



Strategic Plan

2020-2025

EQUITY • EXCELLENCE • EMPOWERMENT



*ACADEMIC ACHIEVEMENT • OPERATIONAL EFFICIENCY
SAFE AND WELCOMING CULTURE • FAMILY ENGAGEMENT*

Lowell Public Schools Strategic Plan 2020-2025

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2020 Lowell School Committee

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May 6, 2020

Dear Students, Families, Staff and Community Partners:

I am pleased to share with you Lowell Public Schools' districtwide strategic plan – Equity. Excellence. Empowerment. – which will guide our collective work over the next five years to build on Lowell's longstanding tradition of success to create the best school district in the Commonwealth. This plan was built through the hard work of both staff and community members and based on input that was accumulated through hundreds of stakeholder meetings, including nearly 60 listening sessions with staff, over 40 gatherings with external partners and community representatives, and 100 school visits in the first 100 school days of the 2019-2020 academic year. A special thank you to all of you who participated directly or indirectly in the strategic planning process – your commitment to the long-term success of our district ensured that the strategy, priorities, goals and tactics outlined within this plan truly capture a path forward that is reflective of the needs, desires and demands of Lowell's richly diverse community.

This strategic plan is centered on our district's core beliefs which define a high-quality education as a fundamental civil right of every child in Lowell Public Schools.

Delivering on this philosophy is critically important in our great city which supports one of the most diverse student bodies in all of Massachusetts with 69 different languages spoken among our 14,500 students across our 28 different schools. To make our District one that is truly fair and just for each and every one of our students and family members – regardless of race, language, nationality, income level or neighborhood– this plan goes significantly further than other similar plans in defining equity and codifying the district's overarching commitments to increasing equity throughout the system as central to every aspect of our work, including (1) eliminating the racial, ethnic and linguistic achievement and opportunity gaps among all students; (2) providing equitable funding and resources among the district's diverse schools; and (3) engaging all families with courtesy, dignity, respect and cultural understanding.

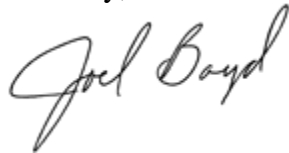
Throughout our nearly year-long strategic planning process, across all stakeholder groups, an overarching theme of access and opportunity emerged and is reflected within this plan.

Lowell carries a proud tradition of graduates across all walks of life and over multiple generations who have achieved extraordinary things in both private enterprise and public service. Building on the success of Lowell's countless past graduates to ensure that the extraordinary opportunities that have been historically available for many students become opportunities that are accessible to all students is the charge of this plan. Lowell High School was the first racially integrated high school in Massachusetts, dating back to 1843, and the notion of equity has been a driving factor in Lowell for more than a century. Embracing this history and building on the district's past success to create the highest performing school district in the Commonwealth is within reach and this 5-year plan, aptly titled Equity. Excellence. Empowerment, lays out Lowell

Public Schools blueprint for achieving that ultimate goal – delivering on that promise for our community will also establish a model for urban education which sheds light on what can also be achieved in other gateway cities across the Commonwealth.

The four goals outlined in this strategic plan are big and ambitious, but I am confident they are also reasonable and achievable if we sustain the collaborative city-wide effort that was emphasized in the planning process– working together as one district, one community, one Lowell.

Sincerely,



Dr. Joel D. Boyd
Superintendent of Schools



Lowell Public Schools Administration

Joel D. Boyd, Superintendent
Robin Desmond, Chief Academic Officer
Linus Guillory, Chief Schools Officer
Jim Hall, Chief Operating Officer
Latifah Phillips, Chief Equity and Engagement Officer
Billie Jo Turner, Chief Financial Officer

LPS Core Beliefs

The core beliefs of the Lowell Public Schools represent the basic concepts upon which the district's work is based. These fundamental convictions premise the district's strategic direction on a set of organizing principles with both a sense of urgency and purpose:

- A high-quality education is a fundamental civil 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. They are our students' first teachers in the home,
- Sustainable school improvement requires hard and steady work over time,
- And 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:

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

Theory of Action

Advancing the overarching goals in accordance with the organizing principles upon which the district's Core Beliefs and Fundamental Commitments are premised requires the establishment of substantive and coordinated priorities. The Strategic Priorities articulated below envision a commitment to an organizational structure, budgetary investments, allocation of human capital and time that will yield tangible and consequential results in four core areas. The theory of action, as previously presented to the Lowell School Committee throughout the 2019 - 2020 school year is as follows:

If we expand early learning opportunities from birth to age 5, through a coordination of services with community partners, ensuring that every child in Lowell is academically, emotionally and socially ready for kindergarten on Day 1;

If we increase access for all students to high performing seats through the continuous improvement of all schools, including an expansion of high demand programs and an intensive focus on turning around historically underperforming schools;

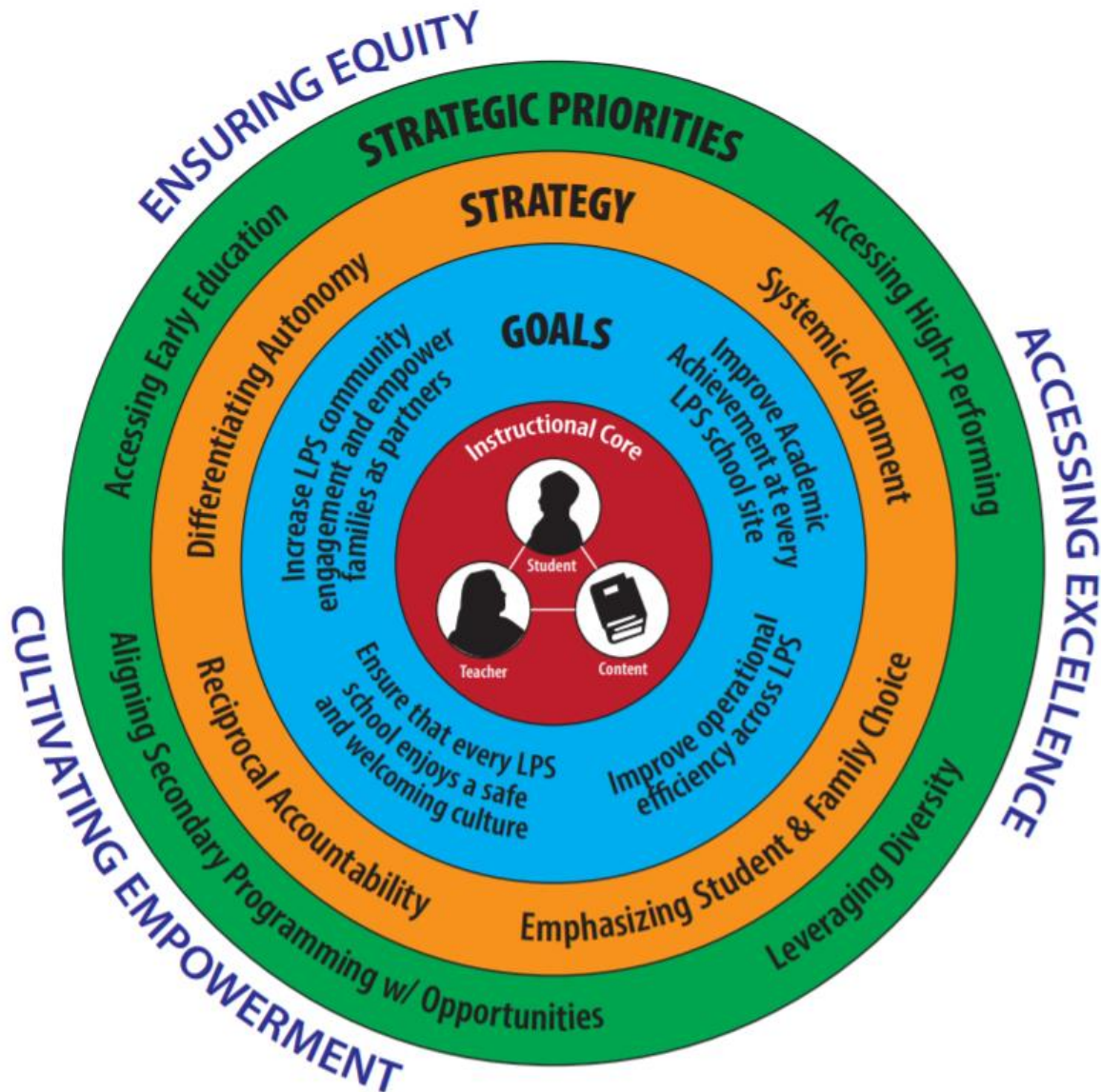
If we align the curriculum and secondary school programs with the expectations of colleges and the requirements of the future workforce; and

If we leverage the richness of Lowell's diversity by focusing all of our work on our fundamental commitment to equity,

Then: We can truly deliver on the inherent promise we make to each family who enrolls in our public schools by providing a high-quality education to every child and ensure that all students – regardless of race, ethnicity, linguistic background or family income – are ready to enter the college or career of their choice.

To understand how this theory will lead to action and change, it is necessary to preview the work streams that will help realize the proposed vision for each of the Strategic Priorities. The following examines each priority and breaks down the existing strengths upon which the Strategic Plan must capitalize in order to continue the underlying rationale as to why this particular set of initiatives are represented in the Strategic Plan, the evident strengths upon which the work of the Strategic Plan is meant to capitalize and build upon, the data points that should be used in the ensuing years to measure progress, and the substantive elements of work that will need to be advanced in the coming years in order to fulfill these priorities and make progress in each of the overarching goal areas. Finally, for each Strategic Priority, there is a vision statement that attempts to concisely summarize what success would look like if the priority is advanced.

Goals, Strategy, and Strategic Priorities



Strategic Priority # 1:

Increase access to and coordination of early learning opportunities for children from birth to age 5 by supporting the work of community partners to ensure that every child in Lowell is academically, emotionally, and socially prepared for kindergarten.

The Why:

- *54% of Lowell 3rd graders read below grade level.*
- *Nearly every early education specialist who participated in the strategic planning process noted the existence of significant academic, social, and emotional gaps in students with no preschool experience upon their arrival in kindergarten, which both disadvantages those students and complicates efforts toward differentiation in early grade levels.*
- *There is a clear correlation between a lack of participation in early educational programming and performance gaps in achievement data among high-need student populations, including students with disabilities and English learners.*
- *Establishing substantive and trusting relationships with more families of children prior to age five will better position LPS to develop meaningful partnerships with families who would otherwise be at a significant disadvantage due to the lack of formal schooling their children receive prior to kindergarten.*

Expansion of Equity:

- *Reducing the discrepancy in early learning access will result in the reduction of opportunity gaps experienced in later grades and position more students to excel in high-quality programming throughout their LPS careers regardless of background or circumstance.*

CAPITALIZING ON LOWELL’S POSITION OF STRENGTH:

THE LOWELL COMMUNITY HAS CONSISTENTLY PRIORITIZED EARLY EDUCATION THROUGH THE WORK OF THE EARLY CHILDHOOD COUNCIL, SEVERAL COMMUNITY PARTNERS, AND BOTH CENTER AND FAMILY-BASED ENTITIES. LPS AND A BROAD COALITION OF EARLY EDUCATION PROVIDERS HAVE ESTABLISHED THE GROUNDWORK FOR EVEN MORE ROBUST PARTNERSHIPS. LPS NEEDS TO DEEPEN ITS RECIPROCAL PARTNERSHIPS WITH THAT COALITION, AND IN DOING SO, WILL CAPITALIZE ON THE ACCUMULATED EXPERTISE AND INSTITUTIONAL CAPACITY THE COALITION REPRESENTS. REPRESENTATIVES OF THE EARLY CHILDHOOD EDUCATION FIELD ARE REPRESENTED ON THE SUPERINTENDENT’S STEERING COMMITTEE AND WILL BE CRITICAL TO THE EXECUTION OF THIS STRATEGIC PLAN.

Immediate (Year 1) Action Steps:

DETERMINING INFRASTRUCTURE CAPACITY AND NEEDS:

LPS will endeavor to determine the infrastructure capacity and associated costs for LPS pre-K sites to help ensure that all city 4-year-olds are recipients of early education as soon as is practicable. Educational services to children prior to age 5 will always be a joint endeavor between LPS and a coalition of community partners whose expertise in this arena is invaluable. Identifying where there is internal seat capacity, where there is flexibility, and what the financial implications will be for expanding LPS capacity will position LPS to determine how it can best support the other organizations within the early childhood space of Lowell and advance their shared mission. LPS will make prudent organizational decisions as they relate to the utilization, acquisition, or relinquishment of district infrastructure.

A feasibility study commissioned in January of 2020 was meant to establish a potential timeline by which all Lowell children under the age of five can secure some level of early education and care.¹ While that study is delayed, LPS will continue to move forward in space analysis while concurrently working with partner organizations to see how the district can best support them in the coordination of the shared mission of providing all of the city's children with a sturdy educational foundation.

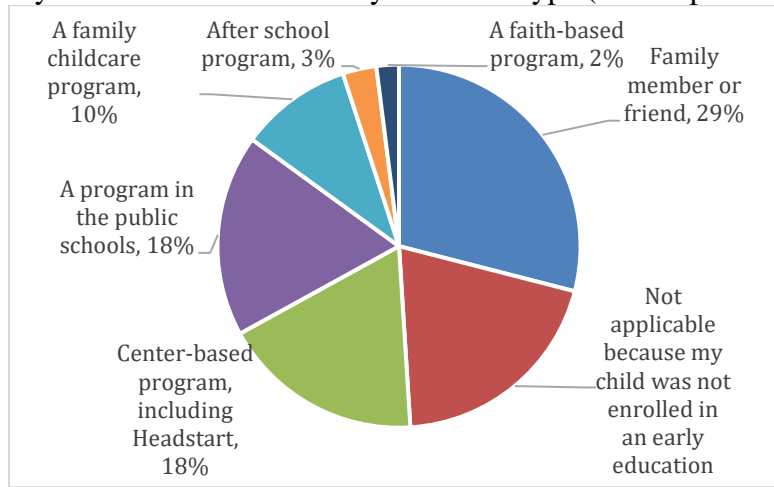
A 2018 needs assessment administered by LPS indicates that at least 20% of 4-year-old children and potentially more than 50 percent of 3-year-old children may not be enrolled in any type of preschool program. Another study indicated that 38 percent of families participate in no formal means of early education prior to kindergarten. Precise data is difficult to ascertain due to the challenges of establishing a sizable and representative sample size, but the firm conviction of providers who participated in the strategic planning process is that a noteworthy portion of Lowell's children are not participating in formal educational activities prior to kindergarten.

The inherent challenges of this dynamic highlight the importance of reaching families not currently connected to the Lowell Public Schools or any other provider to guide them toward the educational programming and social services from which their children could benefit.



