

LOWELL
PUBLIC SCHOOLS

Lowell 2030

Transforming Learning
Empowering Learners



Table of Contents

| | |
|---|----|
| Letter from the Superintendent | 3 |
| Investing in Our Students: The Goals of Our Prioritization Plan | 5 |
| How We Built the Plan | 6 |
| What We're Doing Well | 9 |
| Where We Can Improve | 10 |
| Our Theory of Action | 11 |
| Core Beliefs & Commitments | 12 |
| Portrait of a Graduate | 14 |
| Student Demographics | 15 |
| Strategic Priority 1: Rigor and Relevance in Every Classroom | 16 |
| Strategic Priority 2: Safe and Welcoming Schools | 19 |
| Strategic Priority 3: Highly-Skilled and Innovative Talent | 21 |
| Strategic Priority 4: Supportive and Efficient Systems | 23 |
| Year 1 Overview | 25 |
| Measuring Our Success | 26 |
| Appendix: Data and Supporting Evidence | 31 |

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. In order 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.



Letter from the Superintendent

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

Investing in Our Students: The Goals of Our Strategic Plan



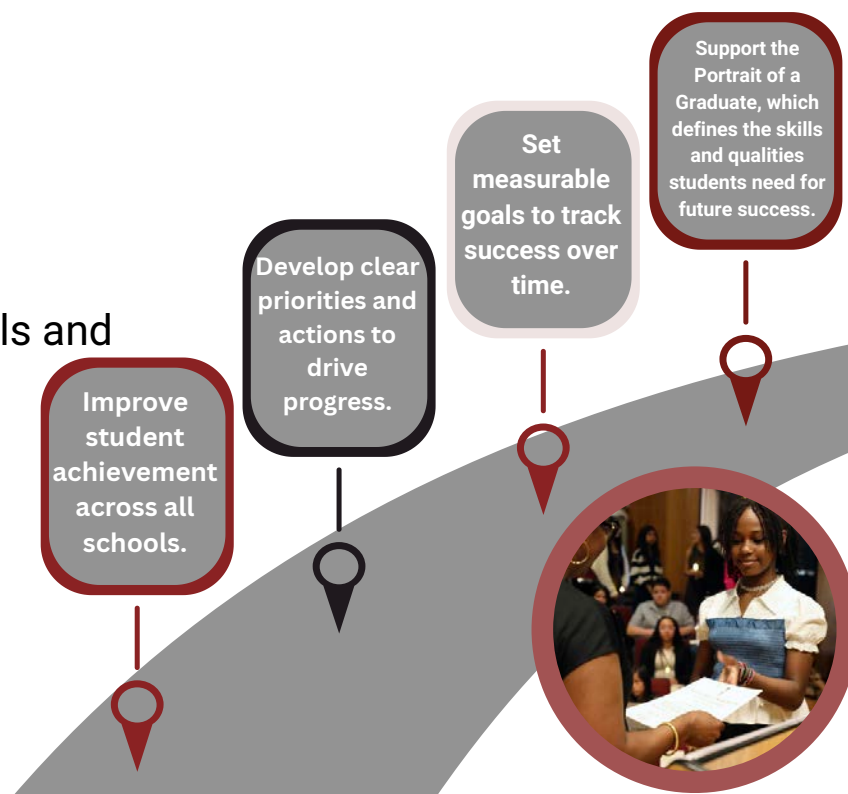
Lowell 2030 is designed to improve student learning, support the skills outlined in the Portrait of a Graduate, and build on the district's strengths while addressing key challenges.

To shape this plan, LPS reviewed important data, including student performance, instructional quality, and feedback from families, staff, and the community. A report called the Organization Diagnostic Pre-Read helped district leaders identify focus areas and consider ways to make meaningful improvements.

The strategic plan has four main goals:

- Improve student achievement across all schools.
- Develop clear priorities and actions to drive progress.
- Set measurable goals to track success over time.
- Support the Portrait of a Graduate, which defines the skills and qualities students need for future success.

This plan will serve as a roadmap to enhance teaching, streamline district operations, and create better learning experiences for all students. Most importantly, it will help LPS turn its vision for graduates into real results, ensuring every student is prepared for success in school and beyond.



How Did We Do This?

Lowell Public Schools partnered with Attuned Education Partners—a national organization that supports districts with equity-driven planning—to guide a four-phase process to develop the district's next five-year strategic plan.



LPS Community Played A Critical Role:

At the beginning of the strategic planning process, we collected **over 2,000 survey responses from LPS constituents** on district strengths and areas of improvement. These responses included:

Interviews with district leaders, school leaders, and a school committee member

Focus groups were held 2 times throughout the process with high school students, family members, teachers, principals, and community leaders.

