

Lowell 2030:

Transforming Learning Empowering Learners



Five-Year Strategic Plan

Table of Contents

Letter from the Superintendent	3
Foundational Values and North Star	4
Portrait of a Graduate	5
Stakeholder engagement process	6
Strategic Priorities Overview	9
Priority 1: Rigor and Relevance in Every Classroom	9
Priority 2: Safe and Welcoming Schools	12
Priority 3: Highly Skilled and Innovative Talent	14
Priority 4: Supportive and Efficient Systems	16
Appendix	19

Letter from the Superintendent

Dear Students, Families, Staff, and Community Members,

It is with great pride and a deep sense of responsibility that I present to you our 5-year Strategic Plan, **LPS 2030: Transforming Learning, Empowering Learners**. The result of months of collaboration and reflection, this plan is our commitment to the success of every student.

Our district represents a rich mosaic of cultures, languages, perspectives, and experiences. This diversity is one of our greatest strengths and is a powerful asset in preparing our students to thrive in an increasingly interconnected world. And it is helpful that our community has, through *Portrait of a Graduate*, defined a set of characteristics we aim to develop in our students. To turn that vision for graduates into real results, this five-year plan provides for the integration of rigorous academic content with experiences that deliberately cultivate skills and mindsets so that our students go on to become lifelong learners and productive contributors, both locally and globally.

Our Strategic Plan looks to the future. It sets clear, intentional goals and establishes a focused path forward. Not just mapping where we intend to go, the Strategic Plan makes deliberate decisions to guide our actions and ensure we are meeting the evolving needs of our students, families, and communities. It also acts as a tool for alignment, helping to ensure that our resources, efforts, and energies are focused on what matters most: providing an outstanding education for every child, every day.

We know that true transformation does not happen overnight. It requires sustained effort, collective ownership, and a shared belief in what is possible. This plan represents our collective commitment to continuous improvement and to creating a future where every child, regardless of background, has access to the opportunities they deserve. We commit, too, to providing regular opportunities for you to engage with us.

I invite each of you to read this plan with hope and determination. I ask that you remain engaged with it, providing your genuine input and partnership as we implement the priorities and initiatives that the plan identifies. Together, we will turn these goals into reality, resulting in schools where all students can dream big, work hard, and succeed.

With gratitude and partnership,
Liam Skinner, Superintendent of Schools

LPS Core Beliefs

Our core beliefs represent the bedrock on which our thoughts, behavior, and work is based. These fundamental convictions undergird the district’s strategic direction and provide us a sense of urgency and purpose:

- A high-quality education is a fundamental right of every child we serve.
- Teaching and Learning are at the core of our work. Everything we do must support what happens in the classroom.
- Families are our partners. School should be a welcoming place for families.
- Sustainable school improvement requires hard and steady work over time.
- Every adult in the system is accountable for the success of our students. Putting every child on a path to college or career success is the responsibility of the entire community.

LPS Fundamental Commitments

The fundamental commitments of the Lowell Public Schools represent a critical charge to all LPS stakeholders:

- Ensure that every student has a sense of belonging, is included, and that opportunity gaps among all students are eliminated.
- Provide equitable funding and resources among the district’s diverse schools.
- Engage all families with courtesy, dignity, respect, and cultural understanding.

Theory of Action

We believe that **when** we

- Cultivate rigorous and relevant instruction in every classroom
- Ensure that all schools are safe and welcoming
- Invest in the recruitment, development, and retention of exceptional and diverse talent
- Implement supportive and efficient systems that align resources with student needs

then we will create the conditions for every learner in Lowell to thrive—academically, socially, and emotionally—within a responsive and innovative school district that continuously evolves to meet the needs of a dynamic world

Portrait of a Graduate



A Portrait of a Graduate (PoG) defines a community's shared goals for all students by the time they complete high school. These attributes represent the 21st-century skills needed to position our young people for success in the post-secondary path of their choice and beyond. Lowell's Portrait of a Graduate was a collaboratively developed vision for the district, intended to elevate academic rigor and also address the personal, social, and communication skills needed to succeed in career and life.

While the Portrait's attributes describe the Lowell Public Schools student at graduation, we believe that these pillars can be nurtured in our earliest learners; as such, we look forward to deepening the connection to the PoG for students, families, and staff in our elementary and middle grades.

Our strategic plan includes a balance of priorities and action steps that address the academic and knowledge-building components of PoG (Mind, Skill) alongside critical social-emotional skills (Network, Spirit, Leadership, and Heart). As we evaluate how to define success at the end of the plan, we have identified measures that align with the Portrait of a Graduate as a way to ensure that we are moving closer to our ultimate goal of fostering these attributes in every student.

