

Section 1: Summarize your district's plan

Lowell (0160) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

Your work will not automatically be saved. To save your progress, click 'Save And Go To' at the top of the page and choose either to stay on the Current Page or move to another section. Remember to save 1) before exiting GEM\$, and/or 2) before the system times out (after 60 minutes). Monitor 'Session Timeout' in the upper right corner for your remaining time before saving.

SECTION 1: SUMMARIZE YOUR DISTRICT'S PLAN

In this section, you will:

Write a brief executive summary of your three-year SOA plan. While this section is presented at the beginning of your plan, we recommend writing it after you have completed the other sections of your plan.

* **Please write 1-2 paragraphs summarizing your 3-year SOA plan.** Make sure the summary:

- Identifies the student groups you are targeting for accelerated improvement.
- Describes the selected Evidence-Based Programs your district will use to address the disparities in learning experiences and outcomes for these student groups.
- Explains at a high level the investments you plan to make and what will change in your district because of this plan.

Lowell Public Schools is committed to developing and enhancing the following evidence-based programs to address disparities in performance between student groups in our district and accelerate the improvement of our Hispanic/Latino students, English learners, and students with disabilities.

1. **Enhancing Support for SEL and Mental Health** to expand access for students, staff, and families to supports and resources district wide.
2. Develop a **Comprehensive Approach to Early Literacy**.
3. Expand on our **Early College Program** at Lowell High School focused primarily on students under-represented in higher education and aligned to the Massachusetts Early College designation criteria.

These investments are as follows: \$16,575,985.00 for Enhancing Support for SEL and Mental Health, \$2,759,552.00 for Early Literacy Programming; and \$679,533.00 for Early College. The total investment in evidence-based strategies over the next three years will total **\$19,915,070.00**

Section 2: Analyze Your Data and Select Student Groups for Focused Support

Lowell (0160) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

Your work will not automatically be saved. To save your progress, click 'Save And Go To' at the top of the page and choose either to stay on the Current Page or move to another section. Remember to save 1) before exiting GEM\$, and/or 2) before the system times out (after 60 minutes). Monitor 'Session Timeout' in the upper right corner for your remaining time before saving.

SECTION 2: ANALYZE YOUR DATA AND SELECT STUDENT GROUPS FOR FOCUSED SUPPORT

In this section, you will:

- **Analyze district data** to identify significant disparities in learning experiences and outcomes among student groups using the [Student Outcomes Comparison Tool](#) or other summary data sources. After conducting an initial analysis to identify disparities, use additional sources of data, including other state and local outcomes data; instructional data; student, family, and community perspectives data; and systems-level data, to go deeper in your analysis and uncover why these disparities exist.
- **Select student groups** who will receive focused support within your SOA plan as a result of your data analysis findings.

* In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?

Lowell Public Schools (LPS) is a large urban Gateway district in the Commonwealth serving approximately 15,000 students annually. LPS's student population identifies as 41% Latino, 21% white, 7.5% Black, and 26% Asian. In addition, 28% of students are identified as English learners, 20% students with disabilities, and 73% low-income. Based on the district's data described below, LPS needs to work on multiple fronts to effectively address the needs of all students.

Examining progress on core MCAS achievement and growth metrics over the past five years, LPS concludes the performance of Hispanic/Latino students, English learners and students with disabilities has decreased. Notably, white, and Asian students have seen gains, since 2019, underscoring disparities in academic achievement.

Diving deeper into the data, LPS identifies disparities in performance between student groups emerging as early as third grade - especially in English Language Arts (ELA) - and widening throughout middle school into high school. The widest performance gaps are observed among English learners and students with disabilities at the high school level. These trends highlight disparities in learning experiences across grade levels. Additionally, in reviewing elementary school trends, a positive highlight emerges from the implementation of full-day pre-kindergarten programs. Latino students who participated in the program exhibited significantly higher proficiency rates, narrowing performance gaps. Similarly, students with disabilities in the pre-kindergarten program made notable progress compared to their peers who did not participate.

