

Principal: Michael Fiato

School-Site Council Members

Parents: Peter Doherty, Kathy Doughty, Katleen Manisalco, Stacy Nelson

Community Representative:

Teachers: Wayne Taylor, Emily Steinberg, Amanda Ernst, Ralph St. Louis

Students: Jheovanie Mikouana (resigned end of January), Alice Mwangi, Sytiche Nguimbi

**School Mission**

As we strive to achieve the community-wide vision for our graduates that is articulated in the District’s Portrait of a Graduate (PoG), we are continuing to reframe the classroom learning experience for our students at LHS - exploring new possibilities and experiences for students which are not available within our current structure. This QIP reflects the Turnaround Practices as outlined in the LHS Sustainable Improvement/Turnaround Plan, which informed this year’s school-based budgeting process and will set the stage for sustainable improvements in the classroom. While steps are being made for immediate improvement, this QIP sets the stage for long-term instructional redesign work that is currently underway and will drive the implementation phase of the PoG and redesign beginning this summer.

**School Vision**

Lowell High School seeks to create a high school designed for 21st Century learning, that places students at the center, and provides a post-secondary pathway for every student. This plan will determine the structures and systems that will make LHS a high-performance HS with the appropriate pathways, programs, and resources to ensure that all students are College, Career and Life ready.

In partnership with Middlesex Community College, Project Learn, Greater Lowell Technical High School and UMass Lowell, LHS currently offers post-secondary opportunities that will result in many students engaging in high-quality post-secondary planning opportunities such as the Career Pathways, Early College, After-Dark Twilight Programs. A fundamental aspect of our reform efforts will ensure that all students have access and opportunities to pursue their passions and interests, creating equitable and accessible opportunities for each student to chart their own path to success.

As we move ahead, LHS is committed to ensuring that all students who enter LHS will have access to Early College, C-74 and N-74 credential programs, or advanced placement course work and programming that each of these three paths leads to a postsecondary plan..

**Core Values/Commitments**

As LHS embarks upon developing a framework and system to implement and incorporate the core competencies that emerged from the Portrait of a Graduate (POG) into the fabric of the student experience, (*Mind, Heart, Spirit, Skill, Network, and Leadership*). LHS strives to provide all students access to a high quality, grade level, engaging and relevant curriculum that ensures all students graduate with a post-secondary plan.

LHS CORE Values ***Responsibility, Integrity, Determination, Engagement, Respect***