Stakeholder Engagement Process

Funded by the Barr Foundation, the district partnered with Attuned Education Partners to create an organizational diagnostic report on the school district's strengths and gaps that was significantly shaped by community input.

Over 2,000 families, staff, and students engaged through a survey administered in English, Khmer, Portuguese, and Spanish. Attuned also conducted 1:1 interviews with school, central office, and school committee leaders. In addition, Attuned and LPS leaders collectively held 11 focus groups for high school students, families, staff, and community leaders. Together, this wide-ranging and transparent feedback provided critical perspectives on the impact of current policies and practices, as well as the Lowell community's hopes for the future of Lowell Public Schools.

The LPS community played a critical role in the development of the strategic plan



What we heard from the Lowell Public Schools community

As we reviewed survey responses and engaged in live conversations with families, students, principals, and school staff, we were heartened by the shared pride felt across these groups for the community that Lowell Public Schools has forged, and they named the following as strengths on which to build:

Inclusive and supportive environment for a diverse student body

“The community that is built in Lowell Public Schools is very diverse and inclusive.” -Lowell High School (LHS) student

“Abren sus puertas a todas las culturas que existen en este país.” (Translation: They open their doors to all cultures that exist in this country.) -Lowell family member

“Our sense of community is our biggest strength. We step in and do what it takes to support each other.” -Lowell staff member

Skilled and caring staff

“The teachers here genuinely care about us, and they go out of their way to help whenever we need it.” -LHS student

“Ensina com muito amor e carinho com as crianças e tem muita paciência com elas e sabedoria para educar a caminha para um futuro brilhante. (Translation: They teach with love, patience, and wisdom, guiding children toward a bright future.)” -Lowell student’s family member

“Lowell Public Schools has extremely dedicated staff at the school level. Everyone comes to school each day ready to help all students learn.” -Lowell school leader

Opportunities for enrichment and community building

“Oferecem vários clubes e atividades esportivas.” (Translation: They offer various clubs and sports activities). -LHS student

“I have been able to join four clubs and try a new sport I love. Most public schools in MA don’t have a rowing team, but being a part of the one here at LHS has been an eye-opening experience where I have been able to learn more about myself and others.” -LHS student

“The diversity in clubs, athletics, and extracurricular options is impressive—these programs support students academically and socially, creating a well-rounded school experience.” -Lowell family member

The perspectives that stakeholders shared across a variety of focus areas became foundational to our determination of the priorities and initiatives to take on over the next five years. From classroom instruction for diverse learners, to student belonging, to effective district and school communication, to student assignment and transportation, we heard that while the Lowell Public Schools community is proud of our culture of commitment and care for all students, there is also a clear call for improved systems and actions to ensure that *all* of our young people are equipped with the tools they need for successful futures.

Variation of experiences and outcomes by school

“As a parent and a teacher, I can confidently say that not all students are receiving the same education.” -Lowell staff

“We work in silos and don’t borrow success from where it exists.” -Lowell school leader

“Yes, everyone is different and has different needs, but there are some overarching policies that could help all schools succeed.” -Lowell family member

One of the prevalent themes across stakeholder groups was that the experiences and satisfaction of students, families, staff, and leaders vary significantly by school. Many community members feel that Lowell has operated more as a set of separate schools than as one unified system. This theme also shows up in our student achievement data, where outcomes differ substantially by school. One of the overarching goals of Lowell 2030 is to unify our system more fully so that there is a consistency of quality and opportunity at every school, even as campuses maintain their own distinct identities.

Over the next few pages, as we share the essential multi-year priorities and initiatives for Lowell Public Schools, we have included voices of our families, students, and staff members to underscore the direct line between our areas of focus and what we heard from the community.

Our Strategic Plan: Lowell 2030

Lowell 2030 is our commitment to transforming education in Lowell over the next five years. By embracing innovation and collaboration and by empowering every learner, we will build a vibrant school district where curiosity, creativity, and critical thinking thrive. Our vision is composed of four essential priorities:

- **Rigor and Relevance in Every Classroom**
- **Safe and Welcoming Schools**
- **Highly Skilled and Innovative Talent**
- **Supportive and Efficient Systems**

Vision of Excellence for Rigor and Relevance in Every Classroom

In a deeply engaged, rigorous classroom, students are actively thinking, questioning, and making connections as they grapple with complex, meaningful content. Our students are immersed in challenging tasks, engaging in productive struggle, and pushing the boundaries of their understanding with the support of their peers and teachers. The classroom buzzes with rich discussions, collaborative problem-solving, and inquiry-based learning, where every student takes ownership of their learning by analyzing diverse perspectives, applying their knowledge in authentic ways, and persisting through challenges.