422

HS students

962

Family
Members

654

Staff and
Leaders

9

Interviews
with Leaders

11

Focus Groups

Focus groups included engagement with existing Lowell community groups: Special Education Parent Advisory Council (SPED PAC), English Learner Parent Advisory Council (EL PAC), Asian community leaders, and Latino/a community leaders.

A Focus on Data:



Performance Data Analysis

Review of key organizational data to identify areas of strength, weakness and opportunity

Attuned reviewed data provided by Lowell Public Schools and publicly available performance data from the Massachusetts Department of Elementary and Secondary Education (DESE) and other national publications.



Instructional Quality Review

Quality and equity assessment of specific instructional practices and structures

Attuned reviewed instructional artifacts as well as conducted in-person visits to observe lessons in 76 classrooms in May 2023 and 56 classrooms in September / October 2024 that spanned grade levels and content areas.

What Are We Doing Well?



- **Creating Inclusive and Supportive Classrooms:** Students and families from all backgrounds feel welcome in our schools. Most classrooms support learning, and about 75% of students are actively engaged in their lessons.



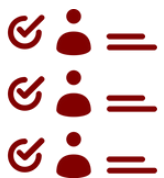
- **Skilled and Caring Staff:** Teachers and staff in LPS are experienced, dedicated, and committed to student success. The district keeps more staff than many other districts in the state. Families and staff also appreciate the leadership team's focus on communication, inclusion, and student growth.



- **Opportunities for Enrichment and Community Building:** High school students report feeling like they belong. Families and students value the many clubs, sports, and after-school programs. Families of color, in particular, are likely to recommend LPS to others.



- **Higher Achievement Compared to Similar Districts:** In 2023–24, LPS had the highest 10th-grade English and math test scores among similar districts. For students in grades 3–8, LPS scored higher than all peer districts in math and all but one in English.



- **Better Attendance and School Culture:** Since 2021–22, the number of students missing many days of school has gone down by 15 percentage points. Fewer students are being suspended, showing progress toward schools that focus on safety, respect, and student well-being.

Where Can We Make Improvements?



- **Closing Learning Gaps for All Students:** Some groups of students (Latino students, multilingual learners, and students with disabilities) are not performing as well as their peers on key metrics.



- **Improving Graduation and College Readiness:** Fewer students are graduating on time or going to college compared to previous years. There are also big gaps in these areas between different student groups.



- **Making Curriculum Stronger and More Consistent:** All subjects require high-quality learning materials. In many classrooms, instruction was not yet at grade level or challenging enough.



- **Focusing on Equity and Clarity:** While equity is a goal for the district, some staff feel discouraged by low expectations for students or by too many new programs happening at once. Many also want to be more involved in decision-making.



- **Reducing Differences Across Schools:** Student success, school climate, and feelings of belonging vary from school to school. Families and staff are asking for more fairness and consistency across all schools.



- **Increasing Staff Representation:** Many people feel it's important for the staff to better reflect the student population.



- **Upgrading Operations and Buildings:** Families and staff want better communication, more reliable and affordable transportation, and school buildings that are better ventilated and more comfortable. They also want a clearer, fairer school placement and registration process.

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.



Core Beliefs



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.

Portrait of a Graduate



Portrait of a Graduate (PoG) defines our community's shared goals for all students by the time they complete high school.

The infographic is titled 'PORTRAIT OF A GRADUATE' with 'LOWELL PUBLIC SCHOOLS' underneath. The letters 'POG' are stylized: the 'P' is dark blue, the 'O' is a light blue circle with a yellow sun inside, and the 'G' is yellow with a small rocket ship. Below the title is 'THE MISSION:' followed by a paragraph. To the right are six colored boxes with headers and descriptions: MIND (dark blue), NETWORK (yellow), SKILL (orange), SPIRIT (yellow), HEART (teal), and LEADERSHIP (dark blue). At the bottom is a cityscape illustration with a bridge, factories, a school building, a clock tower, and another bridge. The word 'SUN' is written above the clock tower. The footer text is 'Launching every graduate into adulthood prepared for life.'

POG
PORTRAIT OF A GRADUATE
LOWELL PUBLIC SCHOOLS

THE MISSION:
Lowell Public School Graduates will be strong of Mind, Heart, Spirit, and Skill so that they are prepared to engage and lead with others to make positive change for a more equitable world.

