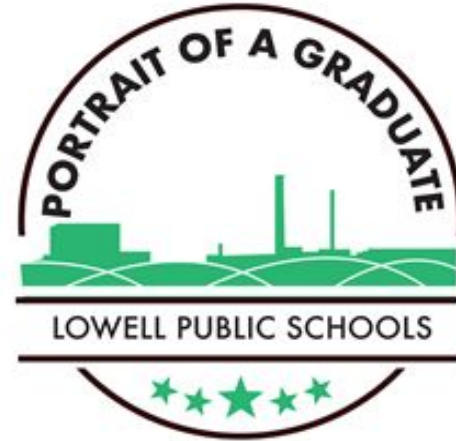


DRAFT 50% Portrait



Preparing Lowell graduates for college, career, and community



Agenda

What is Portrait of a Graduate? - 10 minutes

Data Team Presentations - 10 minutes

Our 50% Portrait of a Graduate - 10 minutes

Discussion - 10 minutes

Report Back - 10 minutes

Housekeeping & Group Norms

- Rename yourself - include your affiliation (First name Last Name, School)
- Mute yourself when not speaking
- Respect time
- Monitor “air time”
- Listen well
- Respect differences
- Support a culture of possibility
- Freely attend to personal needs
- Foster good humor
- Maintain confidentiality when necessary



Strategic Planning Initiative: Developing the 1 + 4 Year Plan for the Lowell Public Schools

In converting from a 5-year planning process to a 1 + 4 year strategic plan focusing on next year's (2020 – 2021) actionable objectives, it is important that the principles of the long-term plan remain intact.

Core Beliefs:

- A high-quality education is a fundamental civil right of every child.
- Teaching and Learning is the core of work.
- Families are and students' first teachers.
- Sustainable school improvement requires hard and steady work over time.
- Every adult in the system is accountable for the success of all students; the entire community is responsible for their success.

Fundamental Commitments:

- Eliminate the racial, ethnic and linguistic achievement and opportunity gaps among all students.
- Provide equitable funding and resources among the district's diverse schools.
- Engage all families with courtesy, dignity, respect and cultural understanding.

Strategic Priorities:

- Increasing access to early learning opportunities.
- Increasing access to high-performing seats.
- Aligning secondary programming with post-secondary opportunities.
- Leveraging the rich diversity of the Lowell community to serve the interests of LPS students.

What will our students know and be able to do by graduation?

This year, Lowell Public Schools has been bringing together our students, families, educators, employers, and community partners to create a bold new vision for Lowell's graduates.

Portrait of a Graduate 2020 is a community-driven process that will define success for Lowell students, including the values, knowledge, skills, and work habits they will need to thrive as learners, workers, and leaders in the 21st century.



Portrait of a Graduate Project Outcomes

Observe

...existing data and community responses to identify gaps in our graduates' readiness for college, career, and community that results in an increased understanding of the challenges that need to be addressed.

Research

...promising student outcome frameworks and exemplary high school portraits of a graduate, which will be used to inform and inspire what is possible in a portrait of a graduate.

Identify

...a core set of knowledge and skills that all local graduates will attain through their high school experience

Create

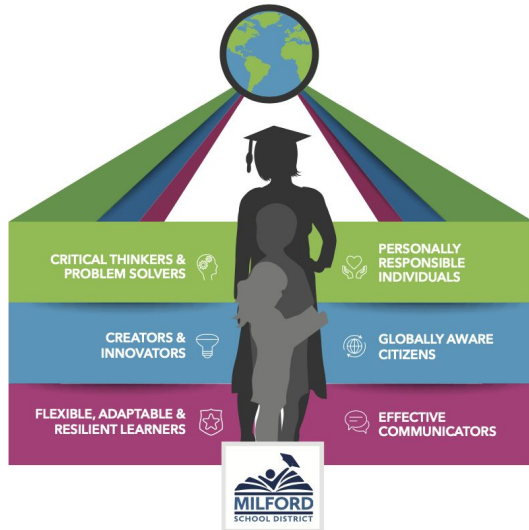
...An action plan of next steps for these insights to drive decisions about practice and policy to create a more responsive high school model.

Overarching Questions



- What is the purpose of a high school education?
- How can we provide equitable access to robust learning experiences for all students?
- How do we make learning more relevant and engaging for our students?
- How do we ensure students are fully prepared for college, career, and the community?