Instruction is culturally and linguistically affirming, ensuring that every student sees their identity reflected in the learning and has the tools to succeed. Teachers act as facilitators, intentionally inviting all students to explore classroom content; they guide students toward deeper understanding through thought-provoking questions, real-world applications, and high expectations that inspire intellectual curiosity and academic excellence.

In our classrooms, rigor meets relevance, effort is valued, and learning experiences are meaningful and useful to students, connecting what they learn to their personal aspirations, interests, cultural backgrounds, and real-world contexts. Every student is empowered to reach their full potential as critical thinkers, problem-solvers, and future leaders.

PRIORITY 1

Rigor and Relevance in Every Classroom: Ensure every Lowell student is academically challenged through culturally and linguistically affirming instruction that accelerates their achievement and prepares them for postsecondary success.

WHAT WE AIM TO IMPROVE:

- **Support for special populations:** Wide disparities in academic outcomes persist across student subgroups, with Latino, multilingual, high-needs students, and students with disabilities underperforming in key areas like SAT Math, MCAS proficiency, and advanced course participation. Stakeholders also seek enhanced resources for diverse learners, especially for multilingual learners and students with autism.
- **Graduation and college readiness:** While our on-time graduation rate has risen to pre-COVID levels and exceeds peer districts, it remains below the state average. College matriculation has decreased by 10 points since 2019-20, with significant gaps evident between student subgroups in both metrics. Large gaps in both metrics were evident between student subgroups, although there was some progress noted with narrowing gaps in the graduation and dropout rates.
- **Curriculum consistency and rigor:** High-quality curriculum has been adopted in some subjects, yet gaps remain in K-8 English Language Arts (ELA), with stakeholders calling for alignment of materials with the science of reading. Classroom observations also revealed inconsistent instructional rigor, with many lessons not meeting grade-level standards.

“We need to move toward a true science of reading-based curriculum that would be consistent in all elementary schools.” -School leader

“My son has special needs, and sometimes I feel there are too many roadblocks to getting the help with what we need for our students.” -Family member

“Invest more in tools, resources, and curriculum for students who are learning English.” - Staff member

INITIATIVES

The following initiatives aim to ensure a culture of continuous improvement through collaborative professional development in the service of effective lesson preparation and data-driven instruction. The work ahead also prioritizes the redesign of student learning experiences, specifically focusing on multilingual learners, students with disabilities, and a new literacy curriculum for all students in Grades K-8.

Vision of Excellence for Safe and Welcoming Schools

1.1	Refine and implement a vision for a culture of continuous improvement that prioritizes collaboration, high expectations, and a growth mindset, where administrators, coaches, and peer teachers utilize observation, coaching, and feedback to enhance teaching practices and collectively support students in meeting our Portrait of a Graduate.
1.2	Equip leaders, coaches, and teachers with the skills and knowledge needed to successfully implement our new K-8 literacy curriculum through comprehensive training, coaching, and support.
1.3	Refine professional development systems and delivery for educators to support district-wide curricular and instructional expectations and build the capacity of school-based staff.
1.4	Reconstruct the educational experience of multilingual learners (MLLs) by intentionally designing and implementing a system that ensures responsive programming tailored to their unique needs.
1.5	Design and implement unit and lesson planning guidance by subject area, along with an aligned set of expectations for use and development opportunities, to develop teachers' understanding of and effective preparation for curriculum lessons that challenge and engage students.
1.6	Design and implement data-driven instruction and student work analysis systems to effectively analyze student learning and differentiate instruction.
1.7	Reimagine and rebuild the educational experience for students with IEPs through implementing a programmatic overhaul that integrates research-based principles and practices to best meet the needs of students requiring specialized instruction.

A safe and welcoming school is a place where every student and family member feels valued, respected, and included. The moment one walks through the doors, they are greeted with warmth, kindness, and a sense of belonging. Students feel physically, socially, and emotionally secure, knowing that their well-being is a top priority and that they are supported by caring adults who believe in their potential.

Every school fosters an inclusive, equitable environment where differences are celebrated, and students' culture, language, and identity are honored. Families are true partners in the educational journey, engaged in meaningful collaboration with teachers and school leaders. Open lines of communication, welcoming spaces, and opportunities for involvement ensure that parents and guardians feel heard and empowered to contribute to their child's success.

Classrooms and common areas reflect a positive, nurturing climate where students support one another, engage in respectful dialogue, and take pride in their learning community. Expectations for behavior are clear and consistent, fostering a culture of trust, accountability, and mutual respect. Students thrive academically, socially, and emotionally because they know they belong and that their school community believes in their success.