¹ COVID-19 halted the execution of the feasibility study envisioned by the RFP. LPS will review all options during the summer of 2020 to determine the most prudent next steps with regard to assessing and expanding capacity for additional early education services within LPS. (See addendum: COVID 19 Response)

Early Childhood Enrollment by Provider Type (126 respondents)



UTILIZATION OF METRICS AND A COORDINATED APPROACH TOWARD SUPPORT

By prioritizing its partnerships with early childhood providers and emphasizing its role in the coordination of services and support, LPS will offer guidance and professional development to interested providers based on metrics established by the Departments of Early Education and Care and Elementary and Secondary Education (EEC and ESE, respectively).

Through these partnerships, LPS will also build its capacity to communicate with families choosing (or in some cases currently not choosing) early education service providers. Regardless of the feasibility study's findings, the demand for services will always exceed the internal capacity of the district. LPS will be a more collaborative partner with community organizations, recognize the immense expertise found within those organizations, and work with them to provide a more cohesive and coordinated approach to early childhood education.

Greater coordination will take into account that different entities face various logistical barriers to providing care, i.e. hours of operation, physical space, etc. LPS will work to alleviate its own logistical barriers when possible and engage in thought partnership with fellow providers to determine both strategies to limit barriers and the most effective ways to communicate their implications to families. Doing this will help ensure families are making informed decisions about their children's care. The emphasis on clear coordination and communication will be particularly important for families of high-need students, including students with disabilities and English Learners, so they are equipped with as much information and as many choices as possible in understanding their children's educational options prior to kindergarten.

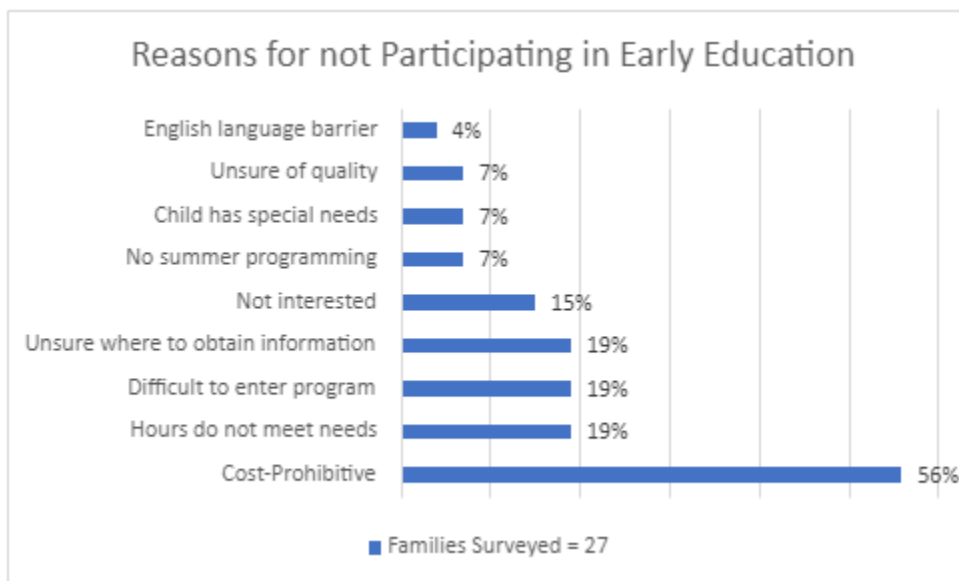
Full Day/Half-Day Barrier: A barrier that LPS and community partners are continually confronting relates to the discrepancies between full-day and half-day early educational services. Determining how services are rendered is influenced by family preferences, financial capacity, the type of programming, and spatial availability. In collaborating with partners around how best

to employ EEC and ESE metrics-aligned support, LPS will develop a clear system emphasizing informed decision making and exploring all viable options as they relate to expanded access. The tactics explored will be based on expanding equitable access.

DEVELOPMENT OF COMMUNICATION CHANNELS WITH PROSPECTIVE LPS FAMILIES

The development of a more coordinated approach to data collection and support to non-LPS education providers will be coupled with the development of communication channels with prospective LPS families. These communication channels will be aimed at both developing earlier relationships grounded in trust and confidence in the district, but also at ascertaining the needs of children and families to inform the district's programming decisions in early education.

The need for more effective communication was noted in a recent survey that indicates that too many families are unable to make informed choices as to the opportunities available to them and their children. The aforementioned caveat regarding challenges to sample size notwithstanding, 55 percent of respondents indicated that cost was the most significant impediment to enrolling their children in a preschool program, while nearly 75 percent indicated that they were unaware whether they qualified for financial assistance. While the work to eliminate barriers to early education will be ongoing for some time, it is urgent that more effective communication be established so families have greater awareness of what level of access exists. Participants in the strategic planning process noted that this challenge would be exacerbated with respect to families that are the most marginalized within the Lowell community due to poverty, immigration status, etc. While that is true, the implications of that marginalization for children underscore why improvements in relationship building and communication are so critical to increasing access to early education and care.



FOCAL POINT: 2000 DAY PARENT AND CAREGIVER SUPPORT PROGRAM

LPS will develop a 2000 Day Parent and Caregiver Program to be made available to all prospective LPS families. This program will be a multiplatform system available to families of children ages 0-5 that will provide information around resources, FAQs, and contact information of government and community entities useful to new parents. This manual will be based on the best practices and standards as developed by EEC and ESE that will continue to inform the qualitative metrics used by the district and community partners. It will be developed throughout the course of the 2020 – 2021 school year and will guide the implementation of other early education initiatives under the Strategic Plan during the subsequent years. Included within this system will be information pertaining to the specific needs of high-need children, reflective of the high numbers of future English Learner and low incidence students with disabilities who will eventually attend Lowell Public Schools.

Nexus of Goals and Strategic Priority 1: Early Education Access			
Improve academic achievement at every LPS school site.	Improve operational efficiency across LPS.	Ensure that every LPS school enjoys a safe and welcoming culture .	Increase LPS community engagement and empower families as partners.
Expand access to and support community providers of PreK services to prevent formation of opportunity gaps in later years. Collaborate with community partners to articulate performance metrics consistent with EEC guidance.	Determine sustainable LPS PreK capacity and support coordination and determination of capacity among community partners	Improve outreach and communication efforts to connect with more families and provide accurate information regarding PreK opportunities.	Support and coordinate efforts by community partners and Early Childhood Council to cultivate PreK opportunities for all Lowell families . Leverage collective expertise of community partners and internal staff to develop 2000 Day support system for Lowell families.

Data Snapshots:

- Total number of age 4 students enrolled in an identified early education program and associated exponential increase in subsequent years.
- Total number of age 3 students enrolled in an identified early education program and associated exponential increase in subsequent years.
- Additional early education providers with whom LPS is coordinating its approach to services based on EEC and ESE metrics and exponential increase in subsequent years.
- Percentage of Lowell families with whom contact is made and 2000 Day Parent and Caregiver Support Program is made available.
- Coordinated approach among LPS and other providers to create and revise the 2000 Day program as necessary in subsequent years.

Ongoing Questions and Challenges Associated with Strategic Priority # 1:

- In light of the absence of a fully coordinated approach there is a need to map out and identify additional service providers who do not currently enjoy a reciprocal partnership with LPS. Identifying those partners and potential partners will help determine what discrepancies exist between the services offered in the Lowell community and the anticipated demand for services due to greater family and community engagement.
- Adopting a more coordinated approach grounded in EEC and ESE metrics may represent a shift in expectations. As these partnerships are developed and the district engages in more assertive communication methods there must be a full understanding as to the educational benefits of providing this support.
- The development and the delivery of the 2000 Day Parent and Caregiver Support Program will require significant input of community stakeholders and a recognition of the expertise enjoyed by community partners in the field of early education. While the metrics will be based on the standards established by EEC and ESE, understanding the cultural landscape of the Lowell community is imperative.
- The multifaceted approach to early educational programming is grounded in a twofold challenge: First is to ensure equity of access to early educational programming regardless of economic, disability status, or linguistic barriers. Second is the identification of student needs in order to better support students' academic, social, and emotional growth. These challenges are interrelated and were identified consistently through the strategic planning process. If students are facing significant unmet challenges prior to and during their initial years of schooling they are more likely to be hampered by obstacles to learning for the remainder of their educational careers.

Strategic Priority # 2:

Increase access for all students to high performing seats through the continuous improvement of all schools, the expansion of high demand programs, and an intensive focus on turning around historically underperforming schools.

Why:

- *Despite LPS's strengths, there is a group of schools that has persistently underperformed according to multiple metrics due to systemic deficiencies.*
- *The 2020 school closure stemming from the COVID-19 pandemic has the potential to exacerbate existing inequities.*
- *Students in some of the most vulnerable subgroups are more likely to enroll in underperforming schools, exacerbating the risks students with disabilities, English Learners, and those economically disadvantaged are already facing.*
- *Data regarding technology resources is not matching school community experiences.*
- *Perceived lack of appropriate staffing structures is creating challenges regarding students' social and emotional learning needs and therefore diminishing educators' capacity to appropriately differentiate instruction among all learners.*
- *Inadequate development of positive school climates has led to a breakdown in culture in certain schools manifesting itself as disciplinary matters requiring a new perspective on how to manage and respond to behavioral challenges.*

Expansion of Equity:

- *Targeted investments toward historically underperforming schools and prioritizing supports to cultivate more supportive climates will better position schools to respond to individual learner needs and consequently eliminate opportunity gaps.*
- *Reopening after the COVID-19 pandemic necessitates a thoughtful plan to eliminate inequities and accounts for sustainable blended learning strategies.*
- *The expansion of arts and athletics programming will provide more engaging learning environments for students and better position them to excel in high school.*
- *By investing in a technology infrastructure plan, LPS will both accelerate the realization of a 1:1 digital learning environment and provide clarity to educators as to when improvements with regard to technology access will be realized across all schools.*
- *Through greater flexibility in the development of their budgets, schools will be better positioned to respond to their specific needs and priorities as identified by those closest to the work.*

CAPITALIZING ON LOWELL’S POSITION OF STRENGTH:

THE MAJORITY OF LPS SCHOOLS CURRENTLY DO NOT REQUIRE ADDITIONAL INTERVENTION OR SUPPORT BASED ON STATE METRICS. THE STATE’S PERFORMANCE DESIGNATIONS ARE BASED ON MCAS DATA, BUT THESE POSITIVE ASSESSMENTS ARE SUBSTANTIATED BY VISITING LOWELL’S SCHOOLS. IN EACH LPS SCHOOL COMMUNITY, THERE IS A PALPABLE SENSE OF PRIDE AND EVIDENCE OF QUALITY EDUCATIONAL PROGRAMMING. IT IS BECAUSE OF THIS SUCCESS, WHICH IS PARTICULARLY NOTABLE AT SCHOOLS PREVIOUSLY SUBJECT TO SIGNIFICANT STATE INTERVENTION, THAT THE GOAL IS NOT SIMPLY TO DEVELOP QUALITY LEARNING, BUT TO ENSURE ACCESS TO QUALITY IS SUFFICIENTLY EQUITABLE FOR ALL LPS STUDENTS REGARDLESS OF BACKGROUND OR NEED.

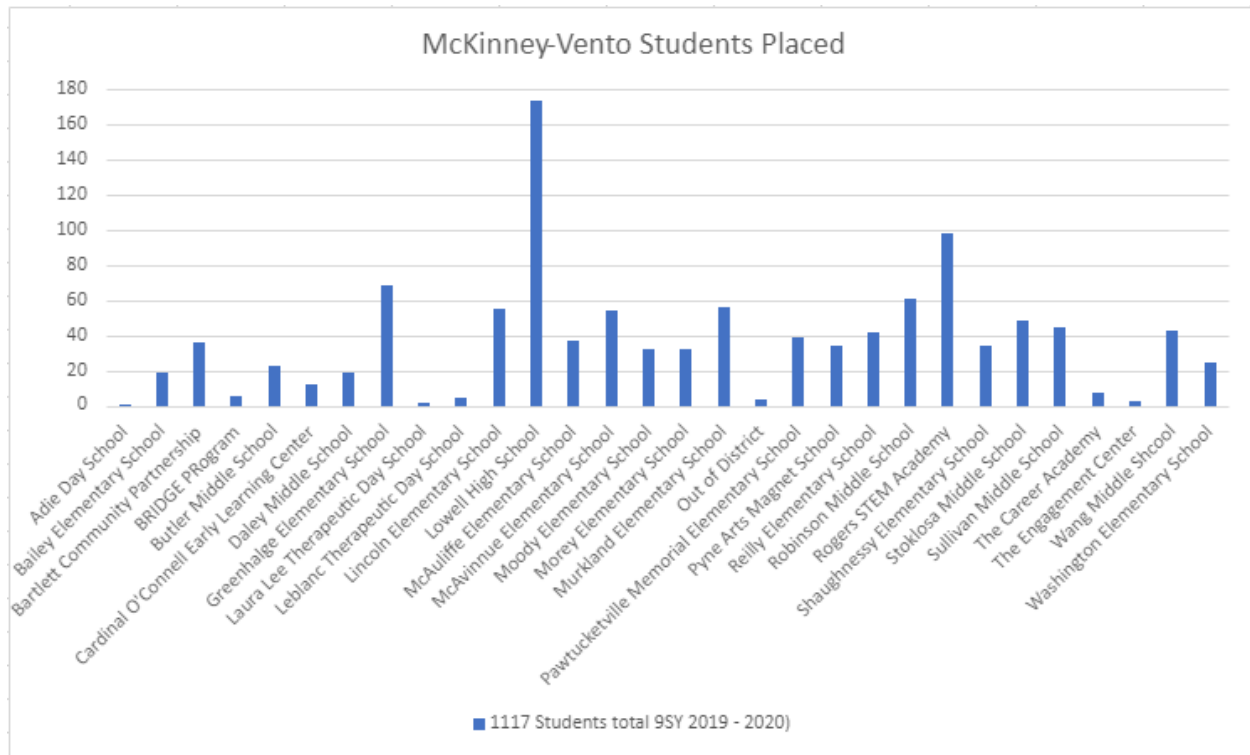
Immediate (Year 1) Action Steps:

BLENDED LEARNING STRATEGIES IN RESPONSE TO COVID-19 CLOSURE CRISIS

The abrupt transition to remote learning in March 2020 due to the COVID-19 pandemic has necessitated a thorough examination of how LPS implements blended learning strategies and maintains instructional continuity in the wake of the pandemic and amid the risks of future disruptions. In the development of its yearly goals, LPS will aim both to remediate any damage to students’ progress and map out various contingency plans that maximize the use of instructional technology despite the likelihood of prolonged financial challenges. These efforts will include identifying best practices for continued communication and individualized support to students in high-need subgroups for whom the effects of this instability are most pronounced. LPS will develop these plans in coordination with relevant bargaining partners in order to disseminate information to all stakeholders before the scheduled start of the 2020 - 2021 school year.

Eliminating persistent underperformance at certain schools will inevitably require an examination of the district’s assignment policies. The current system provides narrow pathways for student and family choice. LPS may be able to determine school assignment processes that allow for more equitable Special Education and English Learner support program allocation. Currently, the excess seat capacity in certain schools results in a disproportionate number of transfers into those schools mid-year. The high number of transfers creates both a less stable learning environment for students and potential incongruence between staffing models established at the start of the school year and the needs of school communities subsequent to the influx of students. This is apparent in examining the numbers of students designated as homeless under the McKinney-Vento Act and in the disproportionate numbers of students classified as refugees in data accumulated by the district.

