the Receiver and/or the Commissioner as they are provided for under G.L. c.69, §1K.

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

requirements of the general law. The Commissioner and the Receiver may develop additional components of the plan or amend the plan, as appropriate.

Overview of Strategic Objectives and Initiatives

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

Strategic Objective 1: Expectations, Time, and Data	
Rationale	In order to maximize the rapid improvement of the academic achievement of students in Lawrence, it is imperative that we develop a culture of high expectations for both students and adults. In order to reach greater levels of achievement, students must have increased quality instructional time. A menu of time strategies to improve student achievement including changes in the school day, school year, and/or school calendar must be available to school leaders to bring about this change. In order to attract and retain the highest quality teachers in Lawrence, it will be essential to compensate staff based on performance, individual effectiveness, professional growth, and student academic growth. Increasing the use of assessment data to improve instruction will be a necessary tool in this strategic objective.
Initiatives	**Description of related activities**
1a. **EXPECTATIONS**: Build a culture of high expectations for students and adults	• *Raise expectations for rigor*: 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 professional teacher status as well as to all represented district staff members that have completed their probationary period. **2015 update: The educator evaluation system and other staff performance reviews have established higher expectations for school and district staff. Educators also receive improved classroom coaching from administrators and peers, including more frequent and higher-quality observation and feedback cycles. In future years, LPS will continue to refine these systems and ensure effective implementation across all schools.** • *Set aggressive goals*: 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. **2015 update: Schools have largely adopted an improvement culture of setting goals, monitoring progress, and adjusting these goals as needed each year. In future years, in addition to ensuring strong goal-setting processes across all schools, LPS will establish a consistent and rigorous process of annual goal-setting and monitoring across central office departments.** • *Performance-based compensation system:* The district will develop and implement a compensation system that promotes and supports effective performance. **2015 update: The LPS teacher career ladder promotes educators based on their effectiveness and includes opportunities to earn additional compensation, such as by teaching students in academies or coaching their peers. LPS will continue to monitor and refine the implementation of the career ladder and leadership opportunities based on educator feedback and workforce trends.** • *Staff engagement:* There will be high levels of engagement from all staff across the district in achieving district goals. **2015 update: School-based teacher leadership teams have empowered and engaged educators in decision-making at the school level, and in the coming years LPS and Lawrence Teachers' Union (LTU) will maximize**

	the effectiveness of these teams through additional support and training. LPS will continue efforts such as the Teacher Leader Cabinet, faculty surveys, and other vehicles to solicit feedback before, during and after implementation of new goals and initiatives. In addition, LPS will build on the publication of *Our Way Forward*—which set forth LPS's vision in a booklet sent to all staff—to improve internal communications, ensuring that all staff feels engaged in the ongoing transformation.
1b. **TIME**: Provide increased quality instructional time for students in need	• *Acceleration Academies*: 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. **2015 update: Acceleration Academies have proved a critical intervention to deliver high-quality, targeted instruction to students who most need additional support. The Sontag prize program has drawn talented educators from within Lawrence and across the nation to serve our students, with educators receiving high-quality professional development and an honorarium for their work. The district has expanded the number of students in academies each year of the turnaround effort (from 1,000 students per vacation week in 2013 to 2,500 in 2015) and intends to maintain this program at high enrollment levels.** • *Saturday sessions:* 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. **2015 update: Saturday academies are a commonly used intervention at many schools, and are established in schools' annual school plans.** • *Tutoring and targeted interventions:* 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. **MATCH Fellows operated at the BMF and INT schools for two school years, and transitioned the program to in-house tutoring across LHS in school year 2014-2015. The district will continue to examine the tutoring program and other specialized academic interventions as we proceed with plans for the larger Lawrence High School redesign (see item 4D for further information).** • *Summer learning and enrichment*: The Receiver is working with Teach for America (TFA) to develop a TFA Summer Training Institute in the district, beginning in summer 2013. The institute would be in addition to the district's traditional summer school offerings. In addition, the district will develop a plan for hybrid summer learning opportunities that will include academics and enrichment. **2015 update: The TFA Institute was established in summer 2014 and complements the district's new Level Up summer learning program, which includes both academics and enrichment. LPS will continue the TFA Summer Academy in summer 2015 and in future years.** • *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 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 1,330 hours per school year. During the 2012-2013 school year, each principal will engage in a planning process involving the faculty and staff, parents, students, and members of the community to develop a new school schedule based on student needs and school and community assets. Each plan will address how learning time will support (1) high academic success, especially through personalized support and learning; (2) a well-rounded education that may include subjects not part of standardized testing; activities such as arts, music, drama, robotics and sports; and social emotional learning; and (3) expanded time for teachers to collaborate, use student data and develop their practice. Plans should

	be creative in the use of adaptive software, staggered teacher schedules, acceleration academies, summer learning and enrichment programs, and outside partners. Each plan must address opportunities to incorporate community partners and resources and must include an appropriate and sustainable arrangement about teacher and staff responsibilities, hours, and compensation. The principal will recommend the plan to the Receiver after consultation with the faculty and staff of the school. The Receiver may require the inclusion of any reasonable exceptions to these provisions and may require changes in any plan to best serve the interests of the students. Plans will be approved at the Receiver's discretion. **2015 update: Expanded learning time (ELT) has been implemented in grades 1-8, with select early childhood centers also implementing ELT for Pre-K and K. As of fall 2015, the 9th Grade Academy at Lawrence High School will add additional learning time at the start of the school year as an extended year for all 9th grade students. As the district proceeds with the high school redesign (see 4D for more information), we will explore options for expanded time at additional grade levels. Individual school teams revisit their ELT plans annually to determine whether they should be modified. All plans remain subject to the approval of the Receiver.** • *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 will overlap the end/beginning of the calendar year, and there will be a one week break during February and a one week break during April. The Receiver may approve an alternate calendar at the request of a school principal, if the principal and the Receiver determine that the alternate calendar is in the best interests of the students in the school. **2015 update: The annual school calendar has been established, running from August through June; the calendar will be maintained and/or modified in the future as needed. Working from a baseline district calendar provided by central office during the annual school planning process, school teams create school-specific calendars to best meet their students' needs.**
1c. **DATA**: Increase the use of assessment data in improving instruction	• *Assessment system*: The district will develop an assessment system to ensure that data are regularly collected on each student to measure progress and assess areas of need. **2015 update: While interim assessments (including ANet, Test Wiz, iReady, and NWEA MAP) are routinely in place in the K-8 schools, this work is not yet fully developed at the high school level. Common assessments were piloted at Lawrence High School in school year2014-2015 and will be incorporated as part of the high school redesign process (see 4D for more information).** • *Inquiry*: All schools across the district will be expected to use common planning time to examine data to improve instruction. A district-wide inquiry process and common professional development will support this initiative. **2015 update: Led by principals and teacher leadership teams, each school conducts an annual improvement process, in which schools establish new priorities based on student data, site visit results, and other indicators. Schools determine development needs for the upcoming school year based on these priorities, and these components are compiled as part of the annual school plans reviewed by the Receiver. To inform schools' areas for development and further support continuous improvement efforts, LPS will expand progress monitoring site visits by independent third-parties to additional Level 3 schools in the coming years.** • *New data management system:* The district is considering the purchase of an overarching data management system that will connect the district's existing data systems and electronically integrate student achievement, human resource, and payroll data. **2015 update: After a comprehensive systems review in spring 2013, the district prioritized upgrades to its decades-old financial and human resources information systems. In school year2014-2015, LPS**

	migrated to the MUNIS financial and payroll system, and will roll out additional modules in the coming year. In addition, LPS aims to begin use of an integrated student and academic data platform in school year 2015-2016, which will enable the district and schools to design user-friendly data reports. This platform will be tested, refined, and expanded over the coming years. • *Communications*: LPS will develop a communications plan to ensure that stakeholders can understand the data that the district is tracking and the data's use in driving actions to meet the district's high expectations. **2015 update: While individual schools have made significant progress in publicizing school-level data, the district as a whole will increase its production of user-friendly, dual-language documents, posters, newsletters, and other communications to better explain the district's overarching goals and progress to date.**