Sample Completed Portraits -- for reference only



PORTRAIT OF A GRADUATE

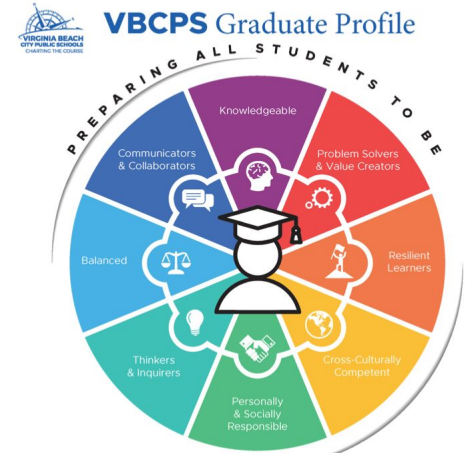
MILFORD SCHOOL DISTRICT | MILFORD, NEW HAMPSHIRE

Every school system's Portrait is unique, reflecting the shared vision of the community.
View more at PortraitofaGraduate.org



MINNETONKA PUBLIC SCHOOLS | MINNETONKA, MINNESOTA

Every school system's Portrait is unique, reflecting the shared vision of the community.
View more at PortraitofaGraduate.org



FUTURE READY

- KNOWLEDGEABLE**
Possessing and exhibiting knowledge and skills to succeed as a learner, worker, and citizen.
- PROBLEM SOLVERS AND VALUE CREATORS**
Identifying and solving problems through creative thinking and innovation to address challenges.
- RESILIENT LEARNERS**
Seeking and accepting new and difficult challenges to adapt to change.
- CROSS-CULTURALLY COMPETENT**
Recognizing and respecting one's own culture and other cultures to work well with others and more fully understand the impact of national and world events.
- PERSONALLY AND SOCIALLY RESPONSIBLE**
Acting with integrity and empathy while demonstrating personal accountability and making a positive contribution to society.
- THINKERS AND INQUIRERS**
Raising vital questions driven by curiosity to increase understanding.
- BALANCED**
Making healthy choices to achieve well-being and create a well-rounded educational experience.
- COMMUNICATORS AND COLLABORATORS**
Listening and articulating effectively for a variety of purposes and working well with others while being willing to understand and offer alternate points of view.

VIRGINIA BEACH CITY PUBLIC SCHOOLS | VIRGINIA BEACH, VIRGINIA

Every school system's Portrait is unique, reflecting the shared vision of the community.
View more at PortraitofaGraduate.org

Who are we?

Design Team	Design Team cont.	Teacher Team	Student Team	Community & Family Team	Business & Industry Team
Latifah Phillips	JuanCarlos Rivera	Karyn Cassidy	Abraham Osorio	Vannak Khin	Latifah Phillips
Vannak Khin	Yun-Ju Choi	Ari Sullivan	Jaeda Turner	African Community Center	Shaun McCarthy
Abraham Osorio	Felicia Sullivan	Kendra Bauer	Mablean Ntoro	LEJA	Christine McCall
Michael Fiato	LZ Nunn	Maggie Moriarty	Ehud Engabare	Portuguese Team	Danielle McFadden
Petra Farias	Shamir Rivera-Quintal	Ralph Saint-Louis	Celia Flomo	LCCE	Allison Lamey
Karyn Cassidy		Deanna Stanford		CBA	Peter Farkas
Lauren Champion		Tara Humphrey		Boys & Girls Club	LZ Nunn
Shaun McCarthy				CMAA	

Activity to Date & Areas of Engagement

186 LHS
Teachers
out of
230 (81%)

- Summer Teacher Planning Team (8)
- Teacher survey
- Internal LPS 50% Portrait Engagement Session (40+LPS educators)

1,750+
Lowell
Public
Schools
Students

- Student focus groups (60 students)
- Student Survey (250)
- Student Portrait reflection activity (1,500+)

150+
Business
& Industry
Leaders

- Focus group with Regional Business & Industry Groups
- Business/Industry survey
- Coming soon:** Targeted industry interviews (healthcare, tech, clean energy, trades, engineering)

250-500
Family &
Community
Members

- CPAR training with diverse community organizations, families
- Lowell Public Schools Family Survey
- **Coming soon:** Community Engagement Sessions, Family + Community interviews, focus groups, surveys in multiple languages.

Themes for Skills, Knowledge and Mindsets



New Challenges. New Jobs. New Directions.