PRIORITY 2

Safe and welcoming schools: Foster equitable, inclusive learning environments district-wide, where families are actively engaged in the service of student belonging and social-emotional well-being.

WHAT WE AIM TO IMPROVE

- **Student attendance:** In partnership with staff and families, Lowell's chronic absenteeism has dropped by 15 points since 2021-2022, with rates now within 5% of the statewide average. Still, approximately 1 in 4 students in our district is chronically absent, which has a significant effect on academic outcomes.
- **Family engagement practices:** Family perceptions of student belonging and feeling welcome vary widely across schools. While 80% of parents surveyed responded that they feel welcome at their child's school, there was a 38-point gap between the schools with the highest and lowest ratings.
- **Student belonging:** 59% of families responded that their child feels quite a high sense of belonging at their schools, and while families appreciate Lowell's commitment to student safety and emergency preparedness, they believe that consistent policies across the district related to student behaviors would be beneficial for day-to-day school culture.
- **Access to early learning and enrichment:** When families described their vision for improvement in Lowell, it often included more seats for the district's youngest learners as well as access to extra-curricular and afterschool programming.

“Que hubiera una mejor comunicación en caso de problemas con nuestros hijos.” (Translation: There should be better communication in case of problems with our children.) -Family member

“ផ្តល់ព័ត៌មានអោយឪពុកម្តាយសិស្ស” (Translation: [Lowell should] provide information to the students' parents.) -Student

“They need to take a hard look at bullying prevention and do more to ensure it doesn't happen, and the same goes with kids who are having a hard time with other kids.” -Family member

“Some schools don’t practice consistent discipline. Staff and parents notice this inconsistency, and it affects kids.” -Staff member

INITIATIVES

The following initiatives will ensure warm and welcoming environments at every school, strengthen partnerships with families through effective and consistent communication that results in higher student attendance and engagement, and increase both pre-kindergarten seats and enrichment programs district-wide:

2.1	Design and launch intervention programs to reduce chronic absenteeism, using a family partnership approach and SEL principles to address root causes and improve student attendance.
2.2	Refine and implement consistent practices for welcoming families in every school, prioritizing transparent communication about student progress and readily accessible resources to foster a stronger sense of belonging and partnership.
2.3	Enhance school-level capacity to create and implement comprehensive, school-wide systems and routines that cultivate a positive, supportive, and safe learning environment.
2.4	Strengthen and grow Pre-K programs across the district to ensure every child has access to high-quality early learning experiences that foster a strong foundation for academic success and lifelong learning.
2.5	Expand access to enriching in-school and out-of-school time activities for students that cultivate their interests and strengthen their connection to the community.

Vision of Excellence for Highly Skilled and Innovative Talent

Together, we are a district of learners, leaders, and changemakers, shaping the future through exceptional teaching, continuous growth, and unwavering dedication to equity and student success.

Our school system becomes an exemplar for talent, deeply committed to attracting, developing, and retaining a collaborative and expert staff that ensures every student receives a high-quality education. Our recruitment efforts prioritize educators who align with our culture of continuous improvement, value and reflect the rich diversity of our community, and bring a wealth of experience, perspectives, and commitment to student success. From the moment that educators join our district, these talented staff members experience a welcoming, supportive environment where we invest in high-quality professional learning, mentorship, and leadership development to ensure every educator has the tools and support to thrive. Through collaborative teams and shared best practices, our staff continuously refines their craft, driving innovation and excellence in every classroom and school.

We cultivate a culture of respect, belonging, and shared purpose, where educators are inspired by a collective mission to empower every student to reach their full potential. By recognizing and rewarding excellence, promoting pathways for career advancement, and ensuring competitive compensation and benefits, we cultivate an environment where dedicated professionals choose to build long-term careers in service of our students and community.

PRIORITY 3

Highly Skilled and Innovative Talent: Recruit, develop, and retain a diverse, collaborative, and expert staff that is deeply committed to providing a world-class education for every student.

WHAT WE AIM TO IMPROVE

- **Retention of certified staff in high-needs areas:** While staff retention overall is stronger in Lowell Public Schools than many district peers, retention in classrooms serving students with disabilities and multilingual learners, particularly those with the highest levels of need, is much less stable.
- **Staff diversity:** With 18% of staff identifying as people of color, compared to 79% of students, stakeholders emphasized the benefit of a workforce that more closely reflects the student body's diversity.