MIND
Excel in a complex and ever-changing world

NETWORK
Communicate, collaborate, and follow through

SKILL
Develop and apply real-world skills

SPIRIT
Persist in school and life

HEART
Demonstrate self-knowledge and value diversity

LEADERSHIP
Engage, empower, and achieve positive change

SUN

Launching every graduate into adulthood prepared for life.

Our Students: A Closer Look at Who We Serve

School Year 2024 - 2025

Total Students
14867

**Multi Language
Learners**
4609

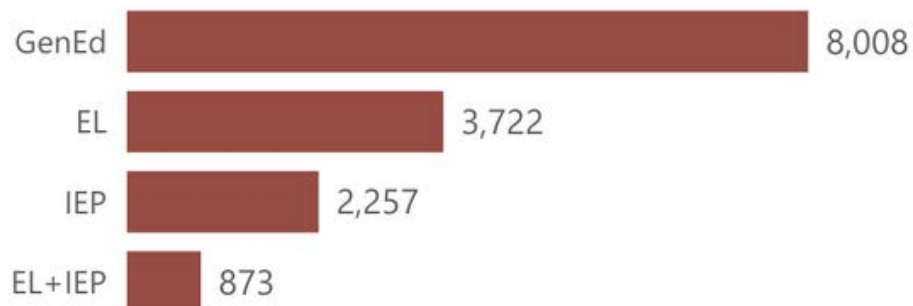
Languages Spoken
70

Students with Disabilities
3122

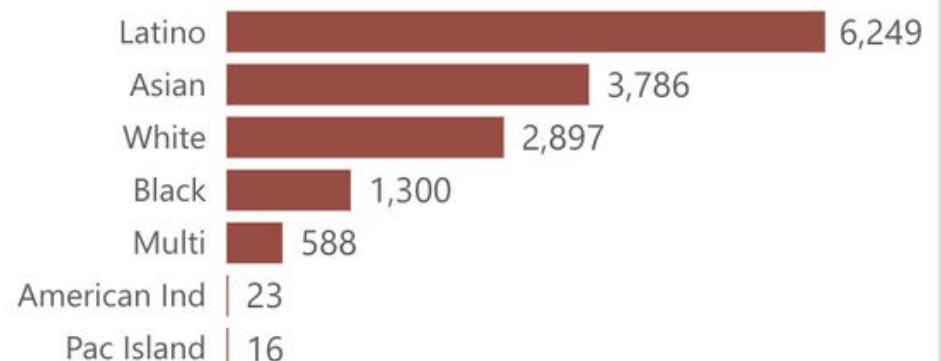
Our Schools (2024-25)

| School Type | Number |
|------------------------|--------|
| High School | 1 |
| Middle Schools | 6 |
| Elementary Schools | 12 |
| K- 8 Schools | 3 |
| Early Childhood Center | 1 |
| Therapeutic Schools | 2 |
| Alternative Schools | 3 |

Enrollment by Student Group



Enrollment by Ethnicity



Strategic Priority #1: Rigor and Relevance in Every Classroom



Advancing Rigor and Relevance in Every Classroom

Culture of Growth

Fostering high expectations through coaching and feedback that support continuous improvement.



Literacy Success

Launching a new K–8 literacy curriculum with training to build strong reading and writing skills.



Professional Development

Strengthening staff training to align with instructional goals and student needs.



Multilingual Learners

Redesigning programs to support English learners in ways that value language and culture.



Planning Practices

Providing clear guidance to help teachers plan engaging and challenging lessons.

Using Data

Helping teachers use data and student work to tailor instruction.

Special Education

Revamping IEP supports with research-based practices for high-quality learning.



Strategic Priority #1: Rigor and Relevance in Every Classroom

Lowell Public Schools is committed to ensuring that every student receives instruction that is both academically challenging and culturally and linguistically affirming. This priority focuses on helping all students succeed—no matter their background—by preparing them with the knowledge and skills they need for high school, college, and beyond.



1.1 Building a Culture of Growth (Launched in 2024):

We started by helping teachers and school leaders work together through coaching and feedback. This helps teachers improve their lessons and support students better. This work continues every year.



1.2 New Literacy Curriculum for K–8 (Launched in 2024):

Students in grades K–8 started using a new reading and writing curriculum. Teachers are getting training and support to make the most of it.



1.3 Better Professional Development for Teachers (Launched in 2024):

We're improving how teachers get training and support across all schools, so they can stay up to date and grow in their work.



1.4 Supporting Multilingual Learners (Launched in 2024):

We're building new programs to better support students who are learning English. High school programs started in 2024, with more support coming in future years.