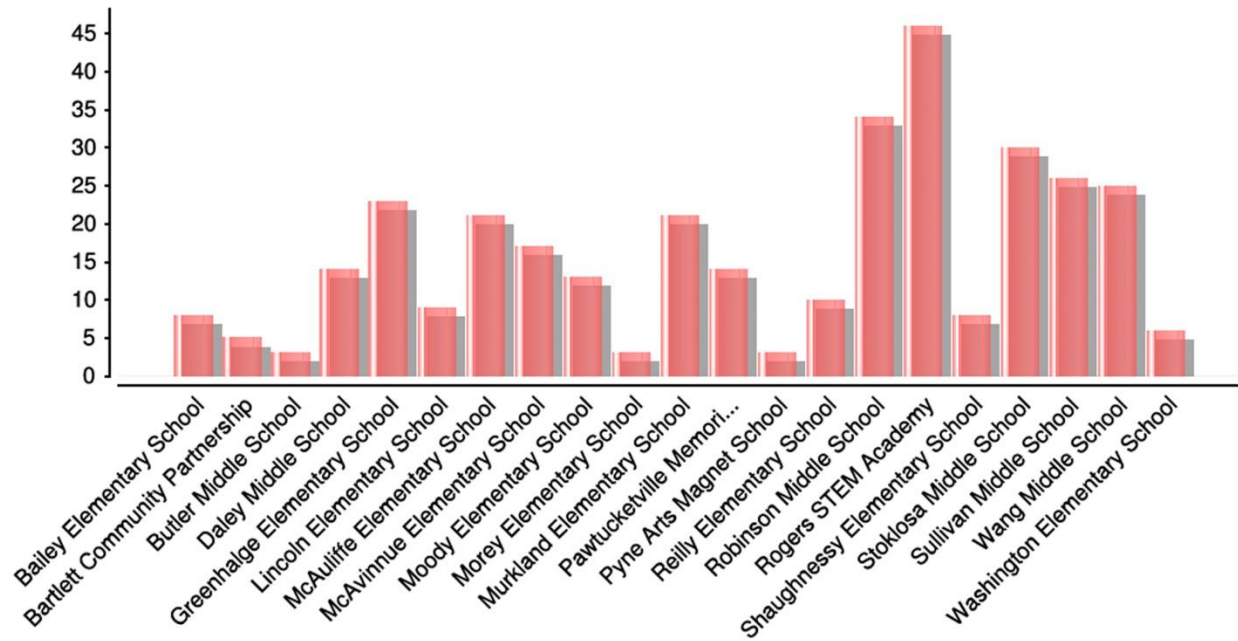
McKinney Vento Data:



Student Ratios:

School Name	Number	Percent
Adie Day School	1	0.09%
Bailey Elementary School	19	1.70%
Bartlett Community Partnership	36	3.22%
BRIDGE Program	6	0.54%
Butler Middle School	23	2.06%
Cardinal O'Connell Early Learning Center	12	1.07%
Daley Middle School	19	1.70%
Greenhalge Elementary School	69	6.18%
Laura Lee Therapeutic Day School	2	0.18%
Leblanc Therapeutic Day School	5	0.45%
Lincoln Elementary School	55	4.92%
Lowell High School	174	15.58%
McAuliffe Elementary School	37	3.31%
McAvinnue Elementary School	54	4.83%
Moody Elementary School	32	2.86%
Morey Elementary School	32	2.86%
Murkland Elementary School	56	5.01%
Out of District	4	0.36%
Pawtucketville Memorial Elementary School	39	3.49%
Pyne Arts Magnet School	34	3.04%
Reilly Elementary School	42	3.76%
Robinson Middle School	61	5.46%
Rogers STEM Academy	98	8.77%
Shaughnessy Elementary School	34	3.04%
Stoklosa Middle School	49	4.39%
Sullivan Middle School	45	4.03%
The Career Academy	8	0.72%
The Engagement Center	3	0.27%
Wangle Middle School	43	3.85%
Washington Elementary School	25	2.24%
Total	1117	100%

Students designated as refugees:



These programmatic adjustments may take time to implement in order to ensure unintended inequities are not produced by the efforts to eradicate others. But during the 2020 - 2021 school year, the LPS administration will develop a recommendation to the Lowell School Committee that reflects any necessary changes to district policy and engage in a transparent dialogue about the options available to the Lowell community with regard to equitable school assignment practices.

DEFINING HIGH-QUALITY

While there are large swaths of excellence occurring throughout LPS, the district does not yet hold a consensus on what critical instructional components are necessary to realize high-quality educational programming, and the tools necessary to assess and visualize when those practices are being employed. To address these challenges, LPS will engage in a multifaceted approach to defining high-quality in the Lowell Public Schools, work that will act in conjunction with the Portrait of a Graduate initiative discussed under Priority 3. This work will range from discrete initiatives like the implementation of more robust enrichment and after-school programming to more systemic initiatives, like the examination of the district's policies and practices related to school assignment referenced above. Important aspects of this work on defining quality will include:

- A) The Procurement of a Comprehensive Data Visualization Tool:
- B) Prioritizing Social and Emotional Needs of Students:
- C) Improving School Climates and Cultures:
- D) Expansion of K-8 Enrichment Programming:
- E) School Based Budgeting:

A) The Procurement of a Comprehensive Data Visualization Tool:

Using more sophisticated methods of data analysis made possible through the procurement of a data dashboard infrastructure will change how LPS accumulates, examines, and communicates about student achievement within each school community and among all demographics of students according to all available metrics. A request for proposals to procure and ultimately implement this new system was issued in March of 2020 and, pending any contingencies attributable to the COVID-19 pandemic, is intended to be implemented by the fall of 2020. While this will not dictate the substantive definition of high-quality that will be developed through the work of Priority 2, it will provide for more reliable and quantifiable evidence and more informed decision-making than what is currently available to school and district leaders. Through a commitment to differentiated autonomy and school-based decision making, this resource will also empower school communities to more accurately assess their needs and make both programming and budgetary decisions in line with the judgment of those closest to students in their annual school Quality Improvement Plans.

B) Prioritizing Social and Emotional Needs of Students:

Ensuring that instructional practices accommodate the social and emotional needs of students was at the forefront of educators' minds who contributed their views during the strategic planning process. Consequently, a critical step in ensuring greater access to

high performing seats will be to ensure that each school community is appropriately prioritizing and is appropriately staffed to accommodate the social and emotional needs of their learners. While the effort to prioritize social and emotional supports will be targeted at the outset on schools within the Renaissance Network, all LPS schools will see a renewed and reenergized focus on social and emotional supports through a threefold strategy:

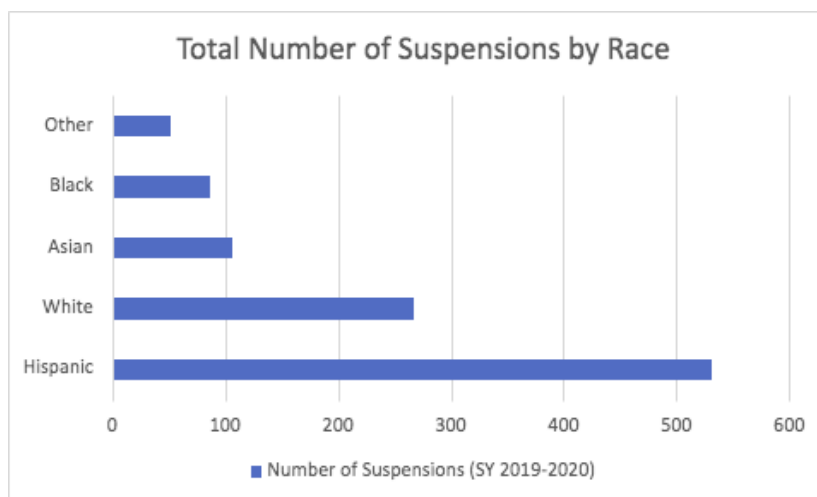
1. School leaders will be asked to develop an assessment of the social and emotional learning challenges facing their school communities and detailed-oriented plan as to how they will make progress in supporting this area. These plans will include how schools are currently deploying multi-tiered systems of support (MTSS) as a primary structural basis for ensuring individualized support to students. Schools in which there is a consensus that they are strongly supporting students' needs through MTSS will be invited to share tactics and practices through voluntary professional development opportunities.
2. Working in coordination with the appropriate bargaining partners, LPS will seek to identify what avenues of professional development would be best served by devoting time and attention to MTSS and social and emotional learning practices in accordance with the Core Academic Social and Emotional Learning (CASEL) strategies currently being employed within certain schools in the Renaissance Network. These strategies will be circulated across LPS for school leaders to determine how best to utilize them within their school communities.
3. LPS will commit to examining the implications specific to the social and emotional learning challenges of high-need students (economic circumstance, disability, or English Learner) to determine what additional supports may be needed in order to ensure that the district's approach to social and emotional support is grounded in equity and ultimately effective for the district's most vulnerable learners.

B/C) Distinguishing between SEL and Mental Health Supports:

As LPS seeks to more effectively integrate SEL strategies across all of its programming areas and throughout all grade levels, it will also be imperative to distinguish the role SEL plays in students' instructional hierarchy and the fundamental need to support students' wellness from a mental health perspective. This issue of mental health will be of even greater importance due to the pressurized environment yielded by the COVID-19 pandemic. The monumental disruption to routines that this crisis has imposed will exacerbate the pressures high-need students already face and it will be incumbent upon all LPS team members to prioritize and be responsive to students' mental health needs. Professional development programming and meetings at the beginning of the 2020 - 2021 school year will include opportunities for educators to discuss particular ways to support their students based on the needs of each respective school community.

C) Improving School Climates and Cultures Alleviating Disciplinary Pressures:

The work of empowering students to maximize their potential begins with eliminating systemic barriers or institutionalized practices impeding their progress. As demonstrated in previous reports to the Lowell School Committee, the district is experiencing significant disproportionality in the impact of disciplinary practices. While approximately 34% of students are identified as Hispanic according to state records, over 50% of disciplinary suspensions were imposed on Hispanic students.



In response, LPS will continue to focus on school culture and climate initiatives including PBIS programming and the five CASEL competencies as identified by the SEL Task Force in the fall of 2019. The impetus behind this focus is the conviction that by establishing a more culturally responsive and affirming atmosphere, school communities will be more conducive to alternative disciplinary programs, including those centered around restorative justice.

The shift away from punitive disciplinary practices to restorative ones will help ensure more systemic equity in how student conduct issues are addressed, but will also provide for a more constructive handling of classroom and building management. LPS will support schools through ongoing coaching and periodic professional development in the area of restorative justice as part of its overall effort to support positive school cultures and climates.

D) Expansion of K-8 Enrichment Programming:

Aside from state mandated achievement data, attributes that help define the experience available at many LPS schools is the diversity of the opportunities available to students enrolled. For this reason, and particularly at the schools within the Renaissance Network, LPS will seek out all available partnership opportunities and invest in additional personnel when practicable to coordinate and implement arts and athletic opportunities at the K-8 level. Overcoming the logistical challenges to this type of expansion, including those related to transportation, will require both patience and innovative thinking, especially in the wake of the fallout from the COVID-19 pandemic.

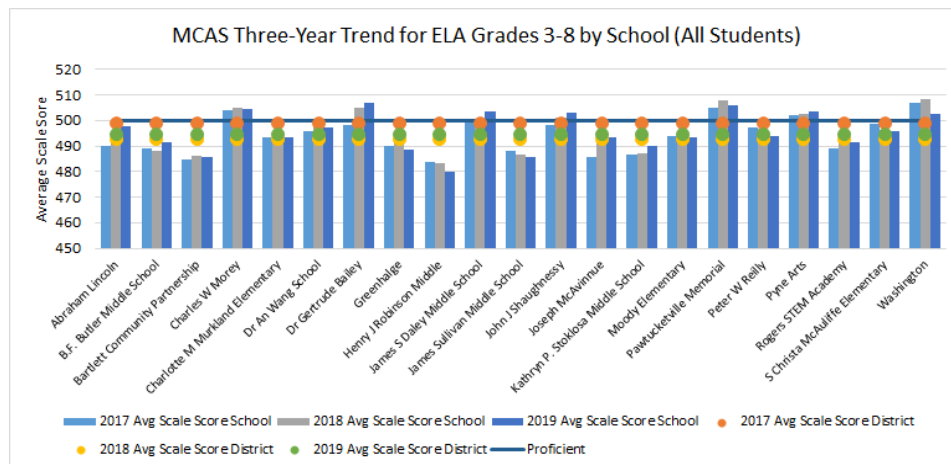
The steadfast commitment to expanding these enrichment programs is imperative because they will not only improve the learning conditions at traditionally underperforming schools, but also provide opportunities for more shared learning experiences across all K-8 schools. The result will be that prospective Lowell High School students are better positioned to avail themselves of the extracurricular opportunities at the secondary level.

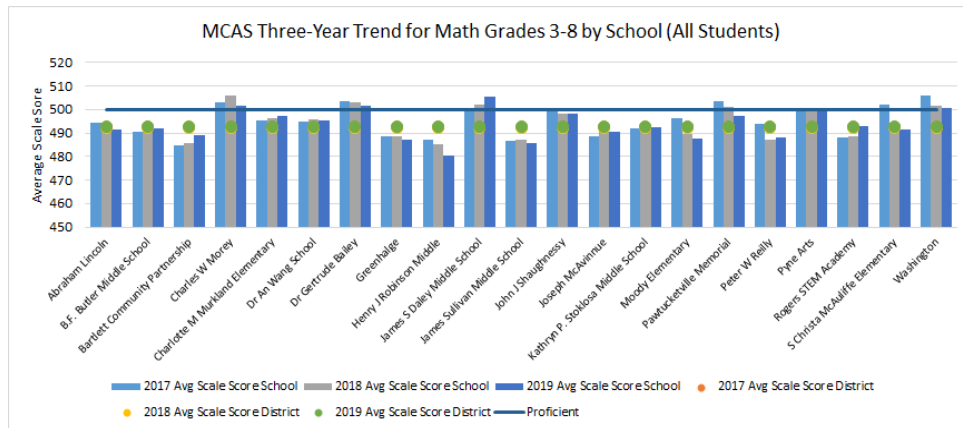
E) Fair Student Funding - School Based Budgeting:

Beginning with the development of the FY 21 operating budget, the district has adopted a Fair Student Funding approach to school budgets. This method of budgeting is grounded in the notion that those closest to students are those who best understand the needs of students. While appropriate checks and balances will be implemented at the Central Office level, school leaders, instructional leadership teams, and their school site councils are charged with collaborating to develop their budgetary priorities. Conferring upon schools this level of autonomy will create conditions necessary for constructive and thoughtful decision-making. School leaders and school site councils should be cognizant of the priorities that have transcended all school communities during the strategic planning process, i.e., the need to better support high-need learners and the district-wide commitment to more effectively supporting students' social and emotional needs.