Additionally, college attendance across student groups is disproportionate, with an average of 31 percent Hispanic/Latino students, 31 percent of English learners, and 26% students with disabilities pursuing a college education which is significantly lower than the 50 percent average for the district. This highlights a need for targeted interventions in high school to enhance post-secondary success for traditionally marginalized populations.

Across all grades, students and staff report the need for increased access to SEL and Mental Health resources. Research shows that students who have access to mental health resources are better equipped to manage their emotions and focus on their studies. Similarly, staff members who receive support for their mental well-being can perform their duties more effectively. By openly addressing mental health, LPS aims to reduce stigma surrounding mental health issues for students and families particularly in our identified student groups. LPS has seen lower student engagement across the district over the past five years based on Instructional Walk-through data and attendance data.

In summary, our deeper analysis has revealed three critical areas requiring attention.

1. **Early Intervention and Readiness** - Disparities in performance between student groups are apparent as early as third grade, and are particularly apparent in ELA, emphasizing the need for early literacy interventions.
2. **Middle School Challenges** - Growing challenges in middle school with student engagement contribute to increased disparities in ELA and math MCAS performance among Latino, English learners, and students with disabilities demonstrating the need for additional SEL and Mental Health resources.
3. **High School Engagement and College Persistence** - Performance gaps remain wide in high school, accompanied by declining student engagement and low college attendance rates.

*** What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?**

Below is a summary of how we plan to address the disparities across student groups that were revealed in our deeper analysis.

1. **Early Intervention and Readiness:** Expand our full-day pre-kindergarten programming for 4-year-olds, which has had promising results for our Latino students, as well as students with disabilities. Implement a robust early literacy program for grades pre-K to 3 at our elementary schools starting with a curriculum review of current Early Literacy programs.
2. **Middle School Challenges:** Create out a comprehensive Mental Health, Behavior and SEL five-year plan with particular focus on student engagement strategies for improved academic and attendance with particular focus on Hispanic/Latino students, English learners, and students with disabilities.
3. **High School Engagement and College Persistence:** Enhance the Early College program at Lowell High School focused primarily on students under-represented in higher education and aligned to the Massachusetts Early College designation criteria. Focus on academic, SEL and Mental Health interventions to counter declining student engagement, particularly in high school, and enhance college attendance rates across all student groups.

*** Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years? Select all that apply.**

English learners, Students with disabilities, Hispanic or Latino

Clear

Search...

[Select All](#)/[Deselect All](#)

English learners

Students with disabilities

Low-income

African American/Black

American Indian or Alaskan Native

Asian

Hispanic or Latino

Multi-Race, non-Hispanic or Latino

Native Hawaiian or Pacific Islander

White

Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement

Lowell (0160) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

Your work will not automatically be saved. To save your progress, click 'Save And Go To' at the top of the page and choose either to stay on the Current Page or move to another section. Remember to save 1) before exiting GEM\$, and/or 2) before the system times out (after 60 minutes). Monitor 'Session Timeout' in the upper right corner for your remaining time before saving.

SECTION 3: SET AMBITIOUS THREE-YEAR TARGETS FOR IMPROVING STUDENT ACHIEVEMENT

In this section, you will:

- **Commit to adopting the three-year improvement target established by DESE with the option to develop additional three-year accelerated improvement targets.** DESE has established a three-year improvement target for each district to include in their SOA plans that focuses on rapidly improving the performance of the “Lowest Performing Students” group. This group, by definition, includes the students who currently have the lowest academic performance, and therefore need the most significant levels of support to reduce the disparities between their performance and that of their peers.
- This target will provide one streamlined measure to show districts’ progress in improving performance across several priority student groups at the same time and will be tracked each year as part of districts’ annual SOA progress updates. However, districts focusing on improving performance for a single student group may set an additional target for that student group aligned to DESE’s accountability targets. *The composition of your district’s “Lowest Performing Students” group can be accessed via the [security portal](#).*

* **Please confirm that your district will use DESE’s three-year targets for increasing performance for the “Lowest Performing Students” group in ELA and math.**

If applicable, propose additional three-year targets for addressing persistent disparities in achievement for one or more student groups by subject matter and grade level.