Strategic Priority #1: Rigor and Relevance in Every Classroom

Lowell Public Schools is committed to ensuring that every student receives instruction that is both academically challenging and culturally and linguistically affirming. This priority focuses on helping all students succeed—no matter their background—by preparing them with the knowledge and skills they need for high school, college, and beyond.



1.5 Helping Teachers Plan Strong Lessons (Launched in 2024):
Teachers now have new tools and clear guidance to help them plan lessons that are challenging and engaging for all students.



1.6 Using Student Data to Improve Teaching (Design in 2026-2027, Launch in 2027-2028):
We're creating systems to help teachers look at student work and data, so they can adjust their teaching to better meet student needs.



1.7 Improving Special Education Programs (Design in 2025-2026, Launch in 2027-2028):
We're collecting data and redesigning how we support students with IEPs, using best practices to create stronger programs.

Strategic Priority #2: Safe and Welcoming Schools

Building Safe and Welcoming Schools

Reducing Absenteeism

Designing programs that improve attendance through SEL, family partnerships, and targeted support.

Welcoming Families

Creating consistent communication practices so families can easily access student progress and resources.

Safe Environments

Building school-wide systems that promote safety, respect, and a sense of belonging.

Strengthening Pre-K

Expanding early learning opportunities to ensure more children start kindergarten ready to succeed.

Expanding Activities

Increasing access to in-school and out-of-school programs that build skills and strengthen community connection.



Strategic Priority #2: Safe and Welcoming Schools

Lowell Public Schools is committed to making every school a place where students feel safe, supported, and valued. This means ensuring classrooms and common spaces are welcoming, families are engaged as partners, and students' social-emotional well-being is prioritized.



2.1 Reducing Chronic Absenteeism (Design in 2025, Pilot in 2025-2026, Launch in 2026-2027):
We are developing programs that help students improve attendance by working closely with families, using social-emotional learning (SEL) to address challenges, and providing targeted support.



2.2 Welcoming Families in Every School (Design in 2025-2026, Launch in 2026-2027):
Schools will adopt consistent practices to ensure clear, transparent communication with families, making student progress and available resources easy to access.



2.3 Creating Positive and Safe School Environments (Design in 2025-2026, Phased Launch in 2026-2027): We are working with school leaders and staff to build structured routines and systems that promote safety, respect, and a sense of belonging in every classroom and school space.



2.4 Strengthening Pre-K Programs (Ongoing Expansion, Redesign in 2026-2027, Pilot in 2027-2028, Launch in 2028-2029): We are continuing to grow high-quality early learning programs so that more children enter kindergarten with a strong foundation for success.



2.5 Expanding In-School and Out-of-School Activities (Design in 2027-2028, Launch in 2028-2029): We are increasing access to programs that help students explore their interests, develop new skills, and feel connected to their school and community.

Strategic Priority #3: Highly-Skilled and Innovative Talent



Highly-Skilled and Innovative Talent

Developing a Strong Talent Pipeline

We're building systems to attract and retain excellent staff, especially in high-needs schools, with clear paths for growth and leadership.



Redesigning Onboarding and Mentorship

New staff will be supported from day one through improved onboarding and mentoring programs.



Expanding Professional Learning

We're creating in-house training for dual certification and specialized skills to better support multilingual learners and students with disabilities.



Strategic Priority #3: Highly-Skilled and Innovative Talent

Lowell Public Schools is committed to building and sustaining a team of talented, diverse educators and staff who are passionate about student success. This priority focuses on attracting, developing, and keeping great people, especially in high-needs schools, while offering clear opportunities for growth and leadership.



3.1 Talent Development Pipeline (Design in 2025-2026, Launch in 2026-2027):

We are designing a system to recruit and retain highly skilled staff—especially for schools with the greatest needs. This includes creating clear pathways for career growth and leadership development.



3.2 Onboarding and Mentorship (Design in 2026-2027, Launch in 2027-2028):

A redesigned onboarding and mentorship program will ensure all newly hired staff feel supported and ready to succeed from day one.



3.3 Professional Learning for Specialized Areas (Design in 2028-2029, Launch 2029-2030):

We're building in-house programs for dual certification and targeted professional learning to strengthen services for multilingual learners (MLLs) and students with disabilities.

Strategic Priority #4: Supportive and Efficient Systems

Supportive and Efficient Systems

Streamlining School Operations

We're making how schools run more consistent and transparent by improving systems and clarifying roles across the district.



Improving Enrollment and School Assignments

New systems will make it easier and fairer for families to enroll and access programs, including better transportation options.



Planning for Better School Buildings

We're partnering with the City to create a long-term plan for safe, sustainable, and student-centered school facilities.