**School Strategic Objectives and Initiatives**

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<p><u>Leadership, Shared Responsibility, and Professional Collaboration</u></p> <p>#1: Lowell High School will establish common practices that are consistent and equitable for all students by supporting shared leadership and mutual responsibility through foundational work in professional collaboration.</p>	<p><u>Intentional Practices for Improving Instruction – Engaged Learning</u></p> <p>#2: Develop a common lesson plan structure, common language, and instructional strategies that are evidence based in order to establish a coherent, viable, and guaranteed system of learning and teaching to allow for strategic communication and collaboration in PLCs and Department Meetings.</p>	<p><u>Student-Specific Supports and Instruction to All Students</u></p> <p>#3: Increase general education and special education teachers’ proficiency in providing effective inclusion support to students with disabilities (SWD).</p>	<p><u>School Climate and Culture</u></p> <p>#4: Educators, students, families, and community partners work within a culture and climate of shared, consistent, high academic and behavioral expectations for all students.</p>
<div data-bbox="56 640 435 1031"> <p><b>Strategic Objective 1.1</b> Through collaboration, develop a shared understanding of collective responsibility for the implementation and monitoring effective Tier 1 Instruction.</p> <p><b>1.1.1</b> All educators are engaged and focused on improved tier one instruction, work in collaborative structures, use data, and receive and share information in a variety of mediums.</p> </div> <div data-bbox="56 1058 435 1633"> <p><b>Strategic Objective 1.2</b> Build a consistent system of support that can be monitored that allows for equitable, high quality academic experiences for all students.</p> <p><b>1.2.1</b> Department Chairs will increase the frequency of classroom observations, oral and written feedback, and post-conferences. They will also use an agreed upon rubric to monitor “look fors”.</p> <p><b>1.2.2</b> Student Level Data is collected systematically, reviewed, and acted on by ILT, Department Chairs, Teachers, and Student Support Staff each quarter.</p> </div>	<div data-bbox="472 640 841 1186"> <p><b>Strategic Objective 2.1</b> Teachers in all content areas will utilize a consistent approach to instruction, following the “launch, explore, summarize” lesson format.</p> <p><b>2.1.1</b> Department chairs will collect LES data through the LES observation rubric for each teacher at least twice a quarter.</p> <p><b>2.1.2</b> Teachers receive consistent support and feedback related to LES, embedded in professional development and through coaching cycles.</p> </div> <div data-bbox="472 1213 841 1696"> <p><b>Strategic Objective 2.2</b> LHS will develop a systematic approach to writing that will be implemented in all content areas.</p> <p><b>2.2.1</b> A team of cross-content teachers and department chairs will refine a common writing rubric that will be shared with all departments.</p> <p><b>2.2.2</b> Professional development will be provided to all PLCs in order for all teachers to effectively implement writing across the curriculum in AY 2022-2023.</p> </div>	<div data-bbox="878 640 1214 1612"> <p><b>Strategic Objective 3.1</b> All educators will increase their knowledge, skill, and capacity to implement inclusive practices for SWDs within the General Education setting.</p> <p><b>3.1.1</b> Teachers and support staff will have multiple opportunities to access Special Education specific Professional Development regarding reading IEPs, implementing accommodations and modifications, and other services and additional information needed to appropriately service students.</p> <p><b>3.1.2</b> Teachers will receive targeted support regarding progress monitoring and providing quality feedback on Ed Assessments and IEP/504 progress reports.</p> <p><b>3.1.3</b> General Education and Special Education staff will develop and implement a protocol for maintaining communication regarding student services, needs, and progress.</p> </div>	<div data-bbox="1252 640 1581 1066"> <p><b>Strategic Objective 4.1</b> Implement a consistent school-wide framework to promote a positive and healthy school culture and climate.</p> <p><b>4.1.1</b> Clearly define and engage students in pursuing high academic and behavioral expectations aligned with LHS Core Values and in service of our Portrait of a Graduate Competencies.</p> </div> <div data-bbox="1252 1094 1581 1520"> <p><b>Strategic Objective 4.2</b> Expand opportunities for all stakeholders to give voice in the decision making process when developing and implementing school initiatives.</p> <p><b>4.2.1</b> Students, staff, and families have a variety of options for two way communication and input; data and information are used to validate or adjust effective practices.</p> </div> <div data-bbox="1252 1547 1581 1974"> <p><b>Strategic Objective 4.3</b> Provide expectations for professional collaboration and collegiality as well as guidelines for effective communication.</p> <p><b>4.3.1</b> All faculty are aware of and commit to PLC structures, expectations, guidelines, and outcomes to ensure productive collaboration that results in improved instruction and opportunities for students.</p> </div>

## School Data Profile

[DESE School Profile Lowell High School](#)

## DataStudio Directory 2021-2022

During last year's budget cycle, a new position was created to address the need to create centralized, robust and readily accessible data across all levels at LHS. The position of *Data Analyst* was created and during this school year the position in the role has been instrumental in creating robust data platforms in a wide-range of areas that align with our school-wide goals.

Reflection on Current Practices**During the 2021-2022 school year:**

- We have solved the problem of data availability.
  - Next steps will be to develop systems and strategies to effectively use the data to inform improvement efforts.
- We have built in systems to track classroom visits for our instructional leadership administration team and put an emphasis on providing quality observational feedback to educators.
  - Next steps will be to build in targeted PD aligned with school-wide goals, and create more unencumbered time by freeing administrators of non-instructional duties.
- We have a renewed focus on the instructional framework of Launch, Explore and Summary (LES).
  - Through our classroom visits and reviewing and reflecting on our observational data, we have determined that there is a need to improve our collective understanding and application of curriculum standards, and incorporating and application of POG competencies into the curriculum.
- We have built a system to check in with administrative teams to monitor progress, share practices that are working and increase collaboration across work streams
  - Upon reflecting on our data and systems the need to increase overall support within house offices, including student support services
- We have a commitment to increase SEL support through the roll out of community circles and advisory programming.
  - Upon review of survey results and overall student data there is a need for increased SEL support and opportunities to expand upon and improve student experiences in Advisory and build off of the cadre of educators who have completed Restorative Circle Training through the Suffolk University Center for Restorative Justice.