Section 4: Engage Families/Caregivers and other Stakeholders

Lowell (0160) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

Your work will not automatically be saved. To save your progress, click 'Save And Go To' at the top of the page and choose either to stay on the Current Page or move to another section. Remember to save 1) before exiting GEM\$, and/or 2) before the system times out (after 60 minutes). Monitor 'Session Timeout' in the upper right corner for your remaining time before saving.

SECTION 4: ENGAGE FAMILIES/CAREGIVERS AND OTHER STAKEHOLDERS

In this section, you will:

- **Describe your district's ongoing efforts** to engage families/caregivers, particularly those representing the student groups you have identified for targeted support, about how to best address their students' needs.
- **Describe the ways in which your district has engaged families/caregivers and other stakeholder groups** in the development of your SOA plan.
- **Confirm your district has engaged with specific stakeholders** in developing the plan as required by law.

*** Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented. A brief narrative and/or a bulleted list are acceptable.**

Lowell Public Schools has engaged in meaningful dialog with families and caregivers throughout the years. LPS prides itself on its use of strategies that ensure inclusivity and responsiveness.

Key Engagement Initiatives:

Integrated Family Engagement: LPS prioritize family engagement in all professional learning and cultural initiatives led by the Chief Equity Office.

Engagement Plan: Developed with Chief Equity Office and community-based organizations, this plan ensures culturally sensitive and responsive strategies.

Bilingual Parent Liaisons: Established a program where LPS engages parents through bilingual liaisons who share information and encouraging caregiver involvement.

Early Childhood Home-Visit Program: An instituted program allowing staff to build stronger relationships with families.

Quarterly Leadership Meetings: Ongoing dialogue with PTO, School Site Councils. SpedPAC, and ELPAC leadership for transparent communication.

Diverse Engagement Opportunities: LPS provides formal and informal opportunities for engagement, removing barriers to participation (e.g., social media outlets, childcare, food, a variety of times and formats).

In-person and Virtual Workshops and Webinars and Family Leadership Institute: LPS hosts sessions on a variety of topics for families in our community.

Community Dialogues: Focused on Asian and Latino communities further enrich our understanding and inclusivity efforts, ensuring that all stakeholders have a voice and are involved in our initiatives.

As the three of the evidence-based programs listed are a part of ongoing efforts, continued from the 2020 SOA Plan and other priority district initiatives, the district will continue to engage with the stakeholders impacted by the plan through ongoing engagement efforts as it continues to implement and adapt these initiatives. These efforts will include continued attendance at SpEdPAC and ELPAC meetings and school site counsel meetings, and other task forces, discussing the initiatives with union leadership, and continued surveys from the family and student community and other stakeholders.

*** How do you plan to measure increased family engagement with parents/caregivers of students in targeted groups in your district over the next three years? A brief narrative and/or a bulleted list are acceptable.**

Measuring Family Engagement:

Annual Family Engagement Survey: Conducted district-wide to gather feedback and assess the impact of initiatives.

Consistent System for Attendance and Participation: Implemented to measure and analyze parent attendance, providing valuable data.

Consistent System for Social Media Data Gathering: Implemented to measure responses (visits, likes and answer) to LPS webpage, Facebook, and Instagram, as well as direct phone outreach.

*** Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan? A brief narrative and/or a bulleted list are acceptable.**

Engaging stakeholders is crucial for the success of Lowell Public School's initiatives. LPS has developed comprehensive strategies to ensure effective outreach. LPS partners with School Committee members, City of Lowell administrators, community partners such as the Barr Foundation, University of Massachusetts Lowell, Middlesex Community College, Fortaleza, and Greater Lowell Community Foundation.