Strategic Priority #4: Supportive and Efficient Systems

To better serve all students and families, Lowell Public Schools is streamlining the systems that keep our schools running—making them more efficient, transparent, and student-centered. This priority focuses on using data, improving operations, and removing barriers to ensure every student has access to high-quality learning experiences and supports.



4.1 Clear and Consistent School Operations (Launched 2025):

We're refining how schools operate by standardizing key procedures, clarifying roles, and increasing transparency.



4.2 Student Enrollment and Assignment Systems (Design in 2025-2026, Phased Launch 2026–2028): We're overhauling the enrollment and school assignment process to ensure fairness and efficiency, while also improving access to transportation and academic programs.

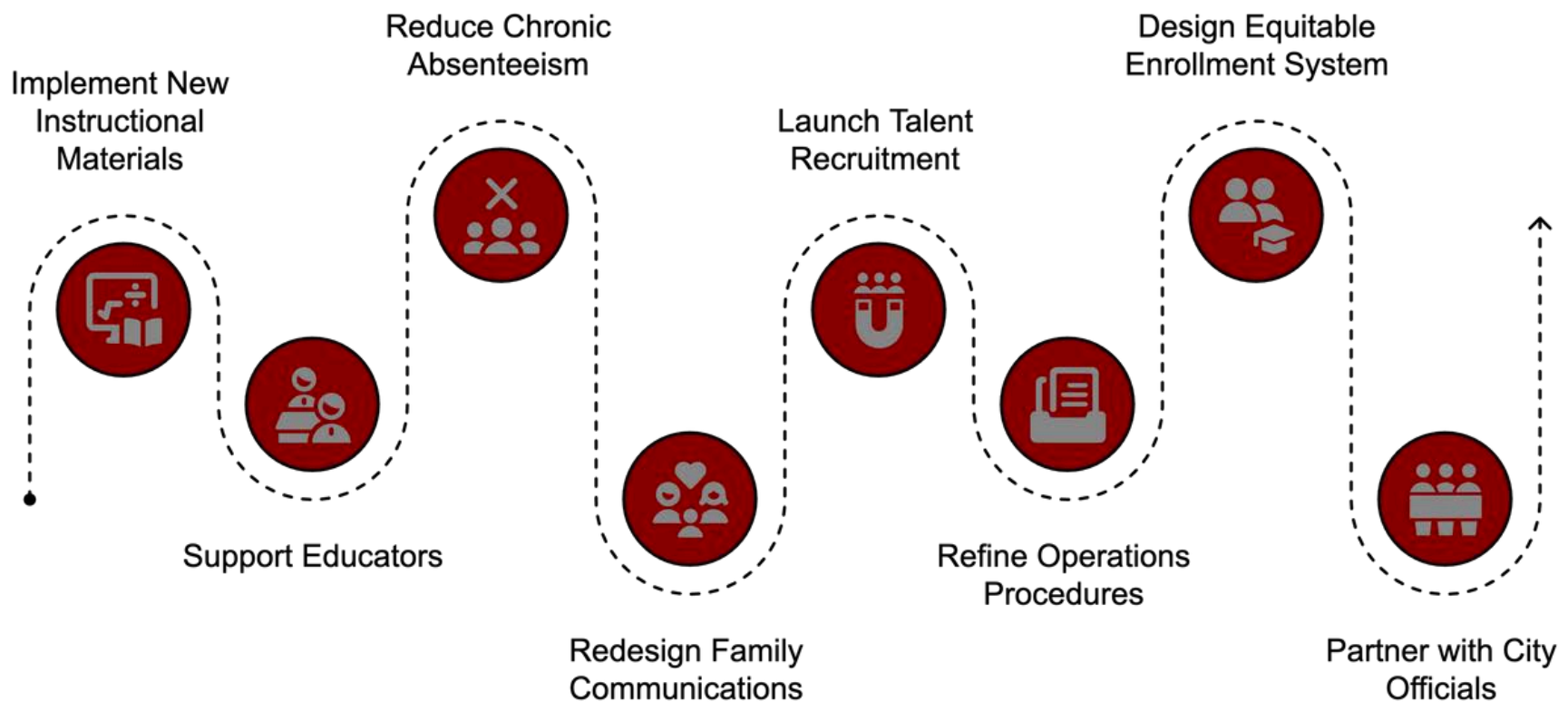


4.3 School Facilities Planning (Design in 2025-2026, Launch in 2026-2027):

In partnership with the City of Lowell, we are supporting a long-term plan for improving school buildings using sustainable, cost-effective solutions that reflect the needs of students and staff.