"Lowell Public Schools should [focus on] hiring and training special education staff who are open and patient in the process of accepting different learning needs in the classroom."-Family member

“Lowell should give more support to new teachers.” -Staff member

“Having teachers from different backgrounds would make students feel more understood and comfortable, especially for those from immigrant families.” - Student

“Aumentar a diversidade no pessoal de apoio ajudaria a tornar a escola mais inclusiva.”
(Translation: Increasing diversity in support staff would help make the school more inclusive).
-Student

“Make sure more teachers have more information and are trained in supporting English learners.”
-Family member

INITIATIVES

The following initiatives will ensure that the district is strategically recruiting and thoughtfully onboarding talented educators where they are needed most, and that we are simultaneously equipping our existing teachers, paraprofessionals, and support staff with the professional learning and certification opportunities to deliver excellent instruction in specialized classrooms:

3.1	Design and implement a talent development pipeline that prioritizes recruiting and retaining a highly skilled workforce, with an emphasis on high-needs special education roles and high-needs schools, while providing clear pathways for growth and leadership.
3.2	Design and launch improved onboarding and mentorship programs for newly hired staff to increase staff effectiveness and retention.
3.3	Establish in-house structures to provide staff with training for dual certification as well as other targeted professional development to strengthen MLL and special education service delivery.

Vision of Excellence for Supportive and Efficient Systems

Our school district operates efficiently, with clarity and purpose, ensuring that every structure and process is designed to maximize student success. We have built streamlined, data-driven systems that allow us to identify gaps, respond proactively to challenges, allocate resources equitably, and drive continuous improvement across all schools and departments to eliminate inequities and accelerate student achievement.

With clear and effective processes and judicious adoption of new tools, educators can focus their energy where it matters most: learning, teaching, and supporting students.

Collaboration across departments and schools is seamless and purposeful, fostering transparency, accountability, and shared responsibility for student outcomes. By leveraging modern technology, efficient workflows, and responsive leadership, we create a district that is flexible, adaptable, and primed for sustained success.

Our commitment to organizational efficiency ensures that every dollar, every resource, and every moment of effort is directed toward our most important priority: empowering every student to reach their full potential.

PRIORITY 4

Supportive and Efficient Systems: Streamline district systems and processes to strategically respond to data, identify and address inequities, and prioritize student outcomes.

WHAT WE AIM TO IMPROVE:

- **Communication and expectations:** Lowell staff desired consistent communication and well-defined expectations between the central office and individual schools.
- **Student assignment and transportation:** A fair and transparent process for school registration and placement was a desire of many Lowell families, coupled with reliable and affordable student transportation services.
- **Facilities Upgrades:** Significant improvements to school facilities were requested, with a specific emphasis on enhancing ventilation and air conditioning systems.

“It would be beneficial to slow down and focus on improving current systems instead of adding new ones.” -School leader

“The entire [registration] process is unclear, including important info, like the lottery process.”
-Family member

“Why does [student assignment] feel so chaotic? We requested specific schools based on proximity, yet our children were assigned across town, making it hard for us to manage drop-offs and pick-ups.” -Family member

“Start making facility management a priority. All students and staff deserve to work and learn in a clean and safe environment.” -Staff member

INITIATIVES

The following initiatives will clarify standard operating procedures so that district and school policies and practices are more consistent and understood. These initiatives also intend to address constituents’ concerns regarding the student assignment process and will seek to partner with the City of Lowell to ensure that every campus is a physically safe and comfortable learning environment:

4.1	Refine and implement standardized procedures and processes across schools, clarifying roles and responsibilities to improve efficiency, accountability, and transparency.
4.2	Design and implement equitable and efficient systems for student assignment, school enrollment, and access to high-quality academic programs, with a focus on optimizing operational efficiency and access to transportation.
4.3	Support the City in its progress toward a comprehensive school facilities plan that prioritizes the physical needs of students and staff, utilizing cost-effective and sustainable methods to maximize resources and create optimal learning environments.

Measuring Success

With Lowell's Portrait of a Graduate (PoG) serving as our north star, the LPS Steering Committee began working very early in the process to collaboratively define what success in 2030 will look like when we have effectively implemented the strategic plan. Defining these metrics at the outset of strategic planning allowed the team to evaluate whether the priorities that the district considered undertaking were the best levers to positively impact student outcomes. The ten success measures that have been identified are aligned to the domains of our district's PoG, reflecting not only our goals for our students' proficiency in core content areas, but our aspirations for their tremendous growth from whatever their starting place, alongside their persistence and capacity to lead themselves and others, long into their bright futures.