Through these efforts, we engaged the following groups:

- focus group of parents/caregivers
- focus group of educators
- focus group of local nonprofits and businesses
- special education parent advisory council
- EL parent advisory council
- United Teachers of Lowell
- discussions with local elected and appointed officials
- local community organizations

*** By checking this box, I affirm that my district engaged with the following stakeholder groups in the development of this plan as required by law: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district.**

* **By checking this box, I confirm that my district's school committee voted to approve the Student Opportunity Act Plan.**

* **Date of school committee vote:**

04/17/2024



Section 5: Select Evidence Based Programs to Address Disparities in Outcomes

Lowell (0160) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

Your work will not automatically be saved. To save your progress, click 'Save And Go To' at the top of the page and choose either to stay on the Current Page or move to another section. Remember to save 1) before exiting GEM\$, and/or 2) before the system times out (after 60 minutes). Monitor 'Session Timeout' in the upper right corner for your remaining time before saving.

SECTION 5: SELECT EVIDENCE-BASED PROGRAMS TO ADDRESS DISPARITIES IN OUTCOMES

In this section, you will:

- **Review the Strategic Objectives table** (Please see Pages 10-13 of [SOA Plan Guidance Materials](#)).
- **Select one to three Focus Areas** your district will prioritize to improve student learning experiences and outcomes for student groups identified in your data analysis.
- **For each Focus Area, select one or more Evidence-Based Programs (EBPs)** from the DESE-provided EBPs list.
- **Answer additional questions about each EBP you select**, including questions about resource allocation and the metrics you will use to monitor implementation (these metrics will serve as leading indicators; districts will also measure progress each year through the lowest-performing student group target).

Select one or more EBPs from up to three of the ten Focus Areas.

- To select an EBP and reveal the associated questions, check the box alongside it.
- Complete the questions related to each of your selected EBPs (* indicates a required question).
- The Commissioner's "priority EBP's" are noted with a plus sign (+).
- Be sure to allow this page to fully load before selecting EBPs.

FOCUS AREA 1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces

- EBP 1.1A Integrated Services for Student Wellbeing
- EBP 1.1B Enhanced Support for SEL and Mental Health

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**

- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

Over the past two years, LPS has created a Department of Mental Health, Behavior and SEL comprised of a Director of Mental Health, Behavior and SEL, a Coordinator of Social Emotional Learning and a District Support Specialist for Mental Health, Behavior and SEL through grant funding. This department has assessed the district's SEL curriculum, assessments, and staff professional development. Moving forward, LPS will continue to work on focusing on the whole student - including the importance of students' social emotional competencies alongside their academic competencies. As one of our focus areas for this three-year plan, by 2027, LPS will fully develop a five-year comprehensive school mental health plan that values inclusivity and equity where every member, student, family, community partner, and staff collaborate to serve the best interests and needs of students and families. As part of this plan, LPS will implement a SEL competency screener districtwide in grades 5-8. This expands on our adoption and implementation of SEL curriculum across elementary and secondary schools over the past 3 years. Implementation of the screener will include high-quality aligned training for staff to support the administration and interpretation of the screener guided by the Director of Mental Health, Behavior and SEL. In addition to building the capacity of our existing staff, LPS plans to provide specialized professional development to staff regarding a MTSS response to students' social, emotional, and mental health needs.

In summary, by FY27 we will have added the following components to our district:

- ? Fund the Mental Health Departmental staff on the local budget.
- ? Assess and adopt high quality instructional materials for SEL instruction grades K-12.
- ? Adopt a screener for SEL competencies grades 5-8.
- ? High-Quality Professional Development for staff

Professional development on screener implementation and interpretation will be conducted through a lens of cultural and linguistically sustaining practices ensuring that all staff have a common language and approach to meet the unique needs of the students identified in the Hispanic and English learner student subgroups. Mental health presentations will be completed by staff in the Mental Health, behavior and SEL departments at the spedPAC and MLLPAC meetings.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

District-wide

\$ 16,575,985.00 * **What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

Coordinator of SEL 120,734
Director of Mental Health, Behavior and SEL 120,000
Guidance Counselors. 2,410,571.00
Social Workers. 7,158,980.00
Psychologists. 1,463,541.00
BCBAs. 1,390,157.00
ETCs. 1,668,596.00
Behavior and Mental Health Services 1,983,406.00
SEL Telehealth services 160,000
District Support SEL 100,000

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Administration, Instruction Leadership, Classroom & Specialist Teachers (+5 others)

Clear

Search...