Year 1 Overview

In year 1, we begin with the implementation of new High Quality Instructional Materials for ELA in Kindergarten through Grade 10 and supporting educators through a comprehensive system for professional development, emphasizing lesson planning and internalization in collaborative structures to deliver high-quality, effective instruction.



Our year 1 priorities also include designing and piloting new strategies to reduce chronic absenteeism, redesigning our family welcoming and communications approach, designing and launching a talent recruitment initiative, examining and refining our operations procedures, designing a more equitable school enrollment system, and partnering with city officials to engage in long-term facilities planning. This is an ambitious endeavor but one that is crucial to advancing outcomes for all students and setting our district on a pathway for sustained high achievement.

How We Know We're on the Right Path

We're committed to tracking progress in clear, meaningful ways — so families, staff, and the community can see what's going well and where we need to grow. Here's what we'll be looking at:



Student Growth in Reading and Math

We'll measure how much students are improving in core subjects each year — not just where they are, but how far they've come. This includes all students, with a close eye on supporting English Learners and students with disabilities.



Attendance and Graduation Rates

Being in school matters! We're working to make sure students attend regularly, feel connected, and are on track to graduate ready for college, career, or whatever they choose next.



How Safe and Supported Students and Staff Feel

We'll use surveys and other tools to hear directly from students and staff about their experiences — whether they feel safe, included, respected, and supported at school.



Parent and Family Feedback

Families are key partners in this work. We'll regularly ask for input to make sure our schools are welcoming, responsive, and working together with parents and caregivers — not just informing them.



Making Sure Every School Has What It Needs

We'll look at how we distribute funding, staff, and materials across schools to make sure resources go where they're needed most — especially for students who face greater barriers to success.

How Do We Measure Success?

We also developed measures to assess our plan and ultimately how we are living up to our Portrait of a Graduate.

| Domain | Definition | # | Drafted measures |
|------------|---|----|--|
| Mind | Excel in a complex and ever-changing world. | 1 | % of students graduating on-time from high school |
| | | 2 | % of graduates who complete the MassCore curriculum |
| Skill | Develop and apply real-world skills. | 3 | % of 2nd grade students meeting or exceeding DIBELS literacy benchmarks |
| | | 4 | % of 3rd-8th and 10th graders proficient on MCAS ELA and Math |
| | | 5 | Reduction in students “not meeting expectations” on Grades 3-8 and Grade 10 MCAS ELA and Math |
| | | 6 | # 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. | 7 | Rating on “Appreciation for Diversity,” as reported in HALS |
| Network | Communicate, collaborate, and follow through. | 8 | % 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. | 9 | % of students attending 90% or more of school days (K-8, High School separately) |
| Leadership | Engage, empower, and achieve positive change. | 10 | % of 9th grade students who report participating in school- or community-based extracurricular activities while enrolled in Lowell Public Schools |

How Do We Measure Success?

We also developed measures to assess our plan and ultimately how we are living up to our Portrait of a Graduate.

| PoG Domain | Mission measure | Baseline | Prior Year Value | 5 yr Target | Annual Change Needed | Target Rationale |
|----------------|---|-------------|------------------|-------------|-------------------------|---|
| Mind | % of students graduating on-time from high school | 74% (22-23) | 78% (21-22) | 90% | TBD - pending 2024 data | - 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% | - More than doubles current rates, while still falling below 23-24 statewide levels (84%) - Requires >5% gain per year to hit target |
| Skill (1 of 2) | % of 2nd grade students meeting or exceeding DIBELS literacy benchmarks | 51% (23-24) | 53% (22-23) | 70% | 3.9% | - 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% | 4.2% | - 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% | 4.2% | - 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 3rd-8th graders proficient on MCAS ELA | 23% (23-24) | 26% (22-23) | 60% | 4.0% | - Moves Lowell from the 10th percentile to the 49th among MA districts - Exceeds 23-24 statewide rates (57%) |
| | % of 3rd-8th graders proficient on MCAS Math | 29% (23-24) | 26% (22-23) | 50% | 3.6% | - Moves Lowell from the 15th percentile to the 48th among MA districts - Exceeds 23-24 statewide rates (48%) |

How Do We Measure Success?