Strategic Objective 2: People and Partners	
Rationale	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.
Initiatives	**Description of related activities**
2a. Hire and cultivate great **STAFF**	• *Receiver's Review*: 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. **2015 update: The Receiver's Review was implemented in spring 2013 and completed that summer. Since that time, school principals have maintained responsibility and control over educator evaluation and improvement initiatives.** • *Educator evaluation*: LPS will implement a new evaluation system that will increase support and accountability consistent with new state regulations. **2015 update: LPS has implemented the educator evaluation system and provided support to administrators to effectively use this tool with educators in their schools. In the coming years, LPS will continue to ensure that administrators receive targeted support to refine their implementation of this tool.** • *Recruitment and retention*: An aggressive recruitment campaign through regional and national networks will attract teachers with high potential to the district. Similarly, the district will focus on the recruitment and retention of the best staff in all other areas of work across the district. **2015 update: In the coming years, the district will continue to focus on building strong recruitment pipelines and developing new strategies for retaining skilled teachers and staff. Continued expansion and refinement of teacher leadership roles will also support efforts to recruit and retain great talent.** • *Teach for America (TFA) Institute*: The Receiver and his leadership team will work with TFA to develop a Summer Training Institute beginning in summer 2013. In this model, the high potential TFA teachers who come to the district will receive intensive classroom experience and learn essential teaching skills by partnering with LPS teachers to provide a summer learning opportunity for students. **2015 update: The TFA Institute was established in summer 2014. The Institute adds to the district's summer learning programs, while introducing potential teaching candidates to Lawrence schools. LPS will continue the TFA Summer Academy in summer 2015 and in future years.** • *Incentives to recruit and retain*: Stipends such as a Teacher Leader Cabinet and the Sontag prize for urban education will be used as performance-based awards to retain the district's highly effective educators as well as to recruit additional highly effective educators to the district. **2015 update: In addition to robust implementation of these opportunities, as part of the teacher career ladder LPS has implemented advanced and master educator roles which provide additional opportunities for educators to expand their reach by helping their peers improve their instructional practice. In future years, LPS will refine its suite of educator leadership opportunities, including codifying a detailed menu of options for talented educators to work with students beyond the school day, and assume leadership roles at the school and district levels.**

	• *Policies and agreements:* Certain changes to the district's policies, agreements, and working terms are necessary to achieve the goals of the turnaround plan. Appendix A contains changes that will take effect as of July 2012 and must be incorporated in future collective bargaining agreements. The Receiver and/or the Commissioner, subject to their discretion, will initiate discussions and processes, as appropriate pursuant to G.L. c. 69, s. 1K. **2015 update: New policies and provisions have been implemented and included in collective bargaining agreements as applicable, and will be codified into an updated LPS policy manual beginning in school year 2015-2016.**
2b. Hire and cultivate great **LEADERS**	• *Recruit talent*: LPS seeks to identify and cultivate an in-district pipeline of talent while bolstering recruiting efforts through regional and national networks. Proven school operators are expected to bring talent to the district. **2015 update: LPS has established the Educator Initiatives Office. This office complements the work of HR by focusing solely on talent management, including recruitment, networking, and marketing efforts to expand the pipeline of potential candidates.** • *Leadership changes*: The Receiver intends to make school leadership changes in order to bring focus and urgency to school improvement. To cite two examples: 1) a headmaster will be appointed to facilitate coordination, continuity, and collaboration across the Lawrence High School campus. 2) The South Lawrence East Middle School will be reconstituted gradually under the leadership of a new principal. **2015 update: Over 50percent of the school leaders were replaced during the first three years of the turnaround effort. LPS will continue to evaluate its school leaders annually, ensuring every principal is an effective steward of school improvement at his/her site.** • *Empower and enable talented school leaders*: The district's move to autonomy, raising the bar on rigor, and providing flexibility in human capital practices will serve to empower school leaders. (More information about the granting of autonomies by the Receiver can be found in Strategic Objective 4: Autonomy and Accountability.) **2015 update: LPS has been able to attract and retain talented school leaders with a promise of autonomy with support; to maintain this, LPS must continue to empower school leaders and ensure that they receive high-quality support tailored to their needs.** • *Clear accountability and support*: A new evaluation and accountability system will provide clear rewards and consequences for over- and under-performers. The system will set high expectations and provide support in areas of need. **2015 update**: **A new compensation system was developed in school year2013-2014 that significantly raised pay for principals, which included the potential for performance bonuses. In addition to assigning each school an academic advisor to provide holistic coaching on school improvement, LPS has matched principals with a number of professional development organizations and university partners. Going forward, LPS will ensure its menu of supports for principals can meet the needs of each school leader, and create more opportunities for peer learning among administrators across the district.**
2c. Build a **CENTRAL TEAM** focused on supporting schools	• *Central office*: The Receiver has already made several key additions to his executive team including a chief of staff, an assistant receiver for teacher effectiveness, and a scholar re-engagement manager. He expects to continue to build a strong team, while making every effort to remain budget neutral, including hiring an administrator to lead the Redesign Office and to increase accountability at the central office for contributing to student achievement gains. At the same time, the Receiver intends to conduct a review of the central office in the 2012-2013 school year to identify efficiencies and service improvements that will lead to a gradual reallocation of resources to district schools. **2015 update: After a review of the central office in winter/spring 2013, the Receiver reduced central office personnel by over 30percent; pushing $1.6 million to the school-level, and the following year allocated an additional $5 million in central, non-salary funds to**