Portrait of a Graduate 2020

Teacher Team

1

Perseverance

Grit, Hard work,
Determination

2

Critical Thinking

Smart, Intellectual,
Problem Solving

3

Cultural Awareness

Cultural Awareness, Socially
Just, Celebrate Diversity, Kind

4

Community Trust
Teamwork

Inclusion, Collaboration, Family Relationships,
Staff and Student Relationships

5

Equity

Agents of Change, Civic
Engagement, Social Justice
Mindset

Theme Descriptor/ Mission Statement



New Challenges. New Jobs. New Directions.

Portrait of a Graduate 2020

Teacher Team

Perseverance

LHS students will engage in 21st Century learning skills with perseverance, grit, hard work, and determination as they develop the necessary competencies to become lifelong learners.

Critical Thinking

LHS students will acquire the necessary 21st Century readiness skills that will enable them to gain the intellect and problem solving skills conducive to becoming critical thinkers and lifelong learners.

Cultural Awareness

Cultural competency extends beyond awareness of various cultures. LHS students will develop cultural self-awareness, knowledge, and skills across the curriculum that fosters continuous cultural competence development. Graduates will demonstrate the ability to enhance inclusion and respectful engagement with different groups.

Community Trust

LHS will place character and competence at the forefront of our mission to instill trust in every relationship we maintain. By expanding the capacity for partnerships with the community, as well as enhancing staff and student relationships, trust will allow Lowell High School to collaborate as one.

Equity

LHS students must see themselves as agents of change who are equipped with the skills and resources needed to enable them to confront inequities and injustices in order to promote equity and inclusion for all.

Data Highlights



New Challenges. New Jobs. New Directions.

Portrait of a Graduate 2020

Teacher Team

Teacher Survey

P= 86% of teachers felt that students would be unlikely to try again after failing

CT= 63 % felt critical thinking was important.

CA=54% believe the school should be supporting cultural awareness.

T=89% don't meet in person with their students' families

E=58% believe that the school should support the acquisition of 21st century skills that would enhance equity for all our students.

Std. Lesson

P=36 % of all students independently came up with the word "hard working" & 18% "determined"

CT=29% identified smart and intellectual as words for others to describe them

CA=27% hoped others would describe them as kind

T=13% identified "respectful" and 10% of all students came up with the word "caring"

E=motivation, money, stress, and limited opportunities are barriers to their success

Family Survey

P= 71% of families indicated LHS lacks motivating lessons and it is an area of need

CT= 68% responded their child is not prepared for the next academic grade

CA= 71% responded that they value diversity

T= 52% responded LHS does not create a fair environment for evaluating children

E= A percentage of respondents felt their child is treated differently by adults in school and maintaining the unique diversity of Lowell is of the utmost importance.

10th Gr. Std. Survey

P= 79% of students were not overly excited about attending class

CT= 86% responded they do not generally talk about ideas from class outside of school

CA= 74% felt people at school did not understand them as a person

T= 76% felt they did not matter as much to others at LHS

E= 63% of African Americans felt they were not treated as fairly by adults at LHS

Alumni/Former Std. Survey

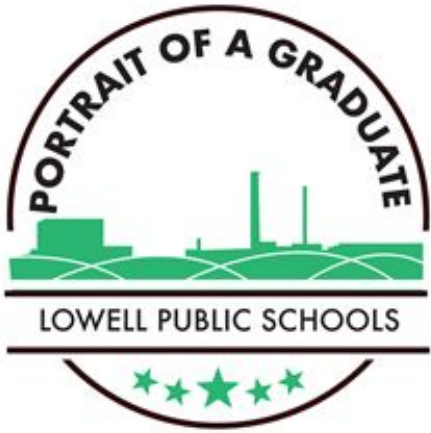
P= 74% of LHS Alumni/former students did not feel adequately prepared for the future

CT= Critical thinking was ranked as the #2 21st Century Readiness Skill

CA= 66% reported that they do not learn about, discuss, or confront issues of race, ethnicity, and culture in school

T= 71% reported their teachers would not be concerned if they walked into class upset