We've set clear and achievable five-year goals to track progress in each area, aligned with our Portrait of a Graduate.

| PoG Domain | Mission measure | Baseline | Prior Year Value | 5 yr Target | Annual Change Needed | Target Rationale |
|-------------------|--|----------------|------------------|---|----------------------|---|
| Skill (2 of 2) | 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 | -3.5% | <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) | | -2.4% | |
| | Reduction in students “not meeting expectations” on Grade 10 MCAS ELA | 24% (23-24) | 24% (22-23) | | -2.4% | |
| | Reduction in students “not meeting expectations” on Grade 10 MCAS Math | 25% (23-24) | 18% (22-23) | | -2.5% | |
| | # of selected subgroups ¹ meeting or exceeding DESE accountability targets 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 |
| | # of selected subgroups ¹ meeting or exceeding DESE accountability targets for Math | 3/6 (23-24) | TBD | 6/6 | N/A | |

1. Subgroups: low income students, EL and former EL students, and students with disabilities in non-high school (n=3) and high school (n=3)

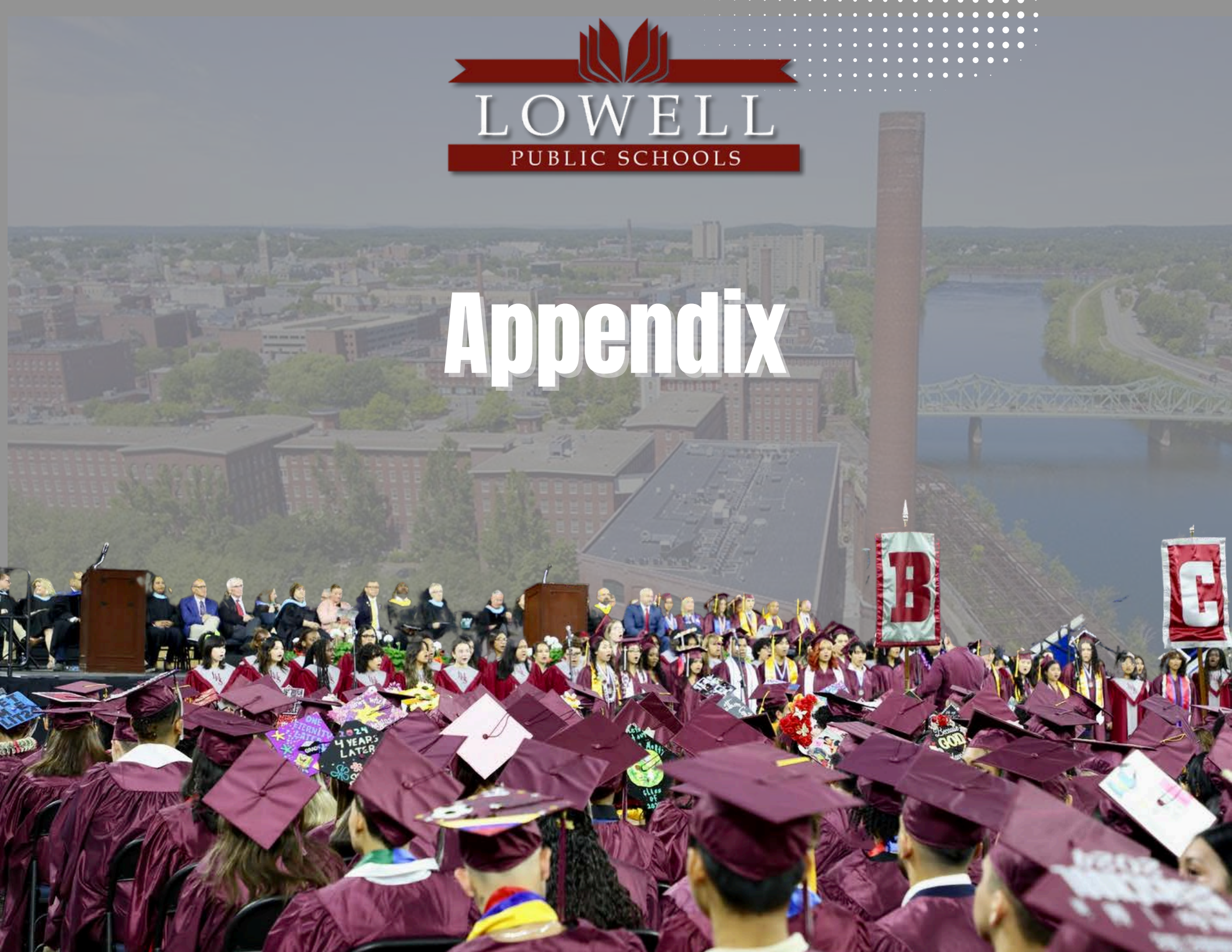
How Do We Measure Success?