	schools. Over time, we will continue to narrow and refine the purpose of the central office, focusing on delivering high-quality services and supports to schools. These services are now primarily operational in nature, with most academic functions now located at the school level. A small teaching and learning team remains in the central office, focused on areas such as providing academic coaching to schools, establishing new enrichment programs, providing planning support for acceleration academies, and implementing educator leadership initiatives. The district Redesign Office continues to improve systems for enhancing school autonomy and support, to seek and pilot new initiatives and partnerships for the district and its schools, and to ensure the district remains on target to achieve its performance goals. The Receiver hired two administrators to lead the Redesign Office. • *School Committee:* The Receiver will continue to work to build the effectiveness of school committee interactions. This will include continued updates about district information and a professional development plan developed in coordination with the Massachusetts Association of School Committees (MASC). The professional development will focus on building the Lawrence School Committee's capacity and preparing it to resume its duties when the district has demonstrated sufficient gains and embedded the requisite positive change to meet its goal of exiting receivership. **2015 update**: **Training and development opportunities were offered to members of the Lawrence School Committee in 2012 by representatives from the Massachusetts School Committee Association. A few members participated in a MASC conference in November 2012, with expenses paid by LPS. Over the past three years, through scheduled meetings and conversations with individual members, the Receiver has solicited feedback from school committee members and enabled them to participate in discussions about improvement strategies for the district. In addition, school committee members have been actively involved in communicating information about the turnaround plan and new initiatives to families and the community. LPS intends to engage the school committee in a similar way, and to provide additional support, in the coming years. If it appears that sufficient gains have been made that could result in the conclusion of receivership, in the third year of this renewed plan period the district will work with the mayor and the school committee to determine what training and other supports are needed to ensure that the school committee will be prepared for a highly-functioning role in the governance of the school district post receivership.**
2d. Recruit proven **PARTNERS**	• *Proven partners:* 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 to provide a college preparatory education. UP Education Network, a Boston-based school operator, will operate the Leonard Middle School, beginning with grade 6 in school year 2012-2013. The Community Group, a proven Lawrence school operator, will take over management of the Arlington Elementary School over a period of two years, beginning with kindergarten and grade 1 in school year 2012-2013 and moving to all grades in school year 2013-2014. **2015 update: LPS maintains its partnerships with The Community Group, UP Education Network, and Phoenix Academy. In addition, the district has added the American Federation of Teachers/Lawrence Teachers Union and Lawrence Family Development Education Fund as school partners. Community agencies have also played a significant role as providers of enrichment programming within the expanded day in LPS schools. In future years, the district intends to enhance efforts to ensure the full integration of these school partners into the fabric of LPS, and to ensure that each partner is supported to be successful in maximizing student outcomes.** • *MATCH Fellows*: This ESE Priority Partner will provide intensive math tutoring at Business Management & Finance (BMF) and International (INT) 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. **2015 update: MATCH Fellows operated at the BMF and INT schools for two school years, and transitioned the program to in-house tutoring in all of the schools across LHS, primarily in math, in school year 2014-2015. The district will continue to examine the tutoring program and other specialized academic interventions as we proceed with plans for the larger Lawrence High School redesign (see 4D for more information).**
2e. Make **EFFECTIVE USE OF STAFF RESOURCES**	• *Decision making:* Principals will devise a process through which the principal will consult with staff before making decisions affecting the school. **2015 update: To empower educators in school-based decision-making, LPS and LTU established teacher leadership teams in each school beginning in school year2014-2015. Such distributed leadership is new for many in LPS, and much work remains to ensure that school-level teams are supported to function effectively at each school.** • *Staffing*: To ensure that schools have the most effective staff working in the most productive manner, principals will make staffing decisions based on the best interests of the students in their schools, including having the authority to select the best qualified staff from both internal and external candidates without regard to seniority. **2015 update: This provision has been implemented and included in collective bargaining agreements as applicable.** • *Professional obligations*: Teachers and other professional staff are expected to devote the necessary time and effort to fulfill their professional obligations, as defined by the principal and approved by the Receiver. **2015 update: This provision has been implemented and included in collective bargaining agreements as applicable.** • *Layoff*: To ensure that the most effective staff are retained in the event of a layoff, the Receiver will establish selection criteria for layoffs, including the following, as appropriate: qualifications, licensure, work history, multiple measures of student learning, operational need, and the best interests of the students. **2015 update: This provision has been implemented and included in collective bargaining agreements as applicable.** • *Policies and agreements*: Certain changes to the district's policies, agreements, and working terms are necessary to achieve the goals of the turnaround plan. Appendix A contains changes that will take effect as of July 2012 and must be incorporated in future collective bargaining agreements. The Receiver and/or Commissioner, subject to their discretion, will initiate discussions and processes, as appropriate pursuant to G.L. c. 69, s. 1K. **2015 update: New policies and provisions have been implemented and included in collective bargaining agreements as applicable, and will be codified into an updated LPS policy manual beginning in school year2015-2016.** • *Compensation*: LPS will restructure compensation to ensure that its investment in educators promotes and values effective performance. This initiative will link educator compensation to district objectives for performance: recruitment; retention; level of responsibility; and student achievement. **2015 update: LPS has established a new teacher career ladder to promote teachers based on their effectiveness. In addition, LPS has provided for new opportunities for great teachers to extend their reach, such as by teaching students over vacations or on Saturdays, or serving as a model classroom for peer observation as an advanced or master educator. In addition, principals have discretion to provide stipends for teachers for school-level leadership or other roles. In future, the district will continue to refine the career ladder based on educator feedback and trends, as well as to embed teacher leadership roles in the fabric of the district and schools.**

Strategic Objective 3: Support and Engagement	
Rationale	In order to maximize the rapid improvement of the academic achievement of students in Lawrence, students and staff will need parent and community support for the new culture of high expectations in the LPS. The Lawrence community has many assets and skills that can contribute to this effort. Social/emotional supports will allow students, including English language learners (ELLs) and students with disabilities, to be prepared to succeed during instructional time. Engaging and exciting students through enrichment opportunities will be an essential tool in this strategic objective.
Initiatives	**Description of related activities**
3a. Provide strong **SOCIAL/EMOTIONAL** supports beyond academics to ensure students can be physically and mentally present during instructional time	• *PBIS*: Increased roll out of Positive Behavioral Interventions and Supports at high schools will help develop a culture that encourages desirable student behaviors. **2015 update: As part of the high school redesign, 9th grade students will be provided with appropriate social/emotional supports and behavioral guidance to ensure a strong entry into high school. As students transition into the upper grades, they will graduate to a behavioral model that builds toward independent self-regulation.** • *Adult guidance*: 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, for example, in the areas of mental health and substance abuse. **2015 update: Establishing robust adult mentor relationships for students will continue to be a priority in the coming years.** • *High school options*: The district, partnering with the Phoenix Foundation of Chelsea, MA, will open a new alternative high school to re-engage and motivate dropouts and other at-risk young adults and ensure that they graduate prepared for college and other post-high school options. The International High School will become a transitional school that focuses on providing accelerated academic and social/emotional support to newcomers to the country and the district. **2015 update: In addition to the partnership with the Phoenix Academy Lawrence, new leadership at the High School Learning Center has made significant improvements in student experience and student achievement for at-risk youth. In the coming years, LPS will strengthen its alternative programming options to ensure a sufficient range of supports to engage youth with a wide array of needs. As part of the planned Lawrence High School campus redesign, International High School will transition into a Newcomers Academy with clear entry and exit criteria. This will ensure that students receive critical transitional support and are prepared to effectively integrate into a general classroom setting as soon as they are able.** • *School safety audit*: The district will conduct a district-wide audit to assess the current state of school safety and the fidelity of implementation of the district's discipline policy as well as to identify opportunities to create a secure environment for learning to take place. **2015 update: The district, working with each school team, has updated its safety protocols to ensure a secure learning environment for each school. In the coming years, LPS will update its discipline policies to ensure appropriate inclusion of new policies, for instance to address new forms of technology and mobile devices.** • *Partnerships for health services*: The district will review its existing partnerships with public, non-profit, university, and private health service organizations in order to coordinate health service and prevention screening activities occurring throughout the district. **2015 update: Health services supports are now coordinated district-wide through the Family Resource Center. At the Center, families are able to learn about the wide array of community-based supports that are available in Lawrence and how to access these services.** • *Wraparound supports*: The district will continue to learn from best practices from Wraparound Zones at four district schools. **2015 update: Wraparound supports are now coordinated district-wide through the Family Resource Center, where families can learn about and access the wide array of supports available in Lawrence.**