Select All/[Deselect All](#)

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

Professional Development

Instructional Materials, Equip., and Tech.

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

*** What metrics will your district use to monitor progress in this EBP?**

Decrease in students in the "at risk" category on the DESSA assessment BOY, MOY and EOY.

Change in social and emotional competency rates as measured by 5-8 screener (indicators to be selected once screener is adopted)

Decrease in chronic absenteeism rates for targeted student groups

EBP 1.1C Positive School Environments

FOCUS AREA 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development

EBP 1.2A Effective Student Support System

EBP 1.2B Comprehensive Tiered Supports

FOCUS AREA 1.3 Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities

EBP 1.3A Diverse Approaches to Meaningful Communication

EBP 1.3B Students and Families as Valued Partners

FOCUS AREA 2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning

EBP 2.1A Inclusive Curriculum Adoption Process

EBP 2.1B Supporting Curriculum Implementation

EBP 2.1C Comprehensive Approach to Early Literacy+

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

LPS is in the early planning phases of developing a comprehensive approach to its early literacy programming. Research will guide the selection and implementation of an effective early literacy program, which will include:

Establishing school-based literacy teams, including school and district personnel to:

Review high-quality, evidence-based literacy curricular materials for pre-K and grades K-3.

Review assessments that identify instructional needs and progress monitoring.

Review for differentiations, scaffolding, and accommodations for the core curriculum that ensures equitable access for all students.

Review the implementation process of evidence-based interventions to address individual student needs.

Review initial and ongoing professional development and support to teachers, leaders, and support staff, through embedded instructional coaches and external PD providers.

Throughout the rest of this school year, LPS will begin planning for the initial stages of assessing current curricular and reviewing additional high quality instructional materials to determine the most appropriate robust early literacy program for grades K-3. Key activities will include:

Establishing school-based literacy teams

Ensuring instructional coaches and interventionists are in place at all schools

Providing teachers and school leaders with a mechanism to have voice in the selection of the high-quality curriculum

Selecting high-quality instructional material

In Year 1 (FY25), we will focus primarily on reviewing ELA materials to support core instruction in pre-kindergarten and early elementary literacy. With support from instructional coaches, educators, students, and families LPS will review and adopted instructional materials, participate in ongoing curriculum-specific professional development, and identify screening assessments that will inform instruction.

In the following years, we will focus more intensively on effective implementation of the high-quality instructional materials and selecting and appropriate interventions. Teachers will receive training on specific evidence-based interventions that complement the adopted instructional materials, while instructional coaches provide ongoing support to educators to implement core materials and interventions appropriately. LPS expects the early literacy program to be fully implemented across grades K-3 by FY27, with an established walk-through process in place to monitor fidelity of implementation.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

all elementary schools

\$ 2,759,552.00 *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

Materials and Supplies 1,200,000
Instructional Coaches 1,400,000
Professional Development 1,159,552

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Administration, Instruction Leadership, Classroom & Specialist Teachers (+5 others)

Clear

Search...

Select All/Deselect All

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

Professional Development

Instructional Materials, Equip., and Tech.

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

*** What metrics will your district use to monitor progress in this EBP?**

Increase in the number of students exiting the "at-risk" category on iReady MOY and EOY

Increase in % of students meeting or exceeding on 3rd Grade ELA MCAS

Increase in the number of students exiting the "at-risk" category on Dibles Mclass (early literacy screener)

EBP 2.1D Early Literacy Screening and Support+

FOCUS AREA 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning

- EBP 2.2A Effective Use of WIDA Framework
- EBP 2.2B High Leverage Practices for Students with Disabilities
- EBP 2.2C Collaborative Teaching Models
- EBP 2.2D Targeted Academic Support and Acceleration+

FOCUS AREA 2.3 Reimagine the high school experience so that all students are engaged and prepared for post-secondary success

- EBP 2.3A Authentic Postsecondary Planning
- EBP 2.3B High-Quality Pathways and Programs+

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

In close partnership with Middlesex Community College, Lowell High School (LHS) will expand on its existing high-quality Early College program. LPS/LHS's goal has been to serve students who have been historically under-represented among postsecondary degree holders in our community. LHSs Early College program is aligned to the core model components outlined in the Commonwealth's designation criteria, and has acquired the state's Early College designation. LHS will expand programming to reach more students and families.