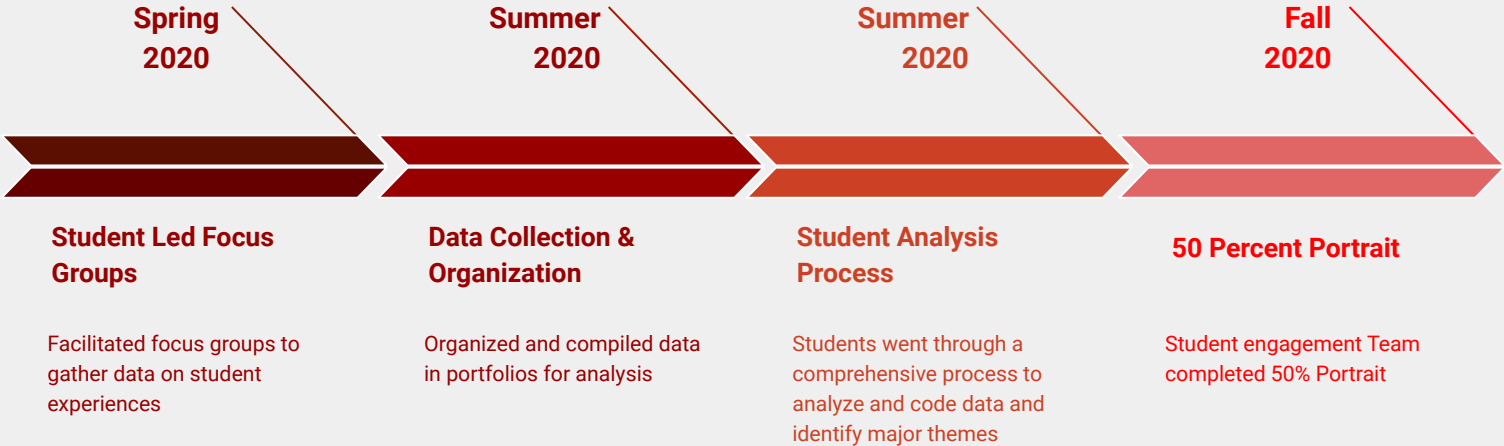
E= 50% of the respondents felt they were not treated fairly by LHS adults based on their race, ethnicity or culture



Student Engagement

Jaeda Turner
Mablean Ntoro
Ehud Engabare
Celia Flomo
Abraham Osorio

Engagement Timeline



Major Data Themes

**Community Engagement
Communication
Staff Diversity
Skill Building**

- “I think **critical thinking skills** are very important. In life you’re going to have a lot of people and a lot of different things, so you should have the ability to discern who you should listen to and who you should ignore and use common sense to make your own path and not get guided by others.”
- “I was going to say **task-oriented skills**. Like sometimes I think I procrastinate, so if we could do something so that we don’t procrastinate because especially in college I think it will be kind of harder to be able to focus on one assignment, maybe.”
- “I said **communication and social skills**. It is good to be book smart, but also street smart. To know how the world is. For success you have to know how people are, their moods, how to talk to different people.”
- “I feel like the most important skills you have through high school is **organization and stress-management**. Sometimes it will get to the point where you are juggling all of these activities, extracurriculars and academics, and you won’t really have time for yourself, so focusing on mental health is important to be successful in high school and post-secondary.”

Focus Group Responses



Mindsets/Skills

Communication & Social Skills

Humility

Inclusivity

Networking

Real Life Technical Skills

Critical Thinking

organization and stress-management.

Management

Cultural Competence

Industry Data Team

Team Members

- Shaun McCarthy
- LZ Nunn
- Latifah Phillips

Data Collection Methods

- Survey (130+ responses)
- Brainstorm sessions with MassHire Workforce Board, GL Chamber of Commerce, Lowell Plan/LDFC, and CoL Economic Development Office
- Industry Leader Luncheon/Focus Group - 10/8 - We will share the survey results and take a deeper dive into meaning of results

Top Skills (Survey Results as of 10/1/20)

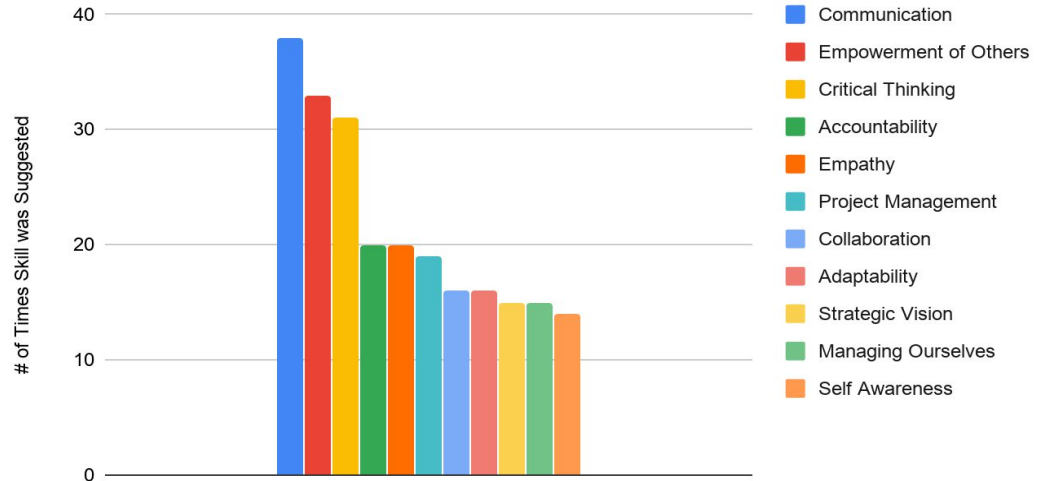
1. Communications
2. Empowerment of Others
3. Critical Thinking