3b. Develop targeted supports for **ENGLISH LANGUAGE LEARNERS (ELLs)** who make up a substantial portion of the district enrollment	• *Core strategy*: The core strategies of time, data, engagement, people, and partnerships are meant to target all students in the district. These core strategies will be particularly important to decrease the achievement gap between struggling students and other LPS students. **2015 update: ELLs have benefited from opportunities to participate in strengthened core instruction, acceleration academies, and new enrichment opportunities across the district. In addition, individual schools have invested in new strategies tailored specifically to ELLs as part of their school plans, including theater enrichment programs and intervention software to build literacy skills. In the coming years, LPS will ensure that successful practices are shared widely across schools to support continuous improvement in serving our ELLs.** • *Professional development*: The district has already embarked on an ambitious campaign to provide Category training this summer to teachers across the district. To strengthen instruction for our limited English-proficient students, the district will embrace the training from the Rethinking Equity and Teaching for English Language Learners (RETELL) program. **2015 update: The district has offered multiple SEI endorsement courses, enabling 96percent of eligible LPS administrators and approximately 45percent of eligible educators to complete these requirements. LPS has filled all allotted SEI endorsement course seats provided by the state for the past two years. Our goal is to ensure that 90percent of eligible educators will be trained by the end of school year 2015-2016. We will reach our goal by first targeting those educators who have been identified by the state as needing to earn the SEI endorsement, following up with a targeted second set of educators whom LPS has determined also needs to earn the SEI endorsement before opening it up to all core-academic educators. LPS will reach out to these educators via multiple means and outlets to encourage participation. In addition, LPS has partnered with UMass Lowell to provide graduate coursework towards ESL licensure for interested educators and professional development for administrators, educators, and paraprofessionals who support ELLs.** • *New data management system*: Purchase of ESL Innovations data management system will aggregate data on ELLs, make it electronic, and enable it to be sorted and analyzed in multiple ways in order to improve delivery of instruction to students. **2015 update: LPS has used the ELLevations data management system for several years, but will move these fields to a new comprehensive student and academic data platform beginning in school year 2015-2016.**
3c. Develop targeted supports for **STUDENTS WITH DISABILITIES** who make up an above-state-average portion of the district enrollment	• *Core strategy*: The core strategies of time, data, engagement, people, and partnerships are meant to target all students in the district. These core strategies will be particularly important to decrease the achievement gap between struggling students and other LPS students. **2015 update: Students with disabilities have benefited from opportunities to participate in strengthened core instruction, acceleration academies, and new enrichment opportunities across the district. In addition, individual schools have invested in new strategies tailored specifically to students with disabilities as part of their school plans, including developing more robust response-to-intervention programs. In the coming years, LPS will ensure successful practices are shared widely across schools to support continuous improvement in serving our students with disabilities.** • *Appropriate support:* The district will conduct a system-wide audit of special education services. Ensuring that students with disabilities receive instruction from the most effective teachers in an appropriately inclusive environment will help to close the achievement gap. **2015 update: After a district-wide audit, LPS has taken a school-by-school approach to supporting improved special education services, both for inclusive and substantially separate settings. In the coming years, LPS will deepen its support to school leaders, educators, and specialized support staff to ensure highly-effective practices are in place at each school. To ensure LPS is providing the most effective services and supports, the district will conduct targeted reviews of central special education services and school-level programs in school year 2015-2016, identifying key areas for continued redesign and professional development.**

	• *Professional development:* The district will continue to provide strong Response to Intervention (RTI) training to identify and serve struggling students, including students with disabilities. **2015 update: The district has continued its partnership with Melmark to support educators of students with disabilities to develop high-quality programs for students on the Autism Spectrum and to train paraprofessionals to work in specialized classroom settings. Professional development has also been provided to staff in the areas of response to intervention, trauma-informed schools, and inclusion practices.** • *Service delivery model:* The district will examine the various service delivery models in use for serving students with disabilities in order to maximize instructional effectiveness. **2015 update: The district will continue to explore models for appropriately inclusive education of students with disabilities, including the use of technology in the classroom. Successful school-based practices will be shared district-wide.**
3d. Increase **PARENT & COMMUNITY** engagement to support the high expectations culture of LPS	• *Family Resource Center*: The district will open a Family Resource Center to increase communication and information flow with parents and connection to the school community. The Center will ensure the appropriate translation of district documents so as to be accessible to parents and the community. Drawing on their daily work, the staff of the Family Resource Center will educate other LPS staff members about the Lawrence community and its cultures. The Resource Center will assist families with issues for struggling students, such as the 504 process and IEPs for students with disabilities. **2015 update: In school year 2013-2014, the district opened a Family Resource Center for families to enroll students, to address issues or concerns with student placements, to receive referrals to community resources and services, and to attend trainings and workshops on topics of interest. The new Center included the addition of staff with specialized expertise in community engagement. In the coming years, in collaboration with Lawrence Community Works and the Lawrence Working Families Initiative, LPS will expand the resources, partnerships, and activities available through the Family Resource Center to deepen parent engagement in the schools and to support economic advancement of the city at large. In addition to working with school teams to foster school-level parent engagement, LPS will strengthen city-wide engagement through new planned events for LPS families and students, including student showcases and transition ceremonies.** • *Community partnerships*: The district will identify and pursue potential partnerships with community organizations, local agencies, and institutions of higher education. The district will conduct a mapping of community resources in order to identify high potential partners. **2015 update: Community agencies and non-profits have been critical partners in the district's turnaround work. Most notably, community agencies have played a significant role as providers of enrichment programming within the expanded day in LPS schools, and have also served as key partners in summer learning and after-school programs. A Community Partners group, composed of the directors of core Lawrence community agencies, meets several times per year to assess the status of current partnerships and to explore strategies to support further initiatives and community engagement to support the district's turnaround.** • *Alternative high school*: By re-engaging dropouts and other disconnected youth, Phoenix Academy Lawrence will provide these students with options for high school graduation and college and career success. **2015 update: While this program has made significant gains in creating new and improved options for students, refinement will continue to be a priority in the coming years (see 3A). In addition, the High School Learning Center also works to provide options for Lawrence's high school students.**

3e. Increase **ENRICHMENT** opportunities to engage and excite students	• *Arts*: The development of arts opportunities across all grades in the district will help provide students with a holistic education. **2015 update: The district has added significant instructional leadership capacity to build school-based and district-wide arts programming, including new programs in choral and instrumental music, musical theater, and visual arts. In the coming years, LPS will strengthen school-based programs and aim to create a continuum of arts programming options to ensure that all students have access to enrichment from their entry into LPS through high school. In addition to building internal capacity, individual schools have collaborated with community partners to provide additional arts and enrichment programming both onsite at schools and offsite at partner agencies.** • *After school activities*: After-school enrichment options will be increased in a variety of ways across the district. **2015 update: LPS has supported schools to increase enrichment programming after school in addition to during the school day.** • *Athletics*: Athletics offerings will be expanded, including through the addition of intramural middle school sports. Spark Academy will adopt a research-based model to integrate athletics and academics. **2015 update: LPS has invested heavily in the expansion of intramural athletics at the middle school level and team sports at the high school level. School-based enrichment programs within the expanded school day at the elementary and middle schools—including Spark Academy—have included karate, yoga, step-dancing, and other fitness-related offerings.**

Strategic Objective 4: Autonomy and Accountability	
Rationale	To maximize the rapid improvement of the academic achievement of students in Lawrence, schools need to be empowered to create change. The autonomy granted to and used by our proven partners has yielded significant gains in student achievement; this demonstrates the potential that our own schools can attain when their principals are permitted to focus first and foremost on educating their students. Autonomies related to human capital, resource allocation, program delivery, and school operations may be granted by the Receiver to schools, based on school performance. District-wide accountability is necessary to ensure that the district is on track to make rapid progress; see Performance Benchmarks (below), Implementation Benchmarks (below), and Measurable Annual Goals (Appendix B) for the aggressive district and state targets to which the district will be held accountable. District-level systems and supports, including the Office of School Improvement, will be essential tools in this strategic objective.
Initiatives	**Description of related activities**
4a. Increased **AUTONOMY** for schools to empower them to create change	• *Creating the system*: LPS is establishing a process by which high-performing schools can earn and use autonomies. **2015 update: LPS has established the "open architecture" model which is codified in several supporting documents used by the Lawrence schools, primarily as part of the annual school planning process. As part of open architecture, LPS has selected a model of *guided autonomy*. Schools are granted wide latitude to make local decisions, provided they have a strong plan in place for student achievement; all plans are approved by the Receiver. To guide schools in developing strong plans, the LPS team has assigned each school a coach to support differentiated school improvement, and begun developing a menu of high-quality default services that schools can use as a baseline. In the next few years, LPS will continue to strengthen its system of supports to ensure that all schools use autonomies effectively, as well as to further develop cross-school networks to enable schools to learn from one another.** • *Give autonomies:* 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, to set the school schedule, to allocate the school's resources, to manage the use of the school's facilities, and to establish school-based policies including the student code of discipline, school attendance policies, and extra-curricular programs. **2015 update: School-based autonomies are codified in LPS's open architecture philosophy and the school planning process, in which schools make annual recommendations to the Receiver about calendar, schedule, curriculum, professional development, budget, staffing, and purchased services. In the coming years, LPS will ensure full access to requisite school autonomies by continuing to clear out burdensome or unnecessary requirements on schools. For instance, the district will work with the city to determine whether policies can be established to treat individual schools as separate entities for purposes of the city's procurement policy, while at the same time ensuring the proper district-level financial controls and oversight. In addition, LPS will fine–tune its codification and implementation of school autonomy components and corresponding central policies that remain district-wide non-negotiables. Over the next three years, central office departments and schools will develop a deep and common understanding of the specific school autonomies and district policies in place at LPS.**