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**Problem of Practice for 2022-2023**

We do not consistently provide meaningfully relevant and rigorous learning experiences for ALL students in ALL classrooms - particularly for students who have been historically disadvantaged and/or marginalized based on race, income, language or disability. The high variability in program access and classroom practice continues to result in disparate educational opportunities and academic outcomes among our diverse student populations. During the 2021-2022 school year we invested time in reinforcing a common framework and developing a common understanding of effective Tier One instruction. We have seen improvements in several areas (e.g. teachers’ use of framework, objectives, and planning with purpose), but remain concerned with the level of engagement and academic growth observed in classrooms. Students appear passive participants in learning - Discourse and cognitive challenge remains low, while levels of disengagement and problematic behavior remain high.

**Monitoring Progress - Process Benchmarks**

*What will be done, when, and by whom*

<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	Person Responsible	Aug 2022	Dec 2022	June 2023	Status
By June 2023, 100% of PLCs in the core academic areas will have developed common formative assessments and core instructional strategies connected to their student learning goals as evidenced by PLC agendas and minutes.	PLC facilitators, DCs				
By the end of each quarter, Department Chairs will complete at least two observations and post-observation conferences for each teacher, as evidenced by the Observation Dashboard and TeachPoint entries.	DCs				
Students will report increased levels of engagement on the Panorama Survey.	All Staff.				
Department chairs in all core content areas will conduct at least six classroom observations weekly. Records of the observations will be maintained using the Observation Data Dashboard.	DCs				
At the middle and each quarter, student level data is collected, reviewed, and acted upon by faculty, teams, and support staff as evidenced by our House, Chair, ILT, and PLC data collection dashboards and within our meeting agendas and minutes	ILT, House Deans, PLC facilitators				
<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	Person Responsible	Aug 2022	Dec 2022	June 2023	Status
Form a committee to revamp the graduation requirements, ensuring more rigor and post-secondary readiness for all.	DCs, Deans, ILT, Guidance				
By the end of each quarter, 100% of teachers will receive feedback on at least two lessons using the L-E-S rubric, as evidenced by the observation dashboard and TeachPoint entries	DCs				
A writing across contents rubric will be finalized and distributed to all teachers, as evidenced by the WAC committee minutes.	ILT				
By the end of the SY 2022-203, students in all classes will engage in at least one authentic, content area specific writing task which will be assessed using the common LHS Writing Rubric. Evidence of this will be documented in curriculum maps, archived lesson plans, and PLC meeting notes showing analysis of student work.	All Staff				
By June, all teachers will have received Professional Development on implementing Writing Across Contents, as evidenced by PD agendas.	ILT				
<u>Student-Specific Supports and Instruction to All Students</u>	Person Responsible	Aug 2022	Dec 2022	June 2023	Status
Over the course of the 2022-2023 school year, at least 95% of teachers will participate in district-sponsored Special Education professional development, as measured by attendance sign-in data and teachers’ reusable, observable product of learning.	ILT				