FOCUS AREA: SUPPORTING HISTORICALLY UNDERPERFORMING SCHOOLS

One of the most significant initiatives implemented during the 2019 – 2020 school year reflects the clear need to support schools that have been plagued by systemic underperformance for too long. The Renaissance Network includes the schools identified by both the Commonwealth and the district as requiring additional intervention and support in order to ensure students are being afforded equitable access to quality educational programs. The Renaissance Network represents an opportunity to provide specific and targeted interventions in schools whose performance has consistently been in the 20th percentile or lower across the Commonwealth.





During the first year under the Strategic Plan, the district will employ a series of initiatives aimed at alleviating some of the challenges to school climate in order to bolster the social and emotional supports students are receiving. In addition, practices consistent with community school models will be rolled out, specifically targeting schools within the Renaissance Network in recognition of the hierarchy of learning needs that was repeatedly prioritized by educators during the strategic planning process. Through an eventual \$700,000 targeted investment, Renaissance Network schools will choose between either developing a School Within a School program for students who need an alternative learning environment or the retention of a climate specialist to support school leaders with the implementation of restorative justice practices, attendance monitoring, and/or parent engagement.

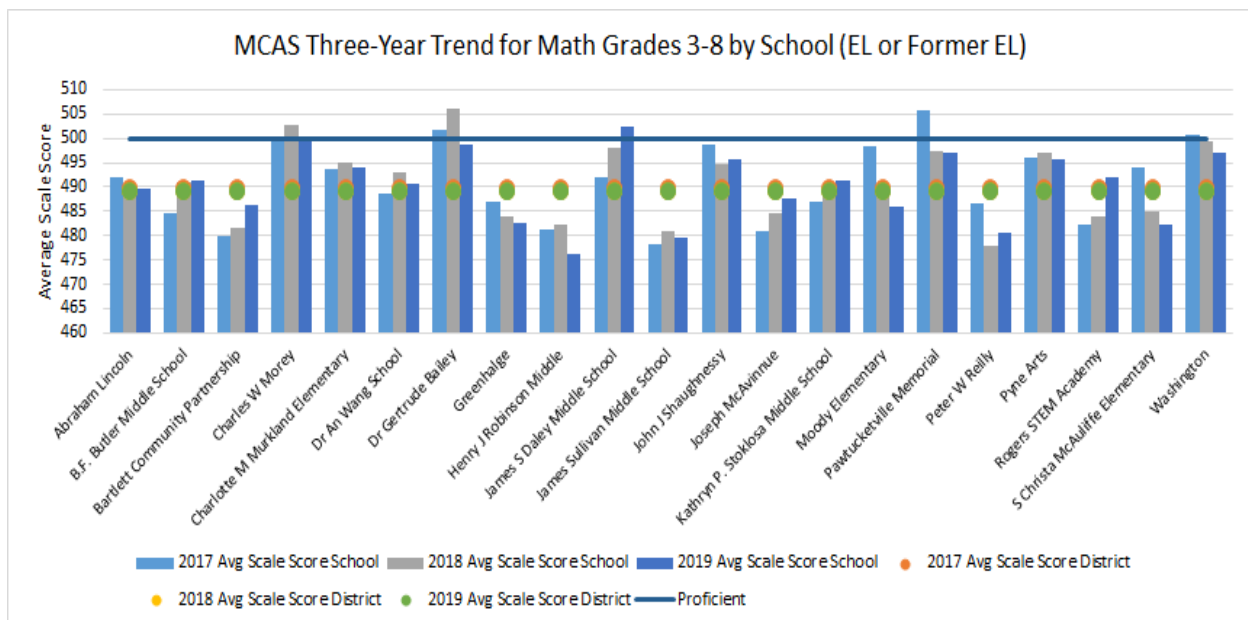
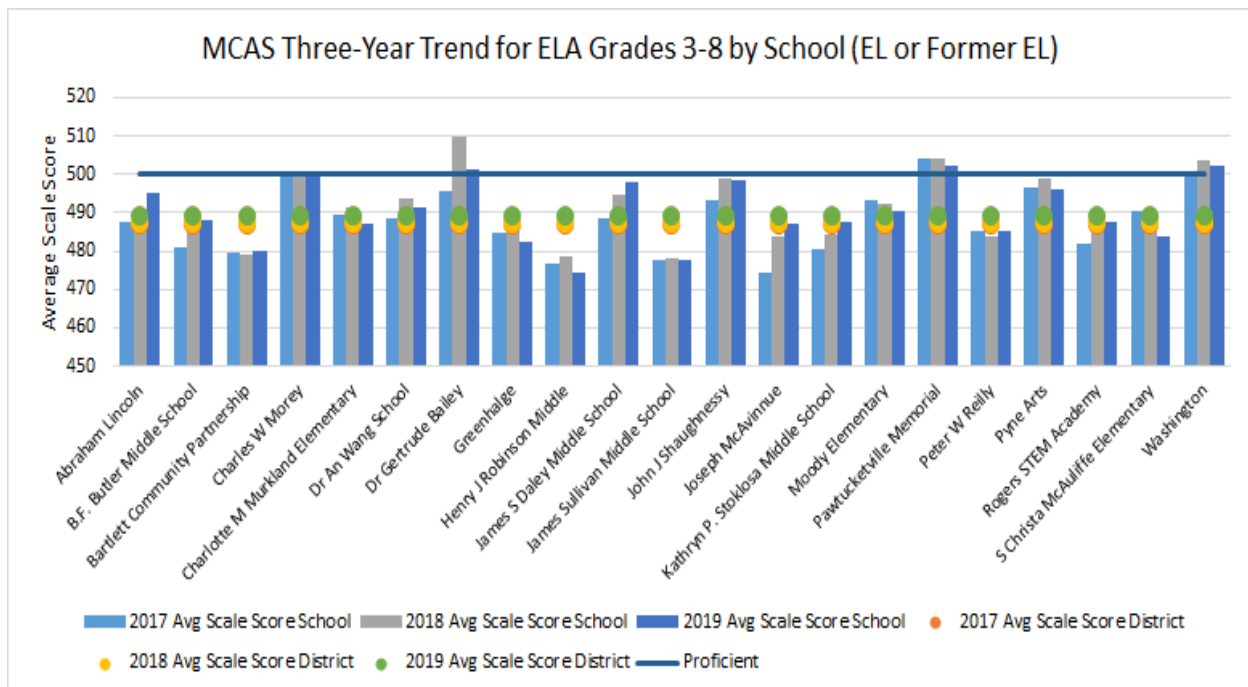
FOCUS AREA: REALIZING A 1:1 DIGITAL LEARNING ENVIRONMENT

The most significant infrastructure concern raised during the strategic planning process was related to reliable access to digital learning opportunities. Currently, the district's own data collection indicates that there is a 1.71 to 1 student to device ratio. In conversations with school communities, it was apparent that many staff members feel as though the ratio is less favorable, which may be attributable to the challenges of the current repair and refurbishment processes. It will be imperative to establish a clear timeline by which the district will transition to a standardized approach to technology infrastructure that encompasses a 1:1 student to technology ratio at least for students grades 3 - 12. At current, a projected investment of \$750,000 would add 2,500 devices and establish a 1:1 ratio in that grade span while maintaining a 1:2 ratio in PreK to 2nd grade. This investment will be coupled with a communication plan that will convey, clearly, to staff in each school building what they should expect in terms of implementation of the district's digital learning plan.

Current Ratios:

School	Students enrolled	Student Devices	Students per Device
Adie	54	12	
Bailey	488	246	1.98
Bartlett	486	287	1.69
Butler	566	418	1.35
Cardinal	115	26	4.42
Daley	691	477	1.45
Greenhalge	478	255	1.87
Laura Lee	24	51	0.47
Leblanc	37	38	0.97
LHS	2989	1325	2.26
Lincoln	503	323	1.56
McAuliffe	503	253	1.99
McAvinnue	473	237	2
Career Acad.	75	112	0.67
Moody	229	163	1.4
Morey	499	245	2.04
Murkland	480	223	2.15
Pawtucketville	498	299	1.67
Pyne	522	340	1.54
Reilly	488	364	1.34
B.R.I.D.G.E.	42	56	0.75
Robinson	652	333	1.96
Shaughnessy	485	185	2.62
STEM	843	432	1.95
Stoklosa	670	592	1.13
Sullivan	652	451	1.45
Wang	672	474	1.42
Washington	248	230	1.08
Totals/Avg.	14462	8435	1.71

FOCUS AREA: SUPPORTING ENGLISH LEARNERS



One in every four LPS students is designated as an English Learner, and even more students do not consider English to have been their first language. The high population of students sharing this characteristic necessitates a district-wide and multifaceted EL program. LPS's focus on EL students must transcend mere compliance with regulatory requirements and focus on a commitment to quality. Consistent with the underlying principles of Priority 2, LPS must develop English Learner specific strategies to ensure that each school's population of English Learners have access to high caliber instruction similar to their peers, and that families are recognized as full-fledged members of each school community. To those ends, LPS will measure its work with English learners according to four prongs:

- (A) Are achievement gaps reflecting discrepancies in performance by English Learners being reduced and/or eliminated?
- (B) Are indicators of disproportionality with regard to student discipline being reduced and/or eliminated?
- (C) Are students transitioning along an appropriate timeline through the ELD levels consistent with the instruction they are receiving?
- (D) Are families of English Learners indicating via objective data collection a level of comfort and confidence with the services they are receiving?

In pursuit of the objectives underlying these criteria, LPS will examine the prospect of establishing more structural supportive environments, including the possibility of dual language programs at certain schools based on staff capacity and family interests. This determination will be made in conjunction with the aforementioned review of school assignment practices.

Additional LPS's focus on supporting English Learners will include:

1. Additional efforts toward more substantive relationships with the families of students who are English Learners. Identified repeatedly during the strategic planning process was the need to establish trust between the organization and the families it is serving. Through school culture committees within each school community, a particular focus will be placed on making sure that families of EL students are fully aware of all opportunities to contribute to their children's education.
2. Beginning with an initial investment of as many as 10 additional EL certified teachers, LPS will focus on ensuring that staffing levels are commensurate with the evolving population of students that it is serving. LPS will identify staffing needs through the continuous communication with school communities involving both school leaders and school site councils.
3. LPS will commit to organizational practices that represent a specific awareness of the needs of EL students and their families, including communication strategies like the expansion of translation services and community-oriented events that reflect the diversity of the LPS population.

FOCUS AREA: SUPPORTING STUDENTS WITH DISABILITIES:

While LPS is consistent with state averages for total number of students on individualized learning plans, the fact that over 2000 students identify as having low incidence reflects the urgency of developing and maintaining specialized programming consistent with the needs of LPS students. LPS will commit to continuing its Special Education efforts premised on access to and equity of services both in inclusive settings and substantially separate environments. LPS will closely examine all substantially separate programs to ensure that all students are being

educated in the least restrictive environments possible, consistent both with legal obligations and best practices.

Similar to the district's renewed focus on English Learners, LPS will continue to ensure that programming decisions are based not merely on compliance but on the quality of the opportunities being afforded to students. This will mean treating Special Education as the appropriate differentiation of instruction amid and within all academic programming, rather than a segregated component of the district. To achieve this, there will be three focal points in the early phase of this Strategic Plan:

- A) Through stronger family outreach and the aforementioned commitment to fostering learning environments more conducive to PBIS strategies, LPS will reduce the incidence of **disciplinary conflicts and chronic absenteeism** among students with disabilities. Students with disabilities are currently exhibiting high disproportionately both with regard to disciplinary infractions and absenteeism, data that is even more concerning due to the overlap in disproportionality among students of color. By building stronger partnerships with families and cultivating more constructive school climates, LPS will attempt to reverse these trends.
- B) Consistent with the district's renewed commitment to social and emotional learning, LPS will redouble efforts occurring in inclusion settings to ensure that students with disabilities are receiving **both the academic and SEL support** available to their peers. LPS will continue to reaffirm that inclusion means truly comprehensive inclusion meaning access to everything from rigorous academic content to full immersion within the school community experience, including extracurricular programming.
- C) At the secondary level, students whose learning plans include staying enrolled with LPS between the ages of 18 and 21 will enjoy **increased access to career and technical educational programming** and will further be deployed into the community to accumulate additional **life skills and professional training up to 50 percent** of their time during their final three years with LPS.



Nexus of Goals and Strategic Priority 2: High-Performing Seat Access

Improve academic achievement at every LPS school site.	Improve operational efficiency across LPS.	Ensure that every LPS school enjoys a safe and welcoming culture .	Increase LPS community engagement and empower families as partners.
Develop a comprehensive definition of high-quality programming that includes measurable data, social and emotional foundational support, accessibility to reliable instructional technology, and equitable enrichment programming.	<p>Identify equitable blended learning strategies in response to potential need to operate remotely.</p> <p>Complete yearly facility improvement plans for each building to understand comprehensive infrastructure priority list for each school community including climate control challenges, plumbing issues, electrical capacity, technology needs, and any potential safety improvement.</p> <p>Implement site-based budgeting practices to ensure informed decision-making with regard to staffing and support structures.</p>	<p>Support school communities in the development of equitable disciplinary practices and cultivation of constructive school climates.</p> <p>Identify and invest in supports necessary to support the district's EL population, students with disabilities, and other high-need subgroups through targeted strategies that include more robust family engagement and SEL supports.</p>	Examine school assignment practices and policies in order to develop recommendations to the Lowell School Committee.

Data Snapshots:

- Timeline by which all schools can expect to enjoy a 1:1 digital learning environment.
- The percentage of K-8 students participating in extracurricular/enrichment activities.
- Reduction and/or elimination of disproportionate lagging achievement data within the Renaissance Network.
- Percentage of families enrolling in a school/pathway of their choosing, and related, the percentage of families enrolling a school/pathway that is their first choice.
- The ethnic, racial, economic, and learning ability demographics represented within the school choice data.
- The reduction and/or elimination of lagging achievement data and disproportionality among all student subgroups, with a specific emphasis on this data emerging from schools within the Renaissance Network.
- Percentage of staff who are confident in the quality and quantity of social and emotional support being afforded to students.
- Percentage of professional development time at the school and district level being devoted to social and emotional support practices.

Ongoing Questions and Challenges Associated with Strategic Priority # 2:

- LPS must develop a definition of high-quality that is both consistent with the expectations and standards of the Lowell community and is commensurate with the challenges of 21st century global citizenship.
- Instilling the sense of systemic alignment that is envisioned by this Strategic Plan will require sacrifice and flexibility among a variety of stakeholders, including the potential relinquishment of old habits. An example will be the need to embrace a greater alignment with regard to technology. Because LPS has adopted conflicting approaches (i.e. Mac vs PC) in years past, there will need to be some decisions regarding adopting a more coordinated approach.
- Striking the right equilibrium between a district-wide approach to organizational culture and the need to respect the ecosystem represented by each individual school community will be key to instilling the welcoming and engaging culture necessary for students to thrive. This will require best practices at both the district and school level, and importantly, a continuous strategic planning dialogue.



Strategic Priority #3:

Align secondary school curriculum and programs for all students with post-secondary opportunities so that they are college, career, and life ready upon graduation.