4b. Develop system-wide **ACCOUNTABILITY**	• *School accountability:* A clear system for measuring school success will be developed, as will rewards and consequences for principals and partners who achieve, or do not achieve, identified targets. Targets will be established by the district as well as the state. LPS aims to achieve at levels that are even higher than the ambitious state targets for closing the proficiency gap. **2015 update: LPS leadership closely monitors school performance on a variety of indicators, including student achievement on MCAS and graduation/drop-out rates, principal capacity and vision for school improvement, teacher satisfaction, quality and breadth of student enrichment programs, parent engagement, and other indicators. Annually, these factors are used to make school-level determinations, such as leadership changes or student intervention programs. In the coming years, LPS will codify these factors into a holistic factsheet for each school, which will serve as a basis for annual school determinations.** • *School Improvement Plans:* Each school will develop a School Improvement Plan for the Receiver's review and approval. The plans will address how each school will implement the district plan, including providing increased quality instructional time for students, establishing high expectations for students, and defining professional obligations for staff. **2015 update: Each school team is required to develop an annual school plan that outlines its coming year priorities and how the school will use autonomies in areas such as calendar, schedule, professional development, curriculum, staffing, and budget to produce improved outcomes for students. The submission of annual plans has enabled the initial concept of one-time School Improvement Plans to become an annual focal point for continuous improvement at each school.** • *Educator accountability:* The district will work with stakeholders to ensure effective implementation of the new educator evaluation system. **2015 update: While schools have made significant progress in implementation of the educator evaluation system, this will continue to be a priority for refinement in the coming years.**
4c. Develop targeted **SUPPORT**, especially for high-needs schools	• *Create Redesign Office*: LPS will establish the Redesign Office to support and monitor implementation of Level 4 school and district plans. The office will work with schools to prepare them to meet the threshold for earning autonomy. **2015 update: Created in 2013, the Redesign Office has served as the lead design and implementation team for turnaround plan strategies. While the initial focus was on creating plans for school turnaround of Level 4 schools, redesign efforts have expanded to include: development of the open architecture model; district-wide school improvement initiatives; the reshaping of a leaner, more responsive central office; creation of a labor-management partnership with the Lawrence Teachers Union; and development of new educator leadership initiatives. The Redesign Office also works with school teams to effectively implement earned autonomies. In the coming years, the Redesign Office will support the implementation of the renewed district turnaround plan, including designing and managing existing and new initiatives and finalizing collective bargaining agreements with remaining unions consistent with the turnaround plan by spring 2016.** • *Facilities*: LPS will expedite high priority maintenance items to address health and safety issues and to improve school environments for learning. **LPS has invested approximately $5M in overdue facilities maintenance and repairs, ensuring long-neglected buildings are restored to effective learning environments for students. In the coming years, LPS will undertake a comprehensive review of the district's long-range facilities needs, both in terms of ensuring adequate space to absorb a growing student population and addressing ongoing repairs and maintenance. This information will support the development of a school facilities' master plan, in conjunction with the development of a long-range city capital plan by the City of Lawrence and the city's fiscal overseer.**

	• *Curriculum*: LPS will continue curriculum mapping and realignment efforts that are underway to adopt the new Common Core state standards. **2015 update: While schools have made significant progress in common core curriculum development, this will continue to be a priority for refinement in the coming years.** • *STEM focus*: Given the importance of science, technology, engineering, and math (STEM) proficiency to success in the twenty-first century economy, the district will build toward a STEM focus at all school levels. Two specific initiatives are the dedicated math support that MATCH Fellows will offer and the expansion of relevant Advanced Placement offerings at the high school level. **2015 update: New STEM partnership initiatives are in place in many schools, including next generation math and science curriculum development work and robotics/technology after-school programs. In the coming years, the district will seek to expand and deepen a STEM focus across its schools.**
4d. Build **SYSTEMS AND STRUCTURES** to support turnaround	• *Policies and agreements*: Certain changes to the district's policies, agreements, and working terms are necessary to achieve the goals of the turnaround plan. Appendix A contains changes that will take effect as of July 2012 and must be incorporated in future collective bargaining agreements. The Receiver and/or the Commissioner, subject to their discretion, will initiate discussions and processes, as appropriate pursuant to G.L. c. 69, s. 1K. **2015 update: New policies and provisions have been implemented and included in collective bargaining agreements as applicable, and will be codified into an updated LPS policy manual beginning in school year 2015-2016.** • *Develop systems*: Expectations and systems for supporting principals in the implementation of district systems (e.g., assessment system and resource allocation system as well as in successfully managing granted autonomies are being developed. **2015 update: The Receiver, the Redesign Office and key central departments have created new systems and supports for schools, including: supporting educators to conduct student-level data analysis through interim assessments and acceleration academies' student selection; supporting school teams through the school planning and budgeting process; creating a centralized enrollment system through the Family Resource Center; and implementing school-based decision-making through teacher leadership teams. In addition, each school is assigned a coach to support school improvement through use of autonomies. Coaches—either district personnel or partners working in the district—support schools on efforts to improve teaching and learning, and serve as thought partners to schools through the annual planning process.** • *High school*: An intensive focus on assessment, social/emotional support, and math (e.g., through the MATCH Fellows partnership at two schools) will shape the high school program. New structures and systems, including hiring a headmaster to manage operational responsibilities across the campus, will serve to support the planned redesign of the high school. **2015 update: With a new headmaster in place, LPS and Lawrence High School Campus leadership is undertaking a comprehensive redesign of LHS. The backbone of the planned redesign is to create a more structured learning environment in the 9th and 10th grades, while gradually releasing responsibility to 11th and 12th graders to become independent, self-motivated learners. Beginning in fall 2015, a new 9th Grade Academy will be implemented across all six of the current themed high schools. The 9th Grade Academy will include additional academic and social/emotional supports for at-risk students, and an Abbott Lawrence accelerated studies program. Also in fall 2015, International High School will transition into a Newcomers Academy with clear entry and exit criteria, to ensure that students effectively transition into a general classroom setting as soon as they are prepared to do so. In the coming year, LPS and LHS leadership will develop a plan to reconstitute the remaining schools (BMF, HLD, HHS, MST, and PFA) under the umbrella of one unified high school, while preserving the feel of small learning communities. Within a unified high school,**

	students will have significantly increased access to differentiated coursework, such as electives, APs, and internship programs. In addition, teachers will develop stronger communities of practice within content areas and grade levels. • *Preschool*: The district will develop a plan to increase availability and access to high-quality preschool experiences. **2015 update: The district has piloted four-year-old, full-day kindergarten programs at Lawrence Family Public Academy, in collaboration with the Lawrence Family Development Education Fund, and at Community Day Arlington, in partnership with The Community Group. In the coming years, LPS will work with two community-based agencies, The Community Group and Greater Lawrence Community Action Council), as part of a federal Preschool Expansion Grant that will add approximately 130 new four-year-old preschool seats in Lawrence. As part of this initiative, LPS will work collaboratively on efforts to coordinate city-wide preschool and four-year-old enrollment among local community agencies, city charter schools, and the Lawrence Public Schools.** • *Technology infrastructure:* The district will conduct an audit to determine what new technology may be needed, and/or integration of existing technology, to improve productivity and data-sharing across the district, including the areas of human resources, payroll, and office systems. **2015 update: After conducting a comprehensive systems review in spring 2013, the district prioritized upgrades to its decades-old financial and human resources information systems. In school year2014-2015, LPS migrated to the MUNIS financial and payroll system, and will roll out additional modules in the coming year. In addition, LPS aims to begin use of an integrated student and academic data platform in school year 2015-2016, which will enable the district and schools to design user-friendly data reports. In the coming years, with E-Rate funding restored to LPS, the district will undertake replacement of outdated computer hardware and enable schools to make technology choices to better support a twenty-first century learning environment.**

Statutory Components of the Turnaround Plan

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

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

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

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

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

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

Increased roll out of Positive Behavioral Interventions and Supports across the district 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. While the district's four-year graduation rate has increased to 66.9percent (a 14.6 percentage point increase in three years), improvement of the graduation rate will continue to be a primary focus for increasing opportunities for our students. The planned redesign of the high school will include increased emphasis on partnerships with local universities, businesses, and non-profits that expose students to new skills and activities, and other initiatives to close the opportunity gap facing our students. Robust alternative high school options will increase the number of LPS students matriculating in college and also the number of post-graduation work training programs for graduates, including teenage parents, who need to work immediately after high school graduation.