Domain	Definition	Drafted measures
Mind	Excel in a complex and ever-changing world.	% of students graduating on time from high school
		% of graduates who complete the MassCore curriculum
Skill	Develop and apply real-world skills.	% of 2nd grade students meeting or exceeding DIBELS literacy benchmarks
		% of 3rd-8th and 10th graders proficient on MCAS ELA and Math
		Reduction in students "not meeting expectations" on Grades 3-8 and Grade 10 MCAS ELA and Math
		# of selected subgroups meeting or exceeding DESE accountability targets (pages 8-9) on ELA and Math MCAS (Score of 3 or 4 for the subgroup) <i>Subgroups: low-income students, EL and former EL students, and students with disabilities</i>
Heart	Demonstrate self-knowledge and value diversity.	Rating on "Appreciation for Diverse Perspectives" as reported in HALS (system-wide)
Network	Communicate, collaborate, and follow through.	% of classroom observations where most students are participating in high-quality student-to-student academic discourse (<i>indicator 3c from the DESE walkthrough tool, must ensure schools are conducting a minimum number of observations per year to measure this</i>)
Spirit	Persist in school and life.	% of students attending 90% or more of school days - K-8 grades
		% of students attending 90% or more of school days - High School
Leadership	Engage, empower, and achieve positive change.	% of 9th grade students who report participating in school- or community-based extracurricular activities while enrolled in Lowell Public Schools

Appendix

Initiative sequencing by year

#1: Rigor and Relevance in Every Classroom (1 of 2)

Note: This priority has the highest number of Year 1 initiatives.

SP #1	Rigor and Relevance in Every Classroom: Ensure every Lowell student is academically challenged through culturally and linguistically affirming instruction that accelerates their achievement and prepares them for postsecondary success.	Lead	Y0 Spring 2025	Y1 25-26	Y2 26-27	Y3 27-28	Y4 28-29	Y5 29-30
1.1	Refine and implement a vision for a culture of continuous improvement that prioritizes collaboration, high expectations, and a growth mindset; where administrators, coaches, and peer teachers utilize observation, coaching and feedback to enhance teaching practices and collectively support students in meeting our Portrait of a Graduate.	Superintendent	Design growth mindset and expectations focus	Launch growth mindset and high expectations Design obs/feedback	Launch obs/feedback focus	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine
1.2	Equip leaders, coaches, and teachers with the skills and knowledge needed to successfully implement our new K-8 literacy curriculum through comprehensive training, coaching, and support.	Asst. Superintendent Academics & Instruction	Design (finalize adoption process)	Launch curriculum use and accompanying professional learning	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine
1.3	Refine professional development systems and delivery for educators to support district-wide curricular and instructional expectations and build capacity of school-based staff.	Asst. Superintendent Schools & Leadership	Design	Launch	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine
1.4	Reconstruct the educational experience of multilingual learners (MLLs) by intentionally designing and implementing a system that ensures responsive programming tailored to their unique needs.	Asst. Superintendent Academics & Instruction	Design	Launch high school programming	Launch additional programming	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine

#1: Rigor and Relevance in Every Classroom (2 of 2)

Additional Year 1 Initiatives in Priority 1

SP #1	Rigor and Relevance in Every Classroom: Ensure every Lowell student is academically challenged through culturally and linguistically affirming instruction that accelerates their achievement and prepares them for postsecondary success.	Lead	Y0 Spring 2025	Y1 25-26	Y2 26-27	Y3 27-28	Y4 28-29	Y5 29-30
1.5	Design and implement unit and lesson planning guidance by subject area, along with an aligned set of expectations for use and development opportunities, to develop teachers' understanding of and effective preparation for curriculum lessons that challenge and engage students.	Asst. Superintendent Academics & Instruction	Design	Launch	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine
1.6	Design and implement data-driven instruction and student work analysis systems to effectively analyze student learning and differentiate instruction.	Asst. Superintendent Schools & Leadership			Design	Launch	Monitor/ Refine	Monitor/ Refine
1.7	Reimagine and rebuild the educational experience for students with IEPs through implementing a programmatic overhaul that integrates research-based principles and practices to best meet the needs of students requiring specialized instruction.	Asst. Superintendent Student Support Services		Begin data collection	Design	Launch	Monitor/ Refine	Monitor/ Refine