Why:

- *Absent a reversal of the district's declining graduation/dropout rates even the successful expansion of rigorous college-level programming will leave opportunity gaps reflective of an inadequate degree of access to programs that will appropriately prepare students for post-secondary opportunities.*
- *Programming with the rigor consistent with post-secondary educational opportunities are the most reliable indicators of post-secondary success, and LPS is fortunate to enjoy existing partnerships with the higher education institutions within its immediate geographic vicinity.*
- *The diversity of the interests and backgrounds of students within LPS reflect the demand for a breadth of program opportunities that are consistent with the potential post-secondary journey LPS students will embark upon, including those yielded by alternative educational programming and career and technical pathway programming.*

Expansion of Equity:

- *Improving graduation/dropout rates and eliminating chronic absenteeism will ensure that the development of programming designed to support students' post-secondary success will not come at the detriment of students in high-need subgroups.*
- *Through expanding college level programming, developing high-quality alternative educational programming, and expanding access to career and technical pathways, LPS will ensure more students are better prepared to engage in post-secondary opportunities and to function as well-rounded and productive members of a global community.*

CAPITALIZING ON LOWELL’S POSITION OF STRENGTH:

AS THE FLAGSHIP OF THE LOWELL PUBLIC SCHOOLS, LOWELL HIGH SCHOOL REPRESENTS A GREAT DEAL OF WHAT IS WORKING EXCEPTIONALLY WELL WITHIN LPS. THE HIGH SCHOOL’S SHEER SIZE EQUATES TO A SERIES OF PROGRAMMING AND EXTRACURRICULAR OPPORTUNITIES THAT WOULD BE UNAVAILABLE IN A SMALLER ENVIRONMENT. AS IDENTIFIED BY THE SCHOOL’S TURNAROUND PLAN SUBMITTED TO THE COMMONWEALTH IN THE FALL OF 2019, LHS’ FRESHMEN ACADEMY HAS HELPED TO PROVIDE STUDENTS WITH A MORE SUPPORTIVE TRANSITION TO THEIR HIGH SCHOOL EXPERIENCE. IN ADDITION, SURVEYS DURING 2018 AND 2019 SUPPORT THE PROPOSITION THAT MOST STUDENTS AND FAMILIES FEEL THAT LHS PROVIDES A WELCOMING ENVIRONMENT. THE CHALLENGE UNDER THIS STRATEGIC PLAN WILL BE TO PRESERVE THAT HOSPITABLE ENVIRONMENT, EXPAND THAT SENTIMENT TO ALL STUDENTS AND FAMILIES REGARDLESS OF BACKGROUND, AND STILL IMPLEMENT THE RIGOROUS PROGRAMMING OPPORTUNITIES THAT ARE NECESSARY TO PREPARE STUDENTS FOR THE INCREASINGLY COMPETITIVE ENVIRONMENT INTO WHICH THEY WILL GRADUATE.

Immediate (Year 1) Action Steps:

REDESIGNING LOWELL HIGH SCHOOL - THREE-PRONGED PATHWAY APPROACH

To ensure that LPS students experience secondary programming that is aligned with meaningful post-secondary opportunities, LPS will embark upon a high school redesign process that is grounded in a three-prong strategy for post-secondary preparation:

- A) College Level Curriculum (through Early College dual enrollment offerings and expanded Advanced Placement courses) and Adoption of Mass Core Standards
- B) Alternative Education Programming
- C) Career and Technical Education Programming

A) College Level Curriculum and Adoption of Mass Core Standards:

LPS will expand Advanced Placement *and* Early College programming (through a dual enrollment partnership with Middlesex Community College) in order to ensure the maximum number of students are exposed to programming that aims to prepare students for tertiary education. While no metric is perfect with regard to predicting post-secondary success, a commitment to this level of rigor will be one tactic to ensure that LHS provides programming

aimed not at perfecting the performance of students as students, but by improving the prospects for those students as graduates after they depart LPS.

A total of 391 students were enrolled in the LHS/Middlesex Community College Early College program during the 2019 – 2020 school year across 15 sections of seven courses. During the 2020 -2021 school year, the Early College program will be expanded through three additional math and business programs while planning for an expansion of science and social science programs during 2021- 2022 school year.

Additional Early College classes in 2020/21	Additional Early College classes in 2021/22
Statistics, Calculus, Business	Physics, Criminal Justice, History/Government

Additionally, LPS will seek to further develop an education pathway program with UMass Lowell and/or Middlesex Community College to serve as a teacher recruitment pipeline for the Lowell Public Schools.

While expanding Early College, LPS will also examine how to most appropriately expand participation in Advanced Placement programming. While 72 percent of 11th and 12th graders are currently enrolled in Advanced Placement programming of some kind, only 14 percent of upperclassmen are enrolled in ELA Advanced Placement courses. Options to expand access to this programming will be reviewed during the 2020 – 2021 school year.



Student Group	Grade 11 and 12 Students	Students Completing Advanced	% Students Completing Advanced	Advanced Course Completion Rate by Subject						CH 74 Secondary Cooperative Program
				% ELA	% Math	% Science	% Computer	% History	% All Other	
All Students	1,526	1,098	72	14.2	40.5	50.7	0	23.2	2	0
Male	747	499	66.8	10.2	35.2	47.1	0	17.5	0.8	0
Female	779	599	76.9	18.1	45.6	54.2	0	28.6	3.2	0
Economically Disadvantaged	746	448	60.1	7.5	29.5	42.6	0	13.1	2.7	0
High needs	949	574	60.5	6.7	29.2	43	0	11.6	2.3	0
English learner (EL)	185	39	21.1	0	6.5	15.1	0	0.5	1.6	0
Students with disabilities	134	29	21.6	0.7	7.5	17.9	0	0.7	0	0
African American/Black	204	130	63.7	7.4	32.8	41.2	0	15.7	1	0
Asian	471	398	84.5	18.7	56.9	58	0	27.6	0	0
Hispanic or Latino	369	207	56.1	7	22.8	40.7	0	8.4	7	0
Multi-race, non-Hispanic or Latino	34	27	79.4	8.8	44.1	52.9	0	23.5	0	0
White	447	335	74.9	19	41.2	55.5	0	34.2	0.7	0
Native Hawaiian or Pacific Islander	1									

FOCUS AREA: COMPLETION OF MASSCORE REQUIREMENTS

Critical to the advancement of Strategic Priority 3 will be guiding students toward completion of a course of studies consistent with the MassCore program of study. LPS has seen progress in its MassCore completion trajectory, but is still well-below the state average. A rigorous focus on developing guided paths for students beginning in their middle school years will be necessary to close the sizable MassCore completion gaps, especially within high-need subgroups. LPS will begin to assertively communicate the implications of completing the MassCore program and a recommendation will be forthcoming to the Lowell School Committee regarding the adoption of a district-wide MassCore policy requirement.

MassCORE Completion Rates

Student Group	2017 MassCore Completion Rate			2018 MassCore Completion Rate			2019 MassCore Completion Rate		
	District	Lowell HS	State	District	Lowell HS	State	District	Lowell HS	State
All Students	29.50%	29.70%	80.90%	31.90%	32.20%	81.10%	40.50%	40.90%	81.40%
Male	36%	22.60%	78.80%	37.80%	26.20%	78.80%	46.20%	33.30%	79.10%
Female	21.90%	36.10%	83%	25.80%	37.90%	83.30%	33.20%	47.60%	83.60%
LEP English Language Learner	24.10%	10.50%	55.70%	27.20%	18.40%	59%	37.30%	26.10%	58.60%
Students with Disabilities	26.30%	6.80%	72.10%	27%	20%	70.90%	37%	20.90%	73.90%
Economically Disadvantaged	10.10%	24.50%	71.40%	17.60%	27.90%	71.30%	26.10%	37.70%	72.10%
High Needs	5.70%	26.70%	73.10%	16.70%	27.40%	72%	19.60%	37.50%	73.30%
African American/Black	31.20%	32.90%	63.80%	32.10%	34.70%	62.70%	34%	33.70%	64%
Asian	33.90%	34.20%	76.70%	34.20%	34.20%	76.50%	45.50%	45.70%	77.80%
Hispanic or Latino	15.90%	16.80%	71%	23.10%	23.70%	70.20%	31.10%	31.80%	71.40%
White	71.40%	30.40%	85.70%	35.70%	32.90%	86.50%	33.30%	45%	86.80%
Multi-race, non-hispanic or Latino	30.80%	66.70%	81%	32.70%	41.70%	82.30%	43.50%	35.70%	80.70%
American Indian or Alaskan Native			75.90%			82%			77.90%
Native Hawaiian or Pacific Islander			90.40%			79%			81.40%

* Career Academy and Leblanc Therapeutic Day School were removed from the District percentages.

B) Alternative Education Programming:

LPS will strive to better identify and respond to students who require a more non-traditional learning environment similar to the success LPS has seen in the development of the Career Academy. Through district-based interventions in the middle schools within the Renaissance Network, LPS will identify students who are at-risk for challenges at the high school level using data-based metrics to identify risk factors and early warning indicators. Those data-based strategies will enable LPS to develop alternative pathways for students prior to an escalation of risks that lead to those students discontinuing their formal education prior to graduation. In developing additional alternative education options, LPS will also prioritize the inclusion of all students in extracurricular programming and athletics.

LPS will make a particularly aggressive effort to expand the use of data in assessing the effectiveness of support systems for students within high-need subgroups, particularly SLIFE (Students with Limited or Interrupted Formal Education) students, English Learners, and students with disabilities. In reporting on the development of additional supports, LPS will measure progress both from a data perspective and based on continuous dialogue with students and their families throughout their secondary school experience in order to establish the most comprehensive array of alternative educational programming both within Lowell High School and the district itself.

C) Career and Technical Education Programming:

LPS will explore the implications of expanding career and technical education (CTE) programming to determine whether there are any additional CTE pathways that should be incorporated into the newly designed programmatic structure of Lowell High School. By the conclusion of the 2020 - 2021 school year, LPS will make determinations as to whether any existing programs should be included in applications to the Commonwealth for Ch. 74 certification.

In addition, LPS will seek to expand its partnerships with Greater Lowell Technical High School (GLTHS) in order to ensure the maximum number of students interested in participating in state certified CTE programming are permitted to do so. Through collaborative dialogue with GLTHS, LPS will seek to determine the feasibility of additional dual enrollment by LHS students before, during, or after the traditional school day.

FOCUS AREA: REVERSING DECLINE GRADUATION/DROPOUT RATES

To align secondary programming with post-secondary opportunities in a manner consistent with the Core Beliefs and Fundamental Commitments of the Strategic Plan, will require a reversal of the graduation and dropout rates in Lowell High School. Even if the three-prong strategy articulated above was executed flawlessly, a continuation of the current downward trajectory with regard graduation and dropout ratings, would indicate that some of LPS's most vulnerable learners were not enjoying access to the college level, alternative, or career-pathway-oriented programming that is envisioned.

Most troubling in the current graduation and dropout data is that the trends appear to be disproportionately rooted in high-risk subgroups of students. Summarizing from a previous report to the Lowell School Committee:²

- o LPS' 2019 four-year cohort graduation rate has decreased by 1.6 percentage points to 78.0 percent, from 79.6 percent for the 2018 cohort, and 4.4 percentage points from 82.4 percent in 2017.
- o At LHS is the disproportionality experienced by students with disabilities (33.4 percentage point difference), English Language Learners (20.0 percentage point difference) and Hispanic/Latino (17.9 percentage point difference) students.
- o The district dropout rate for the 2019 cohort was 8.9 percent and this represents an increase of percentage points for the 2018 cohort and 2.4 percent increase for the 2017 cohort. LHS experienced similar increases in dropout rate for the 2019 cohort of an increase of 2.6 percentage points for the 2018 cohort and 0.8 percent increase for the 2017 cohort.

On a positive note, the four-year graduation rate for English Learners in the 2019 district cohort increased by 3.9 percentage points as compared to English Learners in the 2018 cohort, while at Lowell High School a similar increase of 5.9 percentage points was experienced by English Learners in the 2019 cohort as compared to English Learners in the 2018 cohort.

² Summarized from Office of Data and Research memo dated February, 20, 2020

Four-Year Graduation and Dropout Rates: District (Race and Ethnicity 2017-2019)

Graduated	Analysis/Organization		
Student Group	2017 Four Year District	2018 Four Year District	2019 Four Year District
All Students	82.4	79.6	78
African American/Black	85.7	79.2	77.3
Asian	89.9	89.4	90.2
Hispanic/Latino	70.9	61.5	60.1
American Indian or Alaskan Native	-	-	-
White	83.2	82.5	81.4
Native Hawaiian or Pacific Islander	-	-	-
Multi-race, non-Hispanic or Latino	60	87.5	89.5

Dropped Out	Analysis/Organization		
Student Group	2017 Four Year District	2018 Four Year District	2019 Four Year District
All Students	6.5	5.3	8.9
African American/Black	3.6	3.1	6.4
Asian	3	3.4	2.4
Hispanic/Latino	13.2	8.9	19.7
American Indian/Alaskan Native	-	-	-
White	5.2	5.6	7.1
Native Hawaiian/Pacific Islander	-	-	-
Multi-race, non-Hispanic/ Latino	30	0	5.3

GED	Analysis/Organization		
Student Group	2017 Four Year District	2018 Four Year District	2019 Four Year District
All Students	0.6	1.1	0.7
African American/Black	0	0	0
Asian	0.8	0.8	0.4
Hispanic/Latino	1.1	2.6	0.9
American Indian or Alaskan Native	-	-	-
White	0.4	0.7	1.2
Native Hawaiian or Pacific Islander	-	-	-
Multi-race, non-Hispanic or Latino	0	0	0

Four-Year Graduation and Dropout Rates: District (Selected Populations 2017-2019)

Graduated	Analysis/Organization		
Student Group	2017 Four Year District	2018 Four Year District	2019 Four Year District
All Students	82.4	76.9	78
Male	75.6	76.8	71.6
Female	89.2	82.5	84.3
EL	68.9	54.1	58
Students with Disabilities	52.3	43.9	44.6
Low Income	78.3	70.3	72.3
High Needs	78.5	69.5	69.8

Dropped Out	Analysis/Organization		
Student Group	2017 Four Year District	2018 Four Year District	2019 Four Year District
All Students	6.5	5.3	8.9
Male	8.9	6.8	12.3
Female	4.1	3.6	5.6
EL	10.9	9.5	15.3
Students with Disabilities	13.3	15.8	22.3
Low Income	8	7.9	11.6
High Needs	8	7.8	12.3

GED	Analysis/Organization		
Student Group	2017 Four Year District	2018 Four Year District	2019 Four Year District
All Students	0.6	1.1	0.7
Male	0.8	1.2	0.5
Female	0.5	1	0.9
EL	1.1	0	0.6
Students with Disabilities	0	3.8	2.2
Low Income	0.7	1.9	1.2
High Needs	0.7	1.7	1

Four-Year Adjusted Graduation & Dropout Rates: District (Race & Ethnicity 2017-2019)

Graduated	Analysis/Organization		
Student Group	2017 Four Year Adjusted District	2018 Four Year Adjusted District	2019 Four Year Adjusted District
All Students	86.7	84.9	85.4
African American/Black	89.5	91.5	83.3
Asian	91	91.1	93.2
Hispanic/Latino	79.5	68.9	70.2
American Indian or Alaskan Native	-	-	-
White	86.9	85.8	88.1
Native Hawaiian or Pacific Islander	-	-	-
Multi-race, non-Hispanic or Latino	50	90.9	86.2

Dropped Out	Analysis/Organization		
Student Group	2017 Four Year Adjusted District	2018 Four Year Adjusted District	2019 Four Year Adjusted District
All Students	5.2	3.8	5.3
African American/Black	3.5	0	4.5
Asian	3.3	2.5	1.4
Hispanic/Latino	9.8	7.4	14.2
American Indian or Alaskan Native	-	-	-
White	3.6	4.2	3.6
Native Hawaiian or Pacific Islander	-	-	-
Multi-race, non-Hispanic or Latino	50	0	5.9

GED	Analysis/Organization		
Student Group	2017 Four Year Adjusted District	2018 Four Year Adjusted District	2019 Four Year Adjusted District
All Students	0.5	0.9	0.6
African American/Black	0	0	0
Asian	0.5	0	0.5
Hispanic/Latino	0.8	3.7	0.7
American Indian or Alaskan Native	-	-	-
White	0.5	0.5	1
Native Hawaiian or Pacific Islander	-	-	-
Multi-race, non-Hispanic or Latino	0	0	0

FOCUS AREA: ELIMINATING CHRONIC ABSENTEEISM

The goal of aligning secondary programming with post-secondary opportunities applies to all students and all types of post-secondary opportunities. While LHS enjoys an impressive 91.4% attendance rating, examining that data indicates that there is a significant chronic absenteeism challenge, as identified by the school's turnaround plan, and a proportionality challenge with regard to both regular attendance and chronic absenteeism among students with disabilities. Alleviating this challenge will be critical to ensuring that the thrust behind Strategic Priority 3 is applied to all students.

Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Students	91.4	14.6	46.4	24.9	36
Female	91.9	13.8	45.7	22.6	35
Male	90.8	15.4	47.2	27.2	36.9
Economically Disadvantaged	88.9	18.4	55.7	33.8	45.2
High Needs	89.7	17.1	52.5	31.2	42.3
LEP English language learner	91.2	13.4	44.9	29.4	36.8
Students with disabilities	82.4	28.7	72.8	55.7	59.9
African American/Black	94.6	9.2	33.2	14.6	23.4
American Indian or Alaskan Native	-	-	-	-	-
Asian	93.7	11	34.5	16	26.1
Hispanic/Latino	86.8	21.4	65.2	42.1	54.3
Multi-race, non-Hispanic or Latino	90.4	16.7	45.6	22.2	33.3
Native Hawaiian or Pacific Islander	-	-	-	-	-
White	91.6	14.1	47.3	22.9	34.9

Similar to the disproportionately evident in the graduation and dropout data, there is a pronounced level of concern evident in the chronic absenteeism rate among students with disabilities and students identified as Hispanic/Latino. Again, if the supports and attention necessary to eliminate this gap is wanting, LPS will be unable to implement the high-quality programming in ways that are accessible from an equity perspective consistent with the Core Beliefs and Fundamental Commitments of the Strategic Plan.

FOCUS AREA: PORTRAIT OF A GRADUATE INITIATIVE

In the fall of 2019, LPS, Project Learn, and other valued community partners successfully obtained a grant from the Barr Foundation to develop a community-driven definition of “student success.” Through this grant the Steering Committee will lead a robust student, family, and community process to articulate a definition of “student success” reflecting the hopes, values, and expectations of the Lowell community. Consistent with this Strategic Plan’s emphasis on genuine inclusion, the Portrait of a Graduate initiative will prioritize the voices and perspectives of historically marginalized members of the community.

The ultimate goal of the Portrait of a Graduate initiative, which will take into account similar work that has already occurred as part of Lowell High School’s own strategic and turnaround planning process, will be to ensure that upon graduation, LPS students are fully equipped with the core competencies, values, dispositions and mind-sets needed to be successful in their post-secondary lives. The definitions of quality and student success will be tied to the real-world challenges and demands students will face upon graduation in order to successfully fulfill the goal of Strategic Priority 3 to effectively align what happens within Lowell High School with what graduates of Lowell High School will need after they leave.

FOCAL POINT: IMPLEMENTING THE LOWELL HIGH SCHOOL TURNAROUND PLAN

All of the Strategic Priorities, but particularly Strategic Priority 3, are consistent with the continued implementation of the LHS turnaround plan that was completed in the fall of 2019. While the provisions of the turnaround plan are generally aimed at remediating perceived deficiencies, the focus on this work will also strengthen the flagship school’s capacity to better align its programming with post-secondary opportunities for students. Specifically, among the goals of the turnaround plan will be ensuring deeper and more substantive learning opportunities for students, especially for students across various subgroups.

The district’s assessment of the progress that LHS makes under the Strategic Plan will be tied in part to the success it has in responding to the challenges identified in the turnaround plan related to meaningful and successful inclusion of students with disabilities in all educational environments.

Nexus of Goals and Strategic Priority 3: Forecasted Actions in Subsequent Years			
Year 2	Year 3	Year 4	Year 5
Focus on high-need subgroups to determine basis for unfavorable graduation/dropout rates and continue strategies to reverse those through expanded supports and alternative education opportunities, certification of additional CTE programs, and full implementation of Mass Core.	Focus on the elimination of declining graduation/drop rates and implementation of alternative education programming, CTE programming, and Mass Core.	Focus on assessing and mapping out strategies for expanded partnerships with entities offering experiential learning opportunities consistent with post-secondary needs with expectation of sustainable and aligned grad/drop/Mass Core data.	Assess status of high school construction project and potential programming opportunities that completion of project may yield.

Data Snapshots:

- Percentage of students completing MassCore program of studies.
- LHS/District-wide four-year and five-year cohort graduation and dropout rates.
- Increase in students and variety of students participating in CTE programs.
- Percentage of students enrolled in and successfully completing Advanced Placement or Early College programming.
- Reduction of chronic absenteeism for all secondary students and among high-need subgroups, especially students with disabilities.
- Methodologies utilized to establish regular and substantive communication with families, particularly families of high-need subgroups.
- Percentage of students involved in significant disciplinary interactions and utilization of restorative justice practices.
- Percentage of students developing clear and decisive post-secondary plans by beginning of 12th grade or final year enrolled with LPS.
- Development of reliable metrics and data collection methods related to successful completion of post-secondary education subsequent to graduation.

Ongoing Questions and Challenges Associated with Strategic Priority # 3:

- LPS will need to continue to examine what criteria is necessary to understand the implications for high-quality partnerships for post-secondary opportunities.
- LPS will need to consider how best to engage in K-8 professional development opportunities, which when coupled with the appropriate organizational structure will allow for the seamless transition of students into their secondary school years, providing a coordinated and coherent vertical alignment of programming that provides a solid foundation from a social, emotional, and academic perspective for all students.

Strategic Priority # 4:

Leverage the rich diversity that defines the Lowell community through a fundamental commitment to equity so that all students access the full benefits of growing up in a truly global community.

Why:

- Connecting with students of diverse backgrounds so they and their families know LPS as a welcoming environment in which they can thrive is a critical aspect to effectuating the fundamental civil right articulated in the district's first Core Belief.

Expansion of Equity:

- Celebrating the racial and ethnic diversity of the Lowell community will help provide an environment that embraces students' identities and is conducive to developing the cultural awareness that graduates will need in a globalized society.
- Increasing the commitment to the recruitment of diverse candidates will increase the chances of cultivating an educator workforce who will enjoy more shared experiences with students and deepen the connections students and teachers enjoy with one another.
- Expanding the methods of communication the district and schools use to connect with families will both strengthen the relationships with individual families but also ensure families from traditionally marginalized communities have more substantive and frequent contact and therefore are better positioned to support students.

CAPITALIZING ON LOWELL'S POSITION OF STRENGTH:

AS A CITY AND AS A SCHOOL SYSTEM, LOWELL'S GREATEST STRENGTHS COME FROM THE RACIAL, ETHNIC, AND LINGUISTIC DIVERSITY THAT DEFINES THE COMMUNITY. WITH OVER FIVE DOZEN LANGUAGES SPOKEN AT ANY ONE TIME, THE STUDENTS OF THE LOWELL PUBLIC SCHOOLS REPRESENT A MYRIAD OF CULTURAL PRACTICES AND ETHNIC BACKGROUNDS THAT ARE REFLECTIVE OF THE GLOBALIZED COMMUNITY IN WHICH ALL LPS STUDENTS RESIDE. ACCORDING TO THE MOST RECENT U.S. CENSUS, APPROXIMATELY 25 PERCENT OF LOWELL'S POPULATION WERE BORN OUTSIDE THE UNITED STATES WITH A MAJORITY COMING FROM ASIA AND OVER ONE IN FIVE RESIDENTS WITH CULTURAL TIES TO LATIN AMERICA.

LPS STUDENTS HAVE A PRONOUNCED ADVANTAGE OVER THEIR PEERS FROM LESS DIVERSE SCHOOL SYSTEMS IN THAT THEIR COMMUNITY SERVES AS A MICROCOSM OF THE WORLD THEY WILL INHABIT. IN ADDITION TO THE CULTURAL AWARENESS AND APPRECIATION FOR DIVERSITY THAT, IF FRAMED PROPERLY, WILL BE SECOND NATURE TO LPS GRADUATES, THIS DIVERSITY ALSO HAS THE POTENTIAL TO PROVIDE A NURTURING ENVIRONMENT IN WHICH

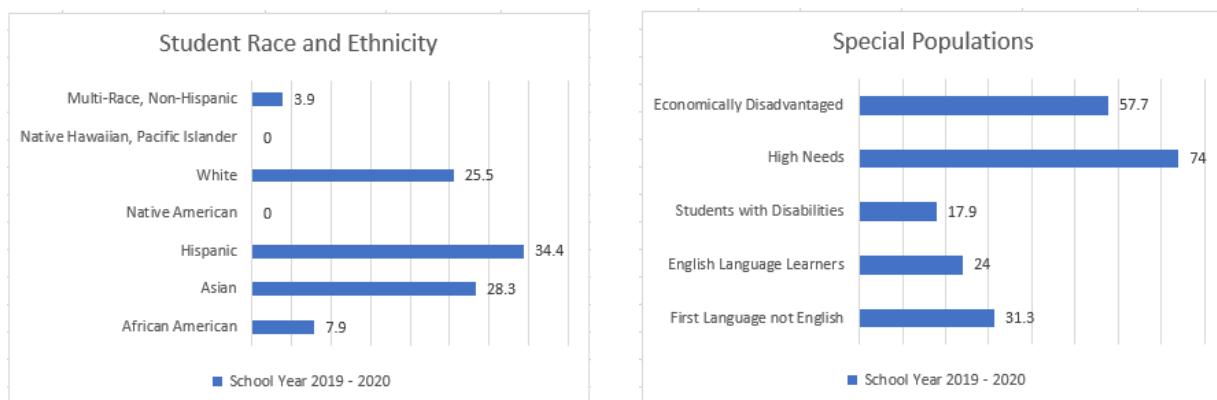
LEARNERS ARE ABLE TO SEE COMPLEX PROBLEMS THROUGH VARIOUS LENSES. CONSEQUENTLY, THEY WILL ENJOY GREATER INSIGHT INTO SOLUTIONS TO SOCIETY’S PROBLEMS, CONTRIBUTING TO A MORE JUST AND EQUITABLE WORLD. IN SHORT, LOWELL’S DIVERSITY PROVIDES MUCH MORE THAN A CLAIM TO STATISTICAL SUPREMACY; IT IS THE DISTINGUISHING CHARACTERISTIC THAT CAN SEPARATE THE LOWELL PUBLIC SCHOOLS FROM OTHER DISTRICTS AND PROVIDE LIMITLESS BENEFITS TO LPS STUDENTS.

Immediate (Year 1) Action Steps:

RECRUITMENT AND CULTIVATION OF DIVERSE HIRING PIPELINES

LPS will implement a recruitment and diversity cultivation plan aimed at expanding the depth of the LPS employee applicant pool in the hope of fostering a racially, ethnically, and linguistically diverse workforce reflective of best practices and student need. A Workforce Report to the Lowell School Committee from January 2018 estimated that 91% of LPS educators did not identify as persons of color.

The recruitment and cultivation plan will include expanded outreach at career fairs and the development of pipelines with post-secondary institutions. The plan will also include a renewed focus on the career ladder mobility among LPS existing staff, including the exploration of additional partnerships to provide post-secondary and graduate level educational opportunities for paraprofessionals and other staff. The urgency of these recruitment efforts is underscored by the city and school system’s continuing racial and ethnic diversification.



With a student population of 75% students of color, it is imperative that LPS strengthen its efforts to attract a diverse applicant pool in order to capitalize on the benefits that come with a workforce reflective of the cultural vibrancy found within the student body.

CULTURAL RESPONSIVENESS TRAINING

In order to ensure that LPS is continuously striving to connect with students and families in ways that are culturally and linguistically affirming, and therefore accessible to the LPS student community at-large, all educators within LPS will participate in cultural responsiveness training. In light of the COVID-19 pandemic and related closure, the district will determine a timeline for this training and how to incorporate it into the other necessary professional development activities aimed at remediating any progress lost to the closure in ways that are consistent with the diverse needs of LPS students upon their return.

PROVIDING GLOBAL BENEFITS TO A GLOBAL COMMUNITY

LPS will build out programming opportunities to identify and brand itself as a school system dedicated to providing a globally competitive education that reflects the globally competitive environment into which its students will graduate. LPS students will be encouraged to think of themselves as part of a global community with academic and extracurricular programming reinforcing the interconnected global society of the 21st century and the linguistically diverse peer group of which they are all apart. The celebration of diverse cultures and that interconnectedness will be reflected in everything from school community events to the curriculum utilized to deliver instruction to students in a manner that reaffirms their cultural identity and celebrates the diversity of their community. School communities will examine their mottos, nicknames, and decors to ensure that the district's valuing of cultural diversity is appropriately reflected within each building.

CONTINUED IMPROVEMENT IN COMMUNICATION METHODS

Staffing priorities will contemplate the need for a full complement of translation services, consistent with the needs and preferences of all LPS families. LPS will strive to ensure that all families feel fully connected and are fully informed about academic, extracurricular, and emergency situations.

Additionally, LPS will explore other communication methods that are specifically designed to expand and deepen outreach among diverse stakeholders. This will include video messages from district leaders, regular updates through traditional and new media, and in-person visits by district leaders to community organizations with existing relationships throughout the Lowell community.