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

With 92.4 percent of our students qualifying as low-income, our strategies for serving low-income students are synonymous with our overall strategies. The core strategies of time, data, engagement, people, partnerships, support and engagement have been used across all schools, with particular emphasis on those whose percentages of low-income students exceed even the district average.

These core strategies will also focus particularly on students who are struggling, especially limited-English proficient students and students with disabilities. We will ensure that these students receive instruction from our most effective teachers. To differentiate instruction for our students with disabilities, the district will continue to provide strong Response to Intervention (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. Continued professional development for school-based personnel, and the creation of a high school newcomers' programs will also allow for more effective and 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"*

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

Performance Benchmarks

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

- Achieve a district-wide median SGP of 55 in ELA and math
- Increase district proficiency rates to at least 50percent in both ELA and math (up 9 percentage points in math and 6 percentage points in ELA)
- Add three schools achieving proficiency rates at or above the state average for ELA (increasing from zero to three), and double the number of schools achieving at or above the state average for math (increasing from three to six)
- Increase the district's four-year graduation rate to 80percent (a 13-percentage point increase from current rate)

*Note that goals are subject to change based on PARCC implementation decision and timeline.

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

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

Detailed goals for each area through the 2016-2017 school year are set out in Appendix B.[1]

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

Implementation Benchmarks for Year 1 (Short-Term Outcomes)*

Strategic Objective	Short-Term Outcome Benchmarks
▪ **Overall *(for all strategic objectives)***	▪ Benchmark data show improvement in core indicators of student proficiency and graduation rate are on track toward meeting annual PPI progress goals. ▪ Improvement displayed in Level 4 schools shows that schools are on track to meeting their Measurable Annual Goals.
▪ **Expectations, Time, and Data**	▪ Student and educator survey results indicate that schools have qualities of a rigorous learning environment and an effective model for student support and success. ▪ School-wide, students in expanded learning time programs show, on average, median SGPs of 51 or higher, and increasing rates of student proficiency. ▪ New integrated data platform pilots receive positive reviews regarding usefulness from end-users at school and district level.
▪ **People and Partners**	▪ Acceleration Academies continue to display significant increases in achievement in areas of high need (as determined by measures such as pre- and post-tests or difference in MCAS performance between attendees and non-attendees). ▪ Students at Level 4 schools show significant gains on MCAS ELA and math assessments, demonstrating schools are on track to meet or exceed their Measurable Annual Goals. ▪ Assessment data from new preschool partnership program with The Community Group and Greater Lawrence Community Action Council indicate the majority of students are on track toward kindergarten readiness.
▪ **Support and Engagement**	▪ Parents provide favorable ratings of their levels of engagement through school-level initiatives and the Family Resource Center (measure and target TBD). ▪ 9th grade course passing rates in core subjects are higher than the prior year at each marking term.
▪ **Autonomy and Accountability**	▪ By summer 2016, new LPS policy manual is produced codifying district policies and procedures; central office and school leader feedback indicates the majority of these groups believes that the new manual provides support to clarify policies and procedures. ▪ By summer 2016, collective bargaining agreements consistent with the turnaround plan for remaining unions are completed. ▪ By winter 2016, a facilities review is conducted to address growing enrollment in selected Lawrence neighborhoods.

*Note that goals are subject to change based on PARCC implementation decisions and timelines.

Implementation Benchmarks (Milestone Activities)

Strategic Objective	Implementation Benchmarks for School Year 2015-2016
▪ **Expectations, Time, and Data**	▪ Create a plan to provide differentiated support and training in collaborative decision-making for school administrators and teacher leadership teams, with implementation of some supports by winter 2016. ▪ Develop a formal menu of options of opportunities for students to receive high-quality instruction with top teachers (e.g. Acceleration Academies, Saturday academies, writing institutes, tutoring, etc.) by fall 2015, and connect this with the district's educator recruitment and retention strategy. ▪ Significantly upgrade the district's data platforms by beginning implementation of an integrated student and academic data platform by winter 2016, and implement additional modules of MUNIS human resources and financial system by spring 2016. ▪ Launch annual educator and parent surveys by spring 2016 to collect perceptual data on school and district progress. ▪ Create a central office planning process by winter 2016 in which departments annually define priorities to support school-level needs, organize their time and resources to support these priorities, and are supervised to ensure improvement.
▪ **People and Partners**	▪ By winter 2016, further build out and refine district and school-based educator leadership roles, including professional development to support teacher leaders; produce updated guidance to educators about these opportunities. ▪ Refine the district's talent plan to ensure recruitment and retention of top educators in the district in school year2015-2016. ▪ Further build the district's network of school-based partnerships by spring 2016, with focus on new partnerships that can impart critical thinking and STEM skills to students. ▪ In coordination with local organizations The Community Group and Greater Lawrence Community Action Council, open approxmiately130 new Pre-K seats in Lawrence by fall 2015.
▪ **Support and Engagement**	▪ Open new 9th Grade Academy—including ELL newcomers, at-risk and accelerated programs—at Lawrence High School in fall 2015. Finalize a plan for the second phase of the high school redesign by winter 2016. ▪ Continue to offer SEI endorsement training for educators and administrators in school year 2015-2016, with a goal of 90 percent of teachers being trained by the end of the school year (up from approximately 45 percent currently). ▪ Conduct targeted reviews of central special education services and school-level programs, identifying key areas for continued redesign and professional development by winter 2015. ▪ Expand the number of schools with access to consistent high-quality enrichment opportunities and participation in district-wide enrichment showcases by spring 2016. ▪ Drive increased family engagement through the Family Welcome Center and new planned events for LPS families, including student transition ceremonies and showcases by summer 2016.
▪ **Autonomy and Accountability**	▪ Create template for school factsheets, which examine student achievement data, school program quality, teacher satisfaction, and other measures, by fall 2015. Continue to ensure appropriate school-level support (e.g., coaches, mentors, site visits) is assigned to schools to address specific areas for improvement. ▪ Expand progress monitoring site visits by third-parties to additional Level 3 schools by winter 2016 to inform schools' development needs and to support their process of continuous improvement. ▪ Develop new detailed school district policies and procedures manual to reflect open architecture model, including clear and detailed explanation of role of central office and district-wide policies in school year2015-2016. ▪ Complete discussions and processes with remaining unions regarding new collective bargaining agreements by summer 2016. ▪ In school year 2015-2016, begin a comprehensive facilities review concentrated on selected neighborhoods with growing enrollment.

APPENDIX A: REQUIRED TERMS FOR COLLECTIVE BARGAINING AGREEMENTS

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

The Receiver has settled three of the district's ten collective bargaining agreements which expired in 2010 or 2011 and has settled a collective bargaining agreement with a newly recognized bargaining unit. The collective bargaining agreements settled include those with the teachers and nurses, the public safety officers, and the school-based and long-term substitute teachers. Negotiations are ongoing with the remaining bargaining units with expired collective bargaining agreements, with the exception of two, for which negotiations are planned to begin shortly after the end of this school year.

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

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

I. Receiver

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

II. Management Rights

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

III. Collaboration before Decisions

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

IV. Performance-Based Compensation System

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

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

V. Teaching & Learning Time

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

School Schedules
Current daily school schedules will be continued except as approved or required by the Receiver. The Receiver may approve any school's strong plan for expanding learning time, including plans for extended time for Level 4 schools as reflected in their School Redesign Grant applications.