We've set clear and achievable five-year goals to track progress in each area, aligned with our Portrait of a Graduate.

| PoG Domain | Mission measure | Baseline | Prior Year Value | 5 yr Target | Annual Change Needed | Target Rationale |
|------------|---|--------------------------|------------------|---------------------|----------------------|--|
| 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: HALS system has 5 ratings for each measure - Warning, Watch, Growth, Approval, and Ideal (from lowest to highest). - Moving from Growth to Approval 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 suspect that ~30% of 9th graders would meet this measure today, so pushing to 50% would lead to significant growth over the course of the plan. - Consider adjusting target when district assessment results are available in (mid-April) |



Appendix



Strategic Priority #1: Rigor and Relevance in Every Classroom

| # | Description | Lead | Y0 Spring 2025 | Y1 25-26 | Y2 26-27 | Y3 27-28 | Y4 28-29 | Y5 29-30 |
|--------------|---|--|--|--|-------------------------------|---------------------|---------------------|---------------------|
| 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 |

Strategic Priority #1: Rigor and Relevance in Every Classroom

| 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 | | <i>Begin data collection</i> | Design | Launch | Monitor/ Refine | Monitor/ Refine |

Strategic Priority #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) |

Strategic Priority #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 special education roles and 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 |

Strategic Priority #4: Supportive and Efficient Systems

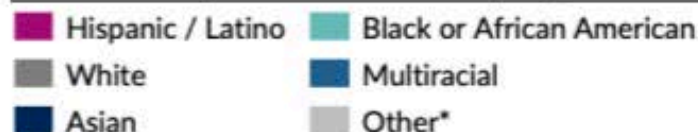
| SP #4 | Supportive and Efficient Systems: Streamline district systems and processes to strategically respond to data, identify and address inequities, and prioritize student outcomes. | Lead | Y0 Spring 2025 | Y1 25-26 | Y2 26-27 | Y3 27-28 | Y4 28-29 | Y5 29-30 |
|-------|--|---|---|-------------|--|---|-----------------|-----------------|
| 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 |

Survey Data

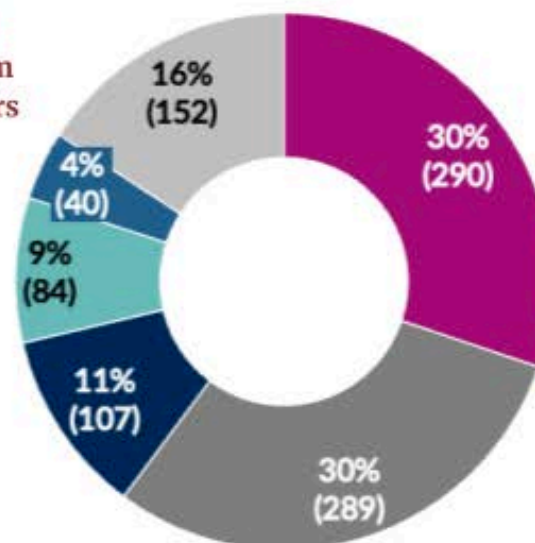
Family representation through the survey was expansive and diverse

| Family responses by school | | | |
|----------------------------|-----|--------------------|------------|
| School | # | School | # |
| Adie Day | 5 | Moody | 24 |
| Adult Ed | 3 | Morey | 29 |
| Bailey | 23 | Murkland | 37 |
| Bartlett | 39 | Pawtucketville | 31 |
| BRIDGE | 3 | Pyne Arts | 36 |
| Butler | 30 | Reilly | 54 |
| Cardinal O'Connell ELC | 13 | Robinson | 26 |
| Career Academy | 4 | Rogers STEM | 64 |
| Daley | 27 | Shaughnessy | 28 |
| Greenhalge | 35 | Stoklosa | 28 |
| Laura Lee | 1 | Sullivan | 51 |
| Lincoln | 26 | Wang | 29 |
| Lowell HS | 205 | Washington | 12 |
| McAuliffe | 40 | More than 1 school | 22 |
| McAvinnue | 37 | GRAND TOTAL | 962 |

Race / ethnicity breakdown of family responses - % (# of responses)



Over 50% of responses from family members of color



Almost 1/3 of responses (300 total) were from family members who completed the survey in a language other than English.

*Other includes family members who wrote in their race / ethnicity and those who preferred not to answer the question.

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 & Leadership |
| Michael Fiato | Head of School, Lowell High School |
| Dr. Oneida Fox Roye | Assistant Superintendent for Academics & Instruction |
| Dr. James Hall | Assistant Superintendent for HR & Operations |
| Dr. Latifah Phillips | Assistant Superintendent for Equity |
| Dr. Derek Pinto | Assistant Superintendent for Finance |
| Liam Skinner | Superintendent of Schools |