CONTINUED IMPLEMENTATION OF FULLY FUNCTIONAL AND EFFECTIVE SCHOOL SITE COUNCILS

During the 2019 – 2020 school year, LPS reconstituted all school site councils in order to ensure a district-wide commitment to inclusiveness and collaboration among all school communities. The development of the 2021 fiscal year budget was the first task that school site councils were responsible for helping to address, and their role in helping to ensure a collaborative and inclusive style of school governance will continue in the 2020 – 2021 school year.

By ensuring there is diverse representation consistent with the composition of each school community, these councils represent one additional avenue for previously marginalized voices to be heard. School site councils will be charged in the 2020 – 2021 school year with examining how to best reach families not typically represented in their school's governance structure to ensure inclusiveness and shared decision-making. In addition, school site councils will be asked to cultivate specific recommendations as to how best to mitigate the effects of the pandemic that stymied the 2019 – 2020 school year in ways that truly benefit all students regardless of background or need.

Nexus of Goals and Strategic Priority 4: Forecasted Actions in Subsequent Years			
Year 2	Year 3	Year 4	Year 5
Implement model hiring processes at school level in the hope of deepening applicant pool and increasing the chances of a more diverse workforce; continue to establish relationships with individuals and entities who can expand LPS capacity to serve diverse students/families.	Assess initiatives and tactics aimed at lessening disproportionality among students of color to determine progress or necessary course corrections.	Focus on the development of new partnerships aimed at laying groundwork for potential global identity theme of subsequent strategic plan.	Assess status of all initiatives related to leveraging the community's rich diversity.

Data Snapshots:

- Increase in recruitment efforts and the deepening of the applicant pool both with regard to diverse candidates and overall volume of prospective employees.
- Representation determined through appropriate data collection methods of diverse school community stakeholders through opportunities to contribute like the school site council, etc.
- Percentage of families for whom regular and substantive communication channels are established within the school community and understanding how that communication is translating into at-home support for students.

- Number of events that are specifically related to a celebration of the racial and ethnic composition of the school community.
- Increase in the partner organizations enjoying existing relationships within diverse subgroups of the Lowell community.

Ongoing Questions and Challenges Associated with Strategic Priority 4:

- Considering the empirical data that suggests an educational workforce that is reflective of the racial and ethnic diversity of the student population has the potential to positively affect student outcomes, LPS must determine the strategically prudent and permissible ways in which the district may advance this critical objective while ensuring that the district's performance standards continue to rise exponentially as they do for students.
- At a district level the Steering Committee must continue to explore how best to connect with the constituents in Lowell who do not see themselves as direct stakeholders in the public school system; that is a critical part of the Strategic Plan's Core Belief around shared responsibility for all students.
- Given the current political climate, LPS must thoughtfully and strategically position itself as a source of trust and confidence within all corners of the community. This will require constructive partnerships with all branches of Lowell's municipal government and reciprocal partnerships with community organizations who already enjoy a reservoir of trust and goodwill.

Addendum: COVID-19 Response

Lowell Public Schools

Strategic Plan Update

May 6, 2020

1 + 4 Year Strategic Plan

2020 – 2021 +



LPS Strategic Plan 2020 - 2021

Part I) Overview of Strategic Plan:

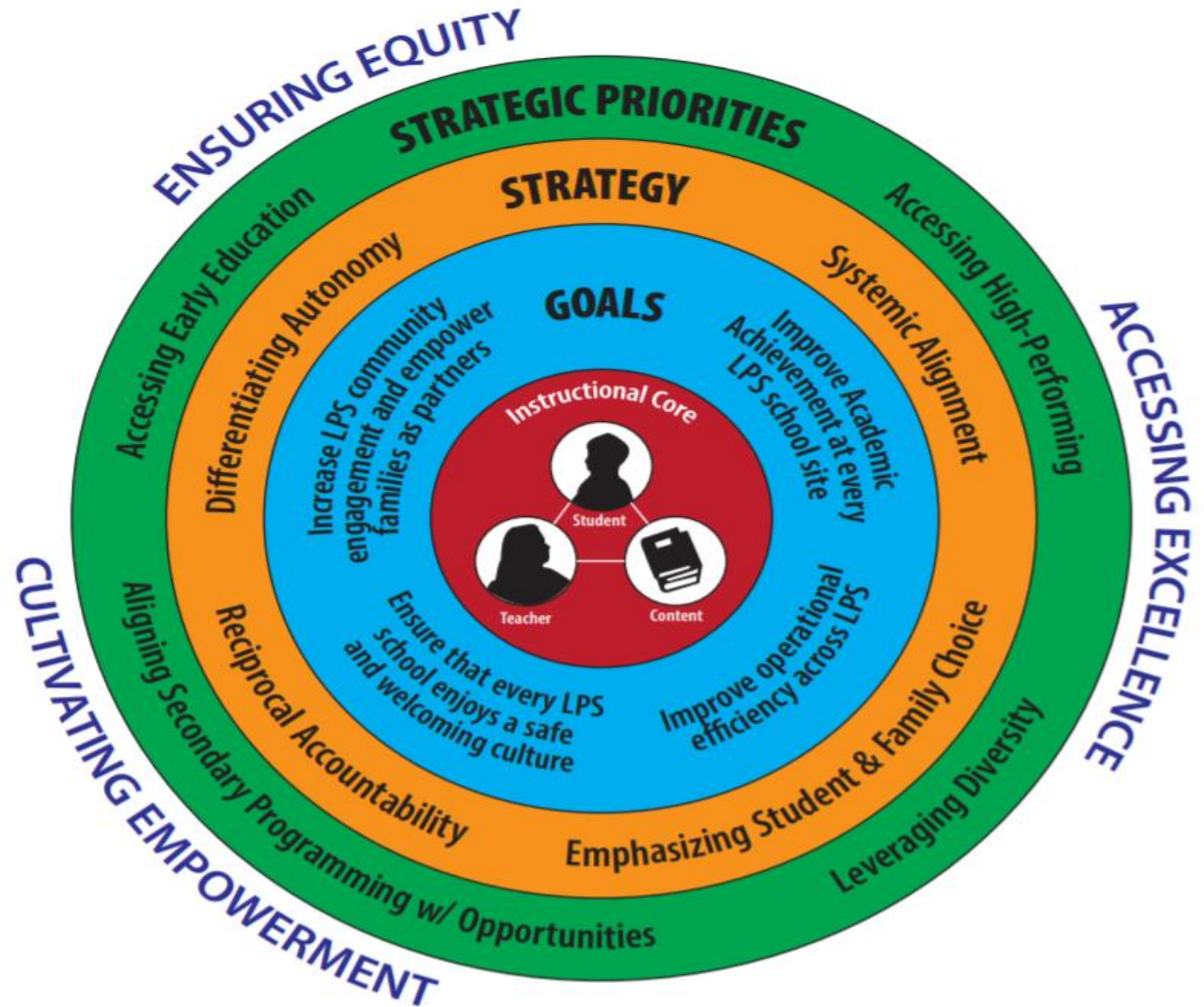
1. Components of Strategic Plan and Overarching Goals
1. COVID-19 LPS Strategy: Responsiveness and Readiness
 1. Actionables/Measurables
1. Progressing Monitoring and Key Data, Sample Scorecards





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

*Planning for a difficult
year while laying the
ground for future
progress.*



Strategic Planning Initiative: Overarching Goal Areas

Improve **academic achievement** at every LPS school site.

Improve **operational efficiency** across LPS.

Ensure that every LPS school enjoys a **safe and welcoming culture**.

Increase LPS **community engagement and empower families** as partners.

These have not changed either.



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.

Strategy:

- Employing differentiated levels of autonomy.
- Implementing systemic and instructional alignment.
- Empowering students and families through choice.
- Ensuring reciprocal accountability by all stakeholders.

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.



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

COVID-19 public health crisis and related school closures has altered reality of LPS and the world.

While the 1 + 4 year plan envisions future progress, it is premised on a **four-part strategy of COVID-19 readiness and responsiveness.**

Physical Health:

LPS facilities will undergo robust disinfectant sanitation and other **enhanced cleaning tactics.**

Strict **hygiene requirements** will be imposed at all grade levels.

Logistical modifications will be made to account for any **physical distancing** strategies advised by public health officials.

Fiscal Prudence:

LPS will conduct itself with **heightened cautiousness** due to revenue uncertainties at both the state and municipal level.

All investments will be scrutinized for implications regarding **long-term goals** and any basis for **immediate urgency.**

Mental Wellness:

LPS will prioritize **trauma informed practices** in anticipation of students' mental health challenges precipitated by or exacerbated by the crisis.

School leaders will be advised on practices to **support both staff and families** experiencing anxiety related to the crisis.

SEL support systems will continue to be emphasized for the purpose of ensuring students' educational needs continue to be met in the wake of the 2020 closure and amid ongoing uncertainty.

Maintaining Flexibility:

LPS will employ strategies to **maintain programmatic and organizational flexibility** both to meet the needs of students in the wake of the 2020 closures and to ensure maximum adaptability to logistical challenges and/or additional disruptions during the 2020 - 2021 school year.

Increase access to and coordination of **early learning opportunities for children from birth to age 5 by supporting the work of community partners to ensure that every child in Lowell is academically, emotionally, and socially prepared for Kindergarten. (Priority # 1)**

Improve academic achievement at every LPS school site. ACTIONABLE	Improve operational efficiency across LPS.	Ensure that every LPS school enjoys a safe and welcoming culture .	Increase LPS community engagement and empower families as partners.
<p>LPS will work w/ EEC and ESE to develop professional development opportunities focusing on support for high-need learners; invite all providers</p> <p>LPS will collaborate with community partners to articulate performance metrics consistent with EEC/ESE guidance to share with community.</p> <p>LPS will engage in LPS staff working in Kindergarten and early grades to further strategize around how to serve learners without preK experience.</p>	<p>LPS will complete the work of the feasibility study contemplated by the January 2020 RFP and determine viable options for expansion of preK seats within LPS.</p> <p>LPS will engage all early learning providers to determine total spatial capacity within the Lowell community.</p> <p>LPS will develop estimated costs and timelines related to internal expansion.</p>	<p>LPS will provide traditional literature and electronic literature and contact information at city and community points of contact for new families.</p> <p>LPS will host periodic forums specifically targeting new parents to provide information related to early education and care.</p> <p>LPS will establish Prospective Family Council with parents of non-LPS students yet to enroll to confer with and help target future LPS families from different backgrounds.</p>	<p>LPS will collaborate with early learning providers to create catalogue of early and education and care options that clearly explains implications of each options, i.e. cost, nature of programming, schedule, calendar, etc.</p> <p>LPS will collaborate with early learning providers to create 2000 Parent & Caregiver Support System as a multiplatform collection of resources and best practices to support new parents. Roll out of system will occur by the conclusion of the 2020 -2021 school year.</p>
<p>MEASURABLE</p> <ul style="list-style-type: none"> - # of providers with whom LPS is actively engaged in a dialogue re metrics. - # of PD opportunities provided by LPS 	<ul style="list-style-type: none"> - Completion of feasibility study and assessment of external capacity throughout Lowell. - Presentation of estimated costs/timeline for expansion. 	<ul style="list-style-type: none"> - Increased dissemination of info regarding early education and care. - # of community forms by LPS related to early education and care. <p>Establishment of Prospective Family Council.</p>	<ul style="list-style-type: none"> - Creation and dissemination of catalogue of early learning provider options. - Creation and roll out of First 2000 Parent/Caregiver Support System. - System to evaluate efficacy of both.

Increase access for all students to **high performing seats** through the continuous improvement of all schools, the expansion of high demand programs, and an intensive focus on turning around historically underperforming schools. (Priority # 2)

Improve academic achievement at every LPS school site. ACTIONABLE	Improve operational efficiency across LPS.	Ensure that every LPS school enjoys a safe and welcoming culture .	Increase LPS community engagement and empower families as partners.
<ul style="list-style-type: none"> - LPS will develop a comprehensive strategy for COVID-19 disruptions, including the use of blended learning and the equitable distribution of technology, monitorable learning schedules, and robust family engagement. - Steering Committee will engage in a dialogue over the definition of high-quality in conjunction with the Portrait of a Graduate initiative. Definition will include distinct roles of both SEL and mental health. - LPS will continue to deploy additional oversight and support to Renaissance Network in order to identify structural barriers and cultivate conditions conducive to continuous improvement. 	<ul style="list-style-type: none"> - LPS will continue building out and employing inclusive school site councils for use in budget development consistent with respective school community needs and priorities. - LPS will identify budgetary capacity for and communicate publicly about timelines specific to each building community regarding 1:1 digital learning environments. - LPS will identify a technology utilization strategy and begin steps toward implementation, including device transitions and staff training. - School site councils will be asked to produce facility improvement reports to identify key infrastructure priorities for each school community. 	<ul style="list-style-type: none"> - LPS will continue conducting school safety inspections. - School leaders will report on strategies being employed to enhance school culture and climate conditions within each school community and be given opportunities to share best practices with colleagues at school leader professional development programs in order to enhance district-wide effort toward eliminating burdensome disciplinary challenges. - All LPS staff will undergo year-long professional development focused on culturally and linguistically sustaining practices (cultural responsiveness). 	<ul style="list-style-type: none"> - LPS administration will engage in a community dialogue and convey to the Lowell School Committee recommendations concerning the current school assignment process.

Increase access for all students to **high performing seats** through the continuous improvement of all schools, the expansion of high demand programs, and an intensive focus on turning around historically underperforming schools. (Priority # 2)

Improve academic achievement at every LPS school site. MEASURABLE	Improve operational efficiency across LPS.	Ensure that every LPS school enjoys a safe and welcoming culture .	Increase LPS community engagement and empower families as partners.
<ul style="list-style-type: none"> - Production of blended learning plan in anticipation of potential future disruptions due to public health crisis. - Procurement and use of new data visualization system. - Portion of professional development programming focused on CASEL competencies and related integration. - Expansion of K-8 enrichment activities including arts and athletics programming opportunities in order to ensure district's programming is equitably allocated across school communities, with a particular focus on a determination of whether feed programming is equitably distributed across LPS for co-curricular programming at the high school level. 	<ul style="list-style-type: none"> - Participation and frequency of meeting data for school site councils. - Expansion of 1:1 digital learning environments in the context of blended learning and presentation of timeline forecasting achievement of 1:1 digital learning environments across LPS. - Presentation of technology utilization strategy including costs and timeline of full adoption and training (for staff). - Production of facility improvement reports identifying key infrastructure priorities for each school community on timeline consistent with Lowell's capital improvement cycle. 	<ul style="list-style-type: none"> - Data related to the completion of all school safety inspections. - Presentation of best practices identified within specific LPS school communities concerning school culture and climate and identification of next steps regarding replication elsewhere. - Completion by all staff of training on culturally and linguistically sustaining practices (cultural responsiveness). - Development of district-wide and school-based systems for monitoring mental health concerns for students in the wake of COVID-19 public health crisis. 	<ul style="list-style-type: none"> - Documented efforts at robust community engagement in order to demonstrate community awareness of the implications of potential changes to school assignment processes and presentation of recommendation(s) to the Lowell School Committee.