Each elementary and middle school's program shall be a minimum of 1,330 hours per school year. In school year2015-2016, high school hours will be increased beginning with the 9th Grade Academy.

Each principal will engage in a planning process involving the faculty and staff, parents, students, and members of the community to develop a new school schedule based on student needs and school and community assets. Each plan will address how learning time will support: (1) high academic success, especially through personalized support and learning; (2) a well-rounded education that may include subjects not part of standardized testing; activities such as arts, music, drama, robotics, and sports; and social/emotional learning; and (3) expanded time for teachers to collaborate, use student data, and develop their practice. Plans should be creative with regard to the use of adaptive software, staggered teacher schedules, acceleration academies, summer learning and enrichment programs, and outside partners. Each plan must address opportunities to incorporate community partners and resources and must include an appropriate and sustainable arrangement about teacher and staff responsibilities, hours, and compensation. The

principal will recommend the plan to the Receiver after consultation with the faculty and staff of the school. The Receiver may require the inclusion of any reasonable exceptions to these provisions and may require changes in any plan to best serve the interests of the students. Plans will be approved at the Receiver's discretion.

School Calendar

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

VI. Evaluation

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

VII. Staffing

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

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

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

VIII. Dismissal

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

IX. Handling New Issues

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

APPENDIX B: MEASURABLE ANNUAL GOALS*

Area Specified by Chapter 69, Section 1K	Measure	SY 2013-2014 Baseline	SY 2014-2015 Target	SY 2015-2016 Target	SY 2016-2017 Target	SY 2017-2018 Target
(1) student attendance, dismissal rates, and exclusion rates	Attendance Rate (Increase)	93.0%	93.6%	94.2%	94.8%	95.4%
	Percentage of Students Chronically Absent (Decrease)	18.4%	16.9%	15.3%	13.8%	12.2%
	Dismissal Rate (Decrease)	8%	8%	7%	6%	5%
	Out-of-School Suspension Rate (Decrease)	5.7%	5.2%	4.7%	4.3%	3.9%
	In-School Suspension Rate (Decrease)	3.1%	2.9%	2.6%	2.4%	2.1%
	Percentage of Students Suspended for more than 10 days (replaces Exclusion rate)	0.7%	0.7%	0.6%	0.5%	0.4%
(2) student safety and discipline	Interpersonal incidents** (Decrease)	427	391	356	320	285
	Weapons incidents (Decrease)	25	23	21	19	17
	Incidents of substance possession/use/intent to sell (Decrease)	37	33	30	27	24
	Incidents of theft/vandalism (Decrease)	93	85	77	70	62
	Number of threats made (Decrease)	343	314	286	257	228
(3) student promotion and drop-out rates	Retention Rate (Decrease)	3.3%	3.0%	2.8%	2.5%	2.2%
	Drop-out Rate – Aggregate (Decrease)	4.6%	4.2%	3.8%	3.5%	3.1%
	Drop-out Rate – High-Needs Students (Decrease)	4.1%	3.8%	3.4%	3.1%	2.7%
(3b) graduation rates	Four-Year Cohort Graduation Rate - High-Needs Students (Increase)	66.7%	69.5%	72.3%	75.0%	77.8%
	Four-Year Cohort Graduation Rate - Aggregate (Increase)	66.9%	69.7%	72.4%	75.2%	77.9%
	Five-Year Cohort Graduation Rate - High Needs Students (Increase)	66.9%	69.7%	72.4%	75.2%	77.9%
	Five-Year Cohort Graduation Rate - Aggregate (Increase)	66.8%	69.6%	72.3%	75.1%	77.9%
(4) student achievement on the Massachusetts Comprehensive Assessment System; (5) progress in areas of academic underperformance; (6) progress among subgroups of students, including low-income students as defined by Chapter 70, limited English proficient students and students with disabilities; (7) reduction of achievement gaps	ELA CPI - Aggregate (Increase)	72.9	75.2	77.4	79.7	81.9
	ELA CPI - High-Needs Students (Increase)	72.1	74.4	76.8	79.1	81.4
	ELA CPI - English language learners (Increase)	57.7	61.2	64.8	68.3	71.8
	ELA CPI - Students with Disabilities (Increase)	55.7	59.4	63.1	66.8	70.5
	Math CPI - Aggregate (Increase)	69.1	71.7	74.3	76.8	79.4
	Math CPI - High Needs Students (Increase)	68.5	71.1	73.8	76.4	79.0
	Math CPI - English language learners (Increase)	59.1	62.5	65.9	69.3	72.7
	Math CPI - Students with Disabilities (Increase)	51	55.1	59.2	63.3	67.3
	Science CPI - Aggregate (Increase)	58.1	61.6	65.1	68.6	72.1
	Science CPI - High Needs Students (Increase)	57.3	60.9	64.4	68.0	71.5
	ELA MCAS W/F Percentage - Aggregate (Decrease)	18.3%	16.8%	15.3%	13.7%	12.2%

Area Specified by Chapter 69, Section 1K	Measure	SY 2013-2014 Baseline	SY 2014-2015 Target	SY 2015-2016 Target	SY 2016-2017 Target	SY 2017-2018 Target
among different groups of students	ELA MCAS W/F Percentage - High Needs Students (Decrease)	18.9%	17.3%	15.8%	14.2%	12.6%
	ELA MCAS W/F Percentage - English language learners (Decrease)	33.0%	30.3%	27.5%	24.8%	22.0%
	ELA MCAS W/F Percentage - Students with Disabilities (Decrease)	37.1%	34.0%	30.9%	27.8%	24.7%
	Math MCAS W/F Percentage - Aggregate (Decrease)	24.0%	22.0%	20.0%	18.0%	16.0%
	Math MCAS W/F Percentage - High-Needs Students (Decrease)	24.7%	22.6%	20.6%	18.5%	16.5%
	Math MCAS W/F Percentage - English language learners (Decrease)	35.3%	32.4%	29.4%	26.5%	23.5%
	Math MCAS W/F Percentage - Students with Disabilities (Decrease)	47.2%	43.3%	39.3%	35.4%	31.5%
	Science MCAS W/F Percentage - Aggregate (Decrease)	30.0%	27.5%	25.0%	22.5%	20.0%
	Science MCAS W/F Percentage - High-Needs Students (Decrease)	31.0%	28.4%	25.8%	23.3%	20.7%
	ELA MCAS Advanced Percentage - Aggregate (Increase)	5.1%	6.0%	6.8%	7.7%	8.5%
	ELA MCAS Advanced Percentage - High-Needs Students (Increase)	4.8%	5.6%	6.4%	7.2%	8.0%
	Math MCAS Advanced Percentage - Aggregate (Increase)	15.3%	17.9%	20.4%	23.0%	25.5%
	Math MCAS Advanced Percentage - High-Needs Students (Increase)	14.6%	17.0%	19.5%	21.9%	24.3%
	Science MCAS Advanced Percentage - Aggregate (Increase)	3.0%	3.5%	4.0%	4.5%	5.0%
	Science MCAS Advanced Percentage - High-Needs Students (Increase)	2.8%	3.3%	3.7%	4.2%	4.7%
	ELA Median SGP - Aggregate (Increase)	52	51	51	51	51
	ELA Median SGP - High-Needs Students (Increase)	52	51	51	51	51
	ELA Median SGP - English language learners (Increase)	59	51	51	51	51
	ELA Median SGP - Students with Disabilities (Increase)	41	51	51	51	51
	Math Median SGP - Aggregate (Increase)	57	51	51	51	51
	Math Median SGP - High-Needs Students (Increase)	57	51	51	51	51
	Math Median SGP - English language learners (Increase)	56	51	51	51	51
	Math Median SGP - Students with Disabilities (Increase)	45	51	51	51	51
(8) Student acquisition and mastery of twenty-first century skills	Percentage of high school graduates completing MassCore requirements (Increase)	N/A	TBD	TBD	TBD	TBD
(9) Development of college readiness, including at the elementary and middle school levels	Percentage of high school students achieving college readiness benchmark score on PSAT/PLAN (Increase)	N/A	TBD	TBD	TBD	TBD
	Increase number of students passing at least one AP course by 10% annually while maintaining an AP course passing rate of at least 90%	268	295	324	357	392
	ELA, Math, Science Aggregate CPI in Grades 5, 8 and 10 (Increase)	N/A	TBD	TBD	TBD	TBD
(10) Parent and Family Engagement	Percentage of families who agree that the district and/or school successfully informs, engages, and involves families (Increase)	N/A	TBD	TBD	TBD	TBD