Other Top Skills

- Accountability
- Empathy
- Project Management
- Collaboration
- Adaptability
- Strategic Vision
- Managing Ourselves
- Self Awareness

Skills Needed in the Modern Workplace

Industry representatives identified these skills from a The Human Skills Matrix



Knowledge (Survey Results as of 10/1/20)

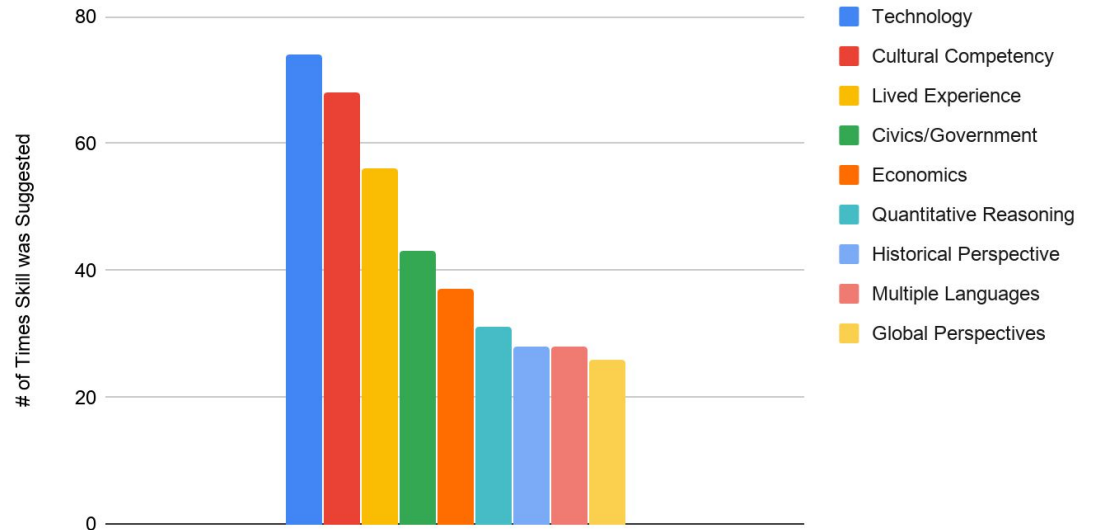
1. Technology
2. Cultural Competency
3. Lived Experience

Other Top Knowledge

- Civics / Government
- Economics
- Quantitative Reasoning
- Historical Perspectives
- Multiple Languages
- Global Perspectives

Knowledge Areas

Industry representatives identified these knowledge areas as most necessary in their respective fields



Mindset (Survey Results as of 10/1/20)

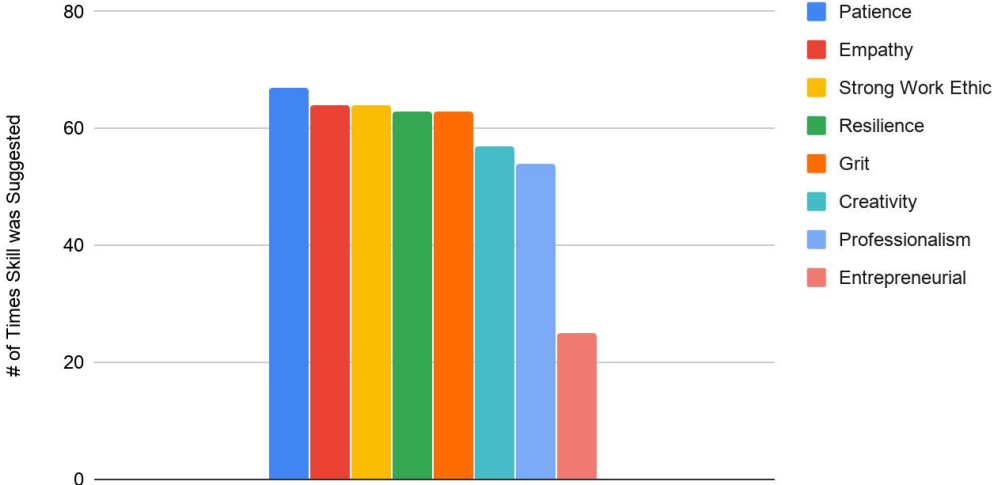
1. Patience
2. Empathy
3. Strong Work Ethic