LPS hired a staff member dedicated to Early College management. This position builds and maintains a very strong and strategic relationship with our community and college partners ensuring coordination of marketing materials, class schedules and student outcomes.

LPS uses the five guiding principles of the Early College designation to design and enhance the program:

Equitable access.

LHS guidance department will work closely with middle school guidance counselors to begin recruiting students and their families in the 6th, 7th, and 8th grades to message the importance of the opportunity the program provides. We will focus on recruiting students who express interest and commitment to Early College, but without consideration of prior academic performance.

LHS staff will work with closely with Middlesex Community College staff to align curriculum and develop annual memorandums of agreement.

Further ensuring that as many students take advantage of Early College as possible, some courses will be taught by Middlesex Community College faculty during the regular high school day; students will take classes on the college campus in the 11th and 12th grades at no charge.

Guided academic pathways.

Beginning in 10th grade, Early College students follow a sequenced set of courses aligned with local labor market needs, that are gateways to college-level courses that are college credit-bearing.

Students will earn at least 12 transferable college credits, but our block schedule will give students the opportunity to take significantly more credits – up to a full year’s worth of college credits.

Enhanced student supports.

LPS will encourage students to access supports offered by our college partners and Early College staff at Lowell High School will provide enhanced supports on the high school campus.

With our college partners, we will implement an early warning system that alerts LHS staff to points where students are struggling. Robust, individualized academic and guidance supports will then be developed and provided.

Relevant connection to career.

LPS will offer multiple experiences that connect college with career. The 10th grade advisory will include career orientation, with goal-mapping and exposure opportunities through business partners. College coursework will introduce students to opportunities in their chosen career pathways, and internship opportunities will be aligned with our pathways.

Robust partnerships.

For years, many of our students have participated in Advance Placement and Dual Enrollment coursework with our college partners (Middlesex Community College and University of Massachusetts Lowell). While we recognize that dual enrollment and Early College are not the same, this has allowed us to establish close relationships.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

Lowell High School and 14 middle schools

*** Describe the anticipated allocation of funds to this EBP in more detail.**

Early College Coordinator 73,133.00
After Dark and Early College Supplement. 562,400.00
Dual Enrollment 45,000.00

\$ * What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.

* Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?

Administration, Instruction Leadership, Classroom & Specialist Teachers (+5 others)

Clear

Search...

Select All/ Deselect All

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

Professional Development

Instructional Materials, Equip., and Tech.

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

* What metrics will your district use to monitor progress in this EBP?

Increase in pathway/program enrollment rates

Increase in 4- and 5-year graduation rates

Increase in college enrollment/persistence rates for all students

Increase in college enrollment/persistence rates for students with disabilities, English Learners, and Hispanic/Latino students

FOCUS AREA 2.4 Develop a coherent and holistic range of programming that is responsive to the needs and interests of diverse learners

- EBP 2.4A Expanded Access to Pre-Kindergarten+
- EBP 2.4B Extended Learning Time
- EBP 2.4C Effective Programming for Multilingual Learners
- EBP 2.4D Diverse Enrichment Opportunities

FOCUS AREA 3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders

- EBP 3.1A Intentional Hiring Systems
- EBP 3.1B Enhanced Pathways to Increase Diversity+
- EBP 3.1C Educator Preparation Partnerships

FOCUS AREA 3.2 Create the conditions to sustain and retain diverse and effective staff, particularly those who entered the field through alternative pathways

- EBP 3.2A Inclusive School Communities
- EBP 3.2B Retention Support Programs
- EBP 3.2C Pathways for Professional Growth and Leadership

FOCUS AREA 3.3 Implement opportunities for all staff to engage in a cycle of continuous improvement, utilizing effective teaming structures

- EBP 3.3A Resource Allocation Aligned to Student Success
- EBP 3.3B Support for Effective Team Practices
- EBP 3.3C Collaborative Labor-Management Partnerships