Increase access for all students **to high performing seats** through the continuous improvement of all schools, the expansion of high demand programs, and an intensive focus on turning around historically underperforming schools. (# 2 Cont.: Objectives specific to English Learners and Special Education)

Improve academic achievement at every LPS school site. ACTIONABLE	Improve operational efficiency across LPS.	Ensure that every LPS school enjoys a safe and welcoming culture .	Increase LPS community engagement and empower families as partners.
<ul style="list-style-type: none"> - LPS will examine monthly disciplinary and attendance data to determine trends as they relate to disproportionality among high-need students. - LPS students preparing for transitions between the ages of 18-22 will be afforded more CTE programming opportunities and opportunities to participate in hands on learning within the Lowell community outside of traditional classroom settings. - LPS will examine and report to the school committee on trends with regard to ELD progression for students. 	<ul style="list-style-type: none"> - LPS will examine on a quarterly basis what transportation systems are in place for students in alternative education settings and determine whether any additional accommodations are being requested and/or can/should be granted. - LPS will continue to monitor substantially separate learning environments, particularly in grades 7-12+ to ensure students for whom inclusion settings are more appropriate are afforded those opportunities. - LPS will examine opportunities to expand 	<ul style="list-style-type: none"> - LPS will continue to work with educators, families, and community partners to ensure that inclusive settings are providing comprehensive support to students both academically and socially. 	<ul style="list-style-type: none"> - LPS will gauge interest of families and educators in the possible reinstitution of dual language programming based on organizational capacity and family interest. - LPS will continue to engage through the English Learner Parent Advisory Council to determine more ways to engage families of ELs in full school and family partnerships.

Increase access for all students to **high performing seats** through the continuous improvement of all schools, the expansion of high demand programs, and an intensive focus on turning around historically underperforming schools. (# 2 Cont.: Objectives specific high-need learners, including EL and SWDs)

Improve academic achievement at every LPS school site. MEASURABLE	Improve operational efficiency across LPS.	Ensure that every LPS school enjoys a safe and welcoming culture .	Increase LPS community engagement and empower families as partners.
<ul style="list-style-type: none"> - Reduction in disproportionality in both disciplinary infraction data and chronic absenteeism for both students with disabilities and English Learners, particularly at Lowell High School. - Participation in 18-22 year old LPS students in employment opportunities that reaches 50%. - Participation by 18-22 year old LPS students in CTE programming. - Presentation to Lowell School Committee on trends as they related to ELD progression for English Learners. 	<ul style="list-style-type: none"> - Periodic reporting on initiatives related to transportation for students whose educational needs require them to be offsite. - Presentation of trends and plans as they relate to the ratio of students in substantially separate environments as compared to inclusion settings in grades 7 – 12. 	<ul style="list-style-type: none"> - Documented engagement with Special Education Parent Advisory Council and English Learner Parent Advisory Council on the social and emotional learning supports being provided to high-need learners with particular attention focused on any challenges students and families are experiencing with regard to social immersion in inclusion settings. 	<ul style="list-style-type: none"> - Documented engagement in discussions with educators and families about possible implementation of dual language programming with presentation to the Lowell School Committee on potential pros and cons of that choice. - Documented additional methods and tactics of engaging English Learner families and evidence of more robust school and family partnerships.

Align secondary school curriculum and programs for all students with post-secondary opportunities so that they are college, career, and life ready upon graduation. (Priority # 3)

Improve academic achievement at every LPS school site. ACTIONABLE	Improve operational efficiency across LPS.	Ensure that every LPS school enjoys a safe and welcoming culture .	Increase LPS community engagement and empower families as partners.
<ul style="list-style-type: none"> - LPS will engage a comprehensive redesign strategy centered MassCore and three avenues: A) University-level rigor (early college) B) Alternative Education Options (non-trad. environments) C) Career and Technical Education (CTE) - LPS will incorporate into redesign staffing and support systems recognizing many students not perfectly suited at present for those three avenues as constituted. - LPS will deepen opportunities for intra-district collaboration focused on both vertical and horizontal alignment, including among alternative ed.options. - During redesign process, LPS will consider tactics for rapid reversal of declining graduation/dropout data. 	<ul style="list-style-type: none"> - LPS develop and communicate to community detailed contingency planning for each phase of high school construction project, particularly in the context of COVID-19 responsiveness and readiness strategies. - LPS will identify potential expansion opportunities regarding ch. 74 certified CTE offerings through both an internal review of spatial capacity and student interest and further engagement with Greater Lowell Technical High School, particularly with respect to any opportunities yielded by the HS construction project. - LPS will message and promote the concept of LHS as both the LPS flagship and the epicenter of the Lowell educational community. 	<ul style="list-style-type: none"> - LPS will review options with regard to expanded Alternative Education Options programming and communicate about expansion to prospective LHS students and families. - LPS will continue to expand opportunities for peer to peer interaction between LHS students and LPS students through co-curricular programming in order to build positive associations with LHS community and develop greater engagement with prospective LHS students. - LPS will improve coordination of and support for existing LHS partners, including Gear UP, JAG, MassHire, MCC, PALs, and several others. 	<ul style="list-style-type: none"> - LPS will continue to expand partnership opportunities with higher education institutions in the Lowell community for potential career pathways. - LPS though Steering Committee will engage in a community-wide effort to define "student success" in Portrait of a Graduate initiative that is based on relevant, 21st century skill sets and capacities. - LPS will deepen engage in robust family engagement, particularly through Special Education Advisory Council, to try to reverse troubling data regarding chronic absenteeism.

Align secondary school curriculum and programs for all students with post-secondary opportunities so that they are college, career, and life ready upon graduation. (Priority # 3)

Improve **academic achievement** at every LPS school site.

MEASURABLE

- Produce timeline and associated costs for comprehensive high school redesign that includes adoption of MassCore, expansion of Advanced Placement and Dual Enrollment opportunities, expansion of alternative educational options portfolio, and expansion of career and technical educational programming opportunities.
- Document strategies for ensuring that LHS students continue to have appropriate levels of choice both during and after high school redesign process.
- Documented structured time for intra-district collaboration among elementary school, middle school and secondary educators.
- Present tactics for rapid reversal of dropout and graduation data.

Improve **operational efficiency** across LPS.

- Present detailed contingency planning for each phase of high school construction project with regard to logistical and educational challenges posed by project, especially with regard to COVID-19 strategies.
- Present a detailed report on the district's CTE expansion and growth priorities with regard to both internal LPS expansion and through partnerships with GLTHS.

Ensure that every LPS school enjoys a **safe and welcoming culture**.

- Documented efforts to expand dialogue with families of both LHS students and prospective LHS students with regard to educational needs of students who may explore potentially expanded portfolio of alternative educational options.
- Documented expansion of peer to peer interaction between LHS students and LPS middle/elementary school students through mentoring programs or other opportunities to inform prospective LHS students about the programming opportunities within LHS.

Increase LPS **community engagement and empower families** as partners.

- Documented exploration of partnership expansions with higher education to realize opportunities for career paths including educator pipelines.
- Completion of community-driven process to define "student success" through Portrait of a Graduate initiative that includes relevant, 21st century skill sets and capacities.
- Documented family engagement efforts through Special Education Advisory Council, to try to reverse troubling data regarding chronic absenteeism.

Leverage the rich diversity that defines the Lowell community through a fundamental commitment to equity so that all students access the full benefits of growing up in a truly global community. (Priority # 4)

Improve academic achievement at every LPS school site. ACTIONABLE	Improve operational efficiency across LPS.	Ensure that every LPS school enjoys a safe and welcoming culture .	Increase LPS community engagement and empower families as partners.
<ul style="list-style-type: none"> - LPS will intentionally commit to celebrating and affirming Lowell's racial, ethnic, and linguistic diversity through culturally relevant and sustaining curricular and programmatic choices across all grade levels. - LPS will work to ensure that engagement with families is effective and consistent with the needs of the population that LPS is serving through retention of appropriate staffing support with respect to translation services and family liaison support. 	<ul style="list-style-type: none"> - LPS will work to ensure budgetary decisions are consistent with needs of each school community's diverse population of students and families through site-based budgeting. 	<ul style="list-style-type: none"> - LPS will renew its focus on recruitment and the cultivation of diversity through a multifaceted strategy to deepen its pool of prospective employees. - LPS employees will participate in cultural awareness and responsiveness training tailored to each component of the organization, including an emphasis on customer service for entities responsible for making initial contact with prospective LPS families. - LPS will improve communications with families and community partners to establish sturdier and more sustainable relationships with both. 	<ul style="list-style-type: none"> - LPS will continue utilization of school site councils in order to cultivate methods of shared decision-making and collaboration with parent communities. - LPS will continue collaboration with the Superintendent's Steering Committee to ensure diverse community stakeholders are engaged and providing feedback on district decisions.

Leverage the rich diversity that defines the Lowell community through a fundamental commitment to equity so that all students access the full benefits of growing up in a truly global community. (Priority # 4)

Improve academic achievement at every LPS school site. MEASURABLE	Improve operational efficiency across LPS.	Ensure that every LPS school enjoys a safe and welcoming culture .	Increase LPS community engagement and empower families as partners.
<ul style="list-style-type: none"> - Present exemplars of curriculum artifacts consistent with renewed effort toward celebrating Lowell's racial, ethnic, and linguistic diversity. - Documentation of staffing structures consistent with the evolving demographics of students and families being served by LPS. 	<ul style="list-style-type: none"> - Documentation of staffing and programmatic decisions rendered by school communities consistent with the needs of their diverse population. 	<ul style="list-style-type: none"> - Documentation of efforts to and efficacy of tactics employed to deepen prospective employee pipelines. - Percentage of LPS employees participating in cultural awareness and responsiveness training and documentation as how training was tailored consistent with the responsibilities of groups of employees.. - Documented expansion of communication methods employed and qualitative data regarding responsiveness by families to determine improvement in relationship capacity building. 	<ul style="list-style-type: none"> - Participation and frequency of meeting data for school site councils. - Participation and frequency of meeting data for Superintendent's Steering Committee.



Strategic Planning Initiative: Developing the Five-Year Plan for the Lowell Public Schools

Next Steps
(immediate)

&

Progress monitoring
(SY 2020 - 2021)

Next Steps:

- Development of measurable scorecards (examples following) in conjunction with finalization of strategic plan narrative.
- Production of companion literature and electronic platforms to communicate overarching goals and Strategic Priorities.

Progress monitoring:

- Quarterly updates to the Lowell School Committee detailing actions taken in the context of the measurable outcomes presented herein.

Updates tied to academic cycle:

- Summer **planning** for impending school year
- Convocation - **school opening**, articulation of year's goals.
- State of the Schools: **Mid-year update** to community on progress/challenges
- Year-end **annual report**



Maximizing Options for Families

A Safe School Reopening Plan for Students within the Context of COVID-19

Fall 2020 • Approved August 5, 2020



School Committee



Front Row: Jacqueline Doherty, Mayor John J. Leahy, Andre P. Descoteau

Back Row: Robert Hoey, Jr., Connie A. Martin, Michael Dillon, Jr., Hilary Clark

Lowell Public Schools Core Beliefs

- A high quality education is a fundamental civil 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.
- Parents are our partners. They are our students' first teachers in the home.
- There is no silver bullet to improving our schools. 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 and career success is the responsibility of the entire community.

Equity • Excellence • Empowerment

Lowell Public Schools 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.

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A Message from Superintendent Boyd

Dear Lowell Public Schools Community:

I am pleased to share with you this report which provides an overview of our draft plan to safely reopen schools in the fall while also improving upon our remote learning model for families who opt for at-home schooling.

Throughout this summer, Lowell Public Schools staff have been hard at work preparing for this upcoming school year, envisioning what a safe return to our buildings could look like, and examining if it would be possible to have students, teachers and staff back in the classroom. Prior to the end of last school year, we formed a task force of principals, teachers, support staff and parents from throughout the district to look at every possible model of education for the 2020-2021 academic year, so I am confident we are prepared for any scenario that we may be faced with in September and beyond.

The plan contained within this report leverages the best thinking of the task force, as well as feedback we've received from across the community - including survey responses from over 2,500 families and virtual discussions with over 1,000 parents, staff members and students during community forums. We recognize this preliminary report does not answer every question about reopening school. Please know that more details will be provided leading up to the first day of school.

Currently, the decision on how to go forward with the start of the 2020-2021 school year is a local decision. And here in Lowell, it is clear that families want to have choices when it comes to how we return to school in September. With this in mind, if the local health data continue to move in the right direction and it remains safe for our students to be on campus, **we are prepared to offer families an option of either full-time, remote learning or full-time, in-person learning to start the school year.**

COVID-19 certainly remains a concern here in Massachusetts, but this state - once a hotspot for this virus - is in better shape than much of the country as we have taken serious steps to mitigate its spread. Physically returning to school means we will continue to follow strict health guidelines - wearing masks, socially distancing and keeping our buildings clean. We can't - and won't - cut corners when it comes to the health of our students, staff or community. We are not looking for flexibility in adhering to safety protocols - we will maintain six feet of distancing at all

times. We will also be limiting the interactions one group of students has with another. We likely won't be eating lunch in the cafeteria or holding large assemblies, for instance.

While the current data suggest we can safely return to the classrooms and halls of our buildings, we know that not every family feels comfortable sending their child back right now. So, in addition to being able to physically return to our school buildings, we are also going to offer a remote learning option for our students.

This iteration of remote learning will look different than what we saw in the spring. The district has purchased enough devices that every student will receive one this coming school year. There will be a consistent technological platform for each grade level and required attendance, as well as greater feedback for students through a more typical grading scale.

Developing these two options for families and coming to a conclusion of what would be possible for our students in September wasn't an easy process. We know nothing can take the place of the daily in-person interactions that our teachers have with our students. But these in-person interactions can only happen if it is safe to return to our schools. We were all hopeful that this pandemic would be in the rearview mirror by this time, but unfortunately that is clearly not the case.

Providing options to families of in-person or remote learning is a decision backed by health data and a decision made after a thoughtful and extensive planning process. So, whether it will be by logging on remotely or by physically returning to the classroom, we are prepared to offer your child a safe and meaningful educational experience to start the 2020-2021 school year.

I am confident that 2020-2021 will be a great school year for each and every one of our more than 14,500 students. I'm looking forward to welcoming our students back to school in the fall - even if at a distance - and remain honored and humbled to serve as your superintendent.

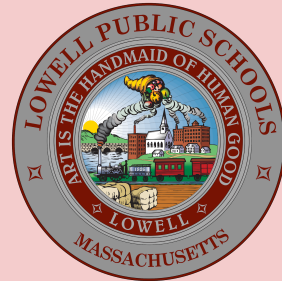
Sincerely,

A handwritten signature in black ink, appearing to read "Joel Boyd", written in a cursive style.

Dr. Joel D. Boyd
Superintendent of Schools

Guiding Principles for Starting the School Year

1. Our decisions will be guided by the latest health data and input from public health experts. We will be monitoring the rate of positive cases here in Lowell and statewide.
2. We will maximize options for families and will offer a remote learning option, as well as an in-person option as long as health data continue to support physically being in our buildings.
3. We make a commitment to equity, with the belief that a public education is a fundamental civil right. Families and students who have