Other Top Mindsets

- Resilience
- Grit
- Creativity
- Professionalism
- Entrepreneurial

Mindsets

Industry representatives identified these mindsets as most necessary in their respective fields



Critical Participatory Action Research:

Research conducted in a community, by a community, for a community

Our CPAR Researchers

African Community Center
Boys & Girls Club
Coalition for a Better Acre
Cambodian Mutual Assistance Association
Latinx Community Center for Empowerment
Lowell Education Justice Alliance
LPS Portuguese Team

Our Methods

Interviews
Focus Groups
Surveying
Art-Based Research

Our Communities

Business Owners
Community Leaders
Neighborhoods
Alumni
Parents
Youth Groups

Central Research Question:
What do our communities say about the value of an LPS education?



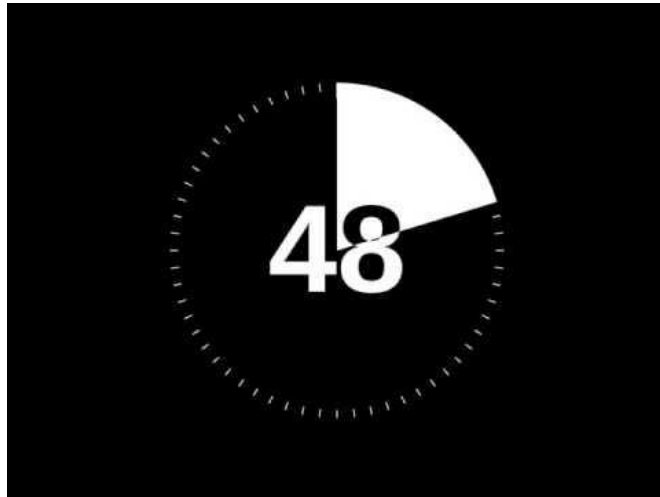
Portrait of a Graduate

Visuals coming soon...

<i>5 Core Competencies</i>	<i>As a Lowell Graduate, I.....</i>
Cultural CompetencyValue and learn from races, cultures and perspectives different from my own.
Digital LiteracyUse and apply technology to find, evaluate, create, and communicate.
Critical ThinkingAnalyze and evaluate information to find creative solutions to complex challenges.
Perseverance	...Practice resilience and determination to overcome obstacles to reach my future goals.
Relationship BuildingEstablish and maintain supportive relationships that help me improve myself and my community.

Reflection - 1 minute

1. What elements of the Portrait resonate most with you?
2. What do you feel might be missing?
3. Can you think of an activity that would help develop one of the skills in the Portrait?



Q&A + Your Feedback

- What questions do you have?
- What role could you play in supporting the Portrait?
- We invite your feedback in our Jam Board!

Thank you!!



Breakout Rooms Activity process

- Break out into rooms of 4-6
- Introduce yourselves
- Choose a volunteer to capture notes on the Jam Board
- Choose a volunteer to summarize your group's discussion after returning to the large group setting

Breakout Rooms Activity

1. What resonates with you about the [Portrait skills](#)? Why/why not?
2. What do you think is missing from this draft Portrait?
3. What activities or action steps do you think could align with the Portrait skills?
4. Discuss and capture responses on the Jam Board:
https://jamboard.google.com/d/1hu8wAMqNd-Jnze8QZ7hmk_g2Jb8O4CxNp_ZjeeF8F8/edit?usp=sharing
5. What additional questions do you have about the process or content shared in the presentation? What information is missing or unclear?
6. If you would like to learn more about getting involved in the action planning.

Report Out & Thank You

- Breakout groups report back highlights from conversation
- Stay tuned for additional opportunities to provide feedback and to share with your colleagues and the community
- Learn more and stay informed about Portrait of a Graduate:
www.lowell.k12.ma.us/portraitofagraduate