Area Specified by Chapter 69, Section 1K	Measure	SY 2013-2014 Baseline	SY 2014-2015 Target	SY 2015-2016 Target	SY 2016-2017 Target	SY 2017-2018 Target
(11) Building a Culture of Academic Success Among Students	Percentage of students who agree that their school has qualities associated with a rigorous learning environment (Increase)	N/A	TBD	TBD	TBD	TBD
(12) Building a culture of student support and success among school faculty and staff	Percentage of teachers who agree that their school has attributes of an effective model for student support and success (Increase)	N/A	TBD	TBD	TBD	TBD
(13) Developmentally appropriate child assessments from pre-kindergarten through 3rd grade	Percentage of students Pre-K-grade 3 who are given a developmentally appropriate assessment (Increase)	N/A	TBD	TBD	TBD	TBD

*Note that goals are subject to change based on PARCC implementation decisions and timelines. For the majority of measureable annual goals 8-13, school year 2014-2015 data will be used to determine the baseline.

APPENDIX C: BUDGET INFORMATION

Lawrence Public Schools General Fund Budget

School/Department	FY15 Budget	FY16 Budget	FY15 FTE	FY16 FTE
Early Childhood Centers				
Breen School	$2,119,826	$2,244,719	38.0	42.0
Lawlor School	$1,180,300	$1,300,505	20.5	24.5
Rollins School	$1,627,410	$1,717,663	33.5	35.5
Lawrence Family Public Academy	$1,917,621	$1,749,803	33.0	27.0
Primary/Elementary Schools				
Community Day Arlington	$4,909,011	$5,078,957	87.0	88.0
Frost Elementary	$3,536,247	$3,717,867	56.9	59.9
Guilmette Elementary	$3,875,231	$4,019,212	65.0	65.0
Hennessey Primary School	$2,707,300	$2,798,848	47.0	48.0
Leahy School	$3,683,347	$3,783,909	58.0	59.0
Oliver Partnership	$3,351,249	$3,428,586	51.0	51.0
Parthum Elementary	$4,005,838	$4,177,486	64.0	65.0
Tarbox School	$2,455,231	$2,527,900	41.0	41.0
South Lawrence East Elementary	$3,638,197	$4,255,175	58.3	67.3
Middle Schools				
Arlington Middle	$3,631,838	$3,765,272	57.5	57.5
Frost Middle	$3,414,856	$3,486,380	52.0	52.0
Guilmette Middle	$4,084,024	$4,150,515	63.5	63.5
Parthum Middle	$3,456,313	$3,546,113	53.0	53.0
Spark Academy	$2,736,227	$3,368,750	48.8	59.7
South Lawrence East Middle	$1,310,060	$0	21.3	0.0
UP Academy Leonard	$2,856,892	$3,084,910	49.0	49.0
UP Academy Oliver	$3,069,327	$3,039,712	52.0	52.0
K-8 Schools				
Bruce School	$4,201,440	$4,322,632	67.0	67.0
Wetherbee School	$4,950,028	$5,121,166	77.0	79.0
High Schools				
Lawrence High School Campus	$22,309,701	$25,280,479	352.4	397.0
Alternative Schools				
High School Learning Center	$1,802,684	$1,877,587	28.5	28.5
Phoenix Academy	$2,025,217	$1,945,305	27.5	27.5
School for Exceptional Studies	$4,957,076	$5,049,778	105.5	105.5

Adult Education				
Adult Learning Center	$905,884	$957,523	14.5	14.5
Central Departments				
Superintendent's Office & Administration	$1,008,658	$970,890	5.0	5.0
Academic Services	$1,408,099	$1,069,405	12.4	8.9
Pupil Services	$12,772,621	$12,869,386	103.5	103.5
ELL Services	$210,000	$210,000	2.0	2.0
Community, Family & Student Engagement	$997,419	$1,009,544	10.0	10.0
Intramurals	$189,194	$189,194	0.0	0.0
Operations	$1,621,188	$1,170,474	3.0	3.0
Talent Services	$1,021,953	$699,739	4.0	3.0
Budget & Finance	$26,679,383	$27,850,885	13.0	13.0
Human Resources	$3,414,030	$3,469,078	8.0	7.0
Information Technology	$2,651,186	$2,681,774	7.0	6.0
LPS Media	$137,150	$137,150	3.0	3.0
School Safety	$570,134	$576,967	3.5	3.5
Facilities	$3,169,875	$3,174,333	9.0	9.0
Transportation	$6,886,283	$8,071,015	1.5	1.5
Grand Total	**$167,455,547**	**$173,946,585**	**1907.7**	**1957.3**

Lawrence Public Schools Projected Grant Revenue

Source	FY2015	FY2016	Variance	% Change
Recurring Grants				
Title I/IIA	$8,835,402	$8,601,579	-$233,823	-2.6%
IDEA	$3,577,266	$3,613,039	$35,773	1.0%
Title III	$698,419	$698,419	$0	0.0%
Title III Immig.	$152,900	$145,255	-$7,645	-5.0%
Full day KDG	$456,900	$0	-$456,900	-100.0%
Adult Education	$670,504	$663,799	-$6,705	-1.0%
Subtotal: Recurring Grants	**$14,391,391**	**$13,722,090**	**-$669,301**	**-4.7%**
One-time Grants				
Race to the Top	$1,247,040	$0	-$1,247,040	-100.0%
SRG (INT, BMF, UPL, SPK)	$1,668,934	$0	-$1,668,934	-100.0%
SRG (OPS, UPO)	$754,960	$754,960	$0	0.0%
ELT (GLM)	$415,200	$415,200	$0	0.0%
21st CC (WET)	$340,000	$340,000	$0	0.0%
21st CC (OST)	$335,994	$0	-$335,994	-100.0%
21st CC Summer	$102,749	$102,749	$0	0.0%
21st CC (ARM/GUI/PRT)	$404,000	$404,000	$0	0.0%
Preschool Expansion Grant	$0	$2,351,250	$2,351,250	100.0%
Mass Grad	$131,250	$0	-$131,250	-100.0%
Academic Support	$114,000	$100,000	-$14,000	-12.3%
Project Focus	$72,500	$0	-$72,500	-100.0%
SPED PD	$72,071	$0	-$72,071	-100.0%
Early childhood SPED	$62,301	$0	-$62,301	-100.0%
Breakfast expansion	$22,394	$0	-$22,394	-100.0%
K-12 Literacy PD	$19,167	$0	-$19,167	-100.0%
MCC Stars	$10,000	$0	-$10,000	-100.0%
White Fund	$3,364	$3,364	$0	0.0%
Working Cities Challenge	$160,600	$160,600	$0	0.0%
NCTL	$50,000	$0	-$50,000	-100.0%
Prone Family Foundation	$25,469	$25,469	$0	0.0%
ETP Ed Telecomm/Comcast	$538,423	$538,423	$0	0.0%
ETP Ed Telecomm/Verizon	$254,807	$254,807	$0	0.0%
Subtotal: One-time Grants	**$6,805,223**	**$5,450,822**	**-$1,354,401**	**-19.9%**
Grand Total	**$21,196,614**	**$19,172,912**	**-$2,023,702**	**-9.5%**

*Does not include school lunch