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By June 2023, at least 80% of General Education teachers will report feeling confident in writing Ed Assessments that are helpful to the IEP meeting team, as evidenced by the Special Education Inventory survey.	ILT				
By February 2023 (Start of S2), at least 60% of teachers will self-report effective communication between General Education and Special Education staff. By June 2022, 75%.	Special Education Staff				
<b>School Climate and Culture</b>	<b>Person Responsible</b>	<b>Aug 2022</b>	<b>Dec 2022</b>	<b>June 2023</b>	<b>Status</b>
By the end of quarter 1, a coordinating committee -- composed of representatives from all current LHS groups working on school culture, climate, and cultural competence -- will be created, its remit will be defined, and it will begin a series of tasks to be completed. By the end of S1, the committee will: -Complete an audit of all school culture-and-climate efforts to date by the different groups operating in this area -Develop a unified definition of “school culture and climate” coming out of this audit and will have put that definition in front of the ILT and the SSC, and then to the faculty for approval; -Ensure that a revamped school culture and climate committee has the resources it needs to function effectively.	School Climate Team				
By the start of semester 2, a monthly meeting schedule will be established for a new school and culture committee, as evidenced by meeting minutes. This committee will begin a series of tasks to be completed by the end of semester 2, with the following focuses: -The first focus of the meetings in S2 will be to review the faculty and student handbooks for equity and cultural awareness. -A second focus will be to audit practices within the house offices and make recommendations to the Head of School and Associate Head of School for alignment of practices and modification of practices, where necessary, according to an equity and cultural awareness lens. -A third focus will be the development of a school-wide guide on what constitutes high expectations, academic rigor, and best practices for ensuring equitable high expectations in the classroom. -A final focus will be the roll-out of a classroom expectations instrument aligned with the Portrait of a Graduate goals, with the expectation that it will become a part of campus-wide behavioral guidance and management by the start of AY 2023.	School Climate Team				
By the end of the school year, the LHS school community will have completed two additional rounds of the Community Conversations that began in AY 2021.	HOS				
By the end of each semester, the Student Advisory Council will meet at least four times, as evidenced by the meeting minutes	Student Activities Coord				
By the end of semester 2, parent and community representation will have been established on the revamped school culture and climate committee and the Latin Lyceum steering committee.	Lyceum Steering Committee				
By June 2023, each PLC will have completed at least 2 data cycles following VITAL protocols, as evidenced by PLC common agendas.	PLC facilitators				

**Measuring Impact**

*Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.*

<b>Leadership, Shared Responsibility, and Professional Collaboration</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
With fidelity to effective Tier 1 instruction, LHS will see a 10% increase in student performance from Q1 to Q4, as evidenced by the percentage of students passing all classes	All Staff		
Team created to enact PoG domains into LHS curriculum	PoG team, All Staff		

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<b>Intentional Practices for Improving Instruction – Engaged Learning</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Student self-reported levels of engagement, self-efficacy, and curriculum relevance on Panorama surveys will show a 10% increase from the 2020-2021 school year. Previous results: -Self- Efficacy: 39% -Engagement: 23%	All Staff		
Increase diversity within advanced coursework, including Early College classes and Early College Promise	EC, Guidance, All Staff		
Increase recruitment for After Dark programming by 10%. This will help lead to the amount of students who graduate with career credentials to increase as well.	Guidance		
<b>Student-Specific Supports and Instruction to All Students</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
By February (Start of S2), LHS will see a 10% increase in teachers’ self-reported understanding on how to read and implement all of the legally required accommodations and modifications. Teachers self-report using a 1-10 scale using the Special Education Inventory Surveys.	ILT		
By June, the special education failure rate will decrease by 10% from the 2021-2022 school year.	All Staff		
By June, at least 80% of all students on the diploma track will be able to be promoted to the next grade.	All Staff		
The number of conduct referrals for Special Education in Q4 will decrease by at least 10% from Q1.	Deans, ILT		
<b>School Climate and Culture</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Student conduct referrals for cutting class will fall at least 3 percentage points each quarter	Deans, All Staff		
By the end of each quarter, the ratings on the quarterly survey of the admin team will increase at least 5% from the 2020-2021 counterpart with regard to faculty sentiments around inclusion, voice, and participation in leadership decisions.	Deans, DCs, HOS		
By June 2023, the metric for self-reported positive Teacher-Student relationships on LHS Alumni Panorama survey will increase by at least 5 percentage points. (Last reported value 56%).	All Staff		
By June 2023, student growth in average across all PLC student learning goals will increase by 5%.	PLC facilitators.		