#2: Safe and Welcoming Schools

SP #2	Safe and Welcoming Schools: Foster equitable, inclusive learning environments district-wide, where families are actively engaged in service of student belonging and social-emotional well being.	Lead	Y0 Spring 2025	Y1 25-26	Y2 26-27	Y3 27-28	Y4 28-29	Y5 29-30
2.1	Design and launch intervention programs to reduce chronic absenteeism, using a family partnership approach and SEL principles to address root causes and improve student attendance.	Asst. Superintendent Student Support Services	Design	Continue Design + Pilot	Launch/Grow	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine
2.2	Refine and implement consistent practices for welcoming families in every school, prioritizing transparent communication about student progress and readily accessible resources to foster a stronger sense of belonging and partnership.	Asst. Superintendent Student Support Services		Design	Launch	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine
2.3	Enhance school-level capacity to create and implement comprehensive, school-wide systems and routines that cultivate a positive, supportive, and safe learning environment.	Asst. Superintendent Student Support Services			Design	Launch with leaders and support staff	Continue launch with classroom practices	Monitor/ Refine
2.4	Strengthen and grow Pre-K programs across the district to ensure every child has access to high-quality early learning experiences that foster a strong foundation for academic success and lifelong learning.	Asst. Superintendent Academics & Instruction		Continue current work	Design	Pilot	Launch/ Grow	Monitor/ Refine
2.5	Expand access to enriching in school and out-of-school time activities for students that cultivate their interests and strengthen their connection to the community.	Asst. Superintendent Schools & Leadership				Design	Launch (out of school time) Design in school activities	Launch (in school activities)

#3: Highly Skilled and Innovative Talent

SP #3	Highly-Skilled and Innovative Talent: Recruit, develop, and retain a diverse, collaborative, and expert staff that is deeply committed to providing a world-class education for every student.	Lead	Y0 Spring 2025	Y1 25-26	Y2 26-27	Y3 27-28	Y4 28-29	Y5 29-30
3.1	Design and implement a talent development pipeline that prioritizes recruiting and retaining a highly skilled workforce, with an emphasis on high-needs schools, while providing clear pathways for growth and leadership.	Asst. Superintendent Operations & HR		Design + Launch Pt 1 (Staff Group for Spring 2026 hiring cycle)	Launch Part 2 (Other Staff Groups for Spring 2027 hiring cycle)	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine
3.2	Design and launch improved onboarding and mentorship programs for newly hired staff to increase staff effectiveness and retention.	Asst. Superintendent Operations & HR			Design	Launch pt 1 (specific staff types)	Launch pt 2 (additional staff types)	Monitor/ Refine
3.3	Establish in-house structures to provide staff with training for dual certification as well as other targeted professional development to strengthen MLL and special education service delivery.	Asst. Superintendent Schools & Leadership					Design	Launch

#4: Supportive and Efficient Systems

SP #4	Supportive and Efficient Systems: Streamline district systems and processes to strategically respond to data, identify and address inequities, and prioritize student outcomes.	Lead	Y0 Spring 2025	Y1 25-26	Y2 26-27	Y3 27-28	Y4 28-29	Y5 29-30
4.1	Refine and implement standardized procedures and processes across schools, clarifying roles and responsibilities to improve efficiency, accountability, and transparency.	Asst. Superintendent Finance	Design	Launch	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine
4.2	Design and implement equitable and efficient systems for student assignment, school enrollment, and access to high-quality academic programs, with a focus on optimizing operational efficiency and access to transportation.	Asst. Superintendent Student Support Services	Select contractor to conduct enrollment study	Design	Launch - New registration system for 27-28 school year	Launch - New assignment options for 28-29 school year	Monitor/ Refine	Monitor/ Refine
4.3	Support the City in its progress toward a comprehensive school facilities plan that prioritizes the physical needs of students and staff, utilizing cost-effective and sustainable methods to maximize resources and create optimal learning environments.	Asst. Superintendent Operations & HR		Design	Launch	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine

Success Measures and Five-Year Targets

PoG Domain	Mission measure	Baseline	Prior Year Value	5 yr Target	Annual Change	Target Rationale
Mind	% of students graduating on time from high school	74% (22-23)	78% (21-22)	90%	TBD – pending 2024 data	<ul style="list-style-type: none"> Moves Lowell from the 3rd percentile to the 30th among MA districts Exceeds 22-23 statewide rates (89%)
	% of graduates who complete the MassCore curriculum	22% (23-24)	22% (22-23)	50%	5.5%	<ul style="list-style-type: none"> More than doubles current rates, while still falling below 23-24 statewide levels (84%) Requires >5% gain per year to hit the target
Skill	% of 2nd grade students meeting or exceeding DIBELS literacy benchmarks	51% (23-24)	53% (22-23)	70%	3.90%	<ul style="list-style-type: none"> Requires almost 4% growth per year, which would lead to substantial gains on student outcomes
	% of 3rd–8th graders proficient on MCAS ELA	23% (23-24)	26% (22-23)	44%	4.20%	<ul style="list-style-type: none"> Moves Lowell from the 9th percentile to the 57th among MA districts Exceeds 23-24 statewide rates (39%), and exceeds DESE annual growth benchmarks for Lowell
	% of 3rd–8th graders proficient on MCAS Math	29% (23-24)	26% (22-23)	50%	4.20%	<ul style="list-style-type: none"> Moves Lowell from the 17th percentile to the 62nd among MA districts Exceeds 23-24 statewide rates (41%), and exceeds DESE annual growth benchmarks for Lowell
	% of 10th graders proficient on MCAS ELA	40% (23-24)	40% (22-23)	60%	4.00%	<ul style="list-style-type: none"> Moves Lowell from the 10th percentile to the 49th among MA districts Exceeds 23-24 statewide rates (57%)
	% of 10th graders proficient on MCAS Math	32% (23-24)	28% (22-23)	50%	3.60%	<ul style="list-style-type: none"> Moves Lowell from the 15th percentile to the 48th among MA districts Exceeds 23-24 statewide rates (48%)
	Reduction in students “not meeting expectations” on Grades 3–8 MCAS ELA	35% (23-24)	33% (22-23)	Cut % of students not meeting expectations in half over the life of the plan	-3.50%	<ul style="list-style-type: none"> Cutting these values in half would mean significant improvement over time, and signify that greater emphasis is being placed on subjects where the most students are not meeting expectations (3–8 ELA) Furthermore, setting this target as “cutting in half” publicly is simpler and more asset-based, rather than communicating specific target gaps for each subject. We recommend only sharing the “descriptive target” publicly.
	Reduction in students “not meeting expectations” on Grades 3–8 MCAS Math	24% (23-24)	27% (22-23)		-2.40%	
	Reduction in students “not meeting expectations” on Grade 10 MCAS ELA	24% (23-24)	24% (22-23)		-2.40%	
	Reduction in students “not meeting expectations” on Grade 10 MCAS Math	25% (23-24)	18% (22-23)		-2.50%	
	# of selected subgroups meeting or exceeding DESE <u>accountability targets</u> for ELA	1/6 (23-24)	TBD	6/6	N/A	<ul style="list-style-type: none"> We want all selected student groups across grade levels to meet or exceed DESE accountability targets by the end of the plan

PoG Domain	Mission measure	Baseline	Prior Year Value	5 yr Target	Annual Change	Target Rationale
	# of selected subgroups meeting or exceeding DESE <u>accountability</u> targets for Math	3/6 (23-24)	TBD	6/6	N/A	
Heart	Rating on “Appreciation for Diverse Perspectives” as reported in HALS (system-wide)	Growth rating (Fall ‘24)	N/A	Ideal rating	N/A	<ul style="list-style-type: none"> Note: The HALS system has 5 ratings for each measure - Warning, Watch, Growth, Approval, and Ideal (from lowest to highest). Moving from Growth to Ideal will signify significant improvement across the district over the life of the plan
Network	% of classroom observations where most students are participating in high-quality student-to-student academic discourse	47.1% (Mar ‘25)	N/A	75%	6.90%	<ul style="list-style-type: none"> Targeting 3/4 of observations where most students are participating in high-quality academic discourse would lead to significant growth, essential to ensure student success across content areas Allows for situations where discourse is not expected (eg, test taking)
Spirit	% of students attending 90% or more of school days - K-8 grades	82.5% (23-24)	77% (22-23)	90%	1.50%	<ul style="list-style-type: none"> Exceeds DESE growth target for Lowell (1%), and this rate would exceed local peers Exceeds statewide non-high school rates (84% in 23-24)
	% of students attending 90% or more of school days - High School	64.8% (23-24)	62.2% (22-23)	75%	2.00%	<ul style="list-style-type: none"> Exceeds DESE growth target for Lowell (1%), and this rate would exceed local peers Aligned to statewide high school rates (75% in 23-24)
Leadership	% of 9th grade students who report participating in school- or community-based extracurricular activities.	N/A	N/A	50%	N/A	<ul style="list-style-type: none"> Current unofficial estimates suggest that ~30% of 9th graders would meet this measure today, so pushing to 50% would lead to significant growth throughout the plan. Consider adjusting the target when district assessment results are available in mid-April.

Strategic Planning Steering Committee Members:

David Anderson, Principal (McAuliffe Elementary School)
 Kevin Andriolo, Principal (Murkland Elementary School)
 Alice Brown-LeGrand, Assistant Superintendent for Student Support Services
 Wendy Crocker-Roberge, Assistant Superintendent for Schools and Leadership
 Michael Fiato, Head of School (Lowell High School)
 Dr. Oneida Fox Royce, Assistant Superintendent for Academics and Instruction
 James Hall, Assistant Superintendent for HR & Operations
 Latifah Phillips, Assistant Superintendent of Equity
 Derek Pinto, Assistant Superintendent for Finance
 Liam Skinner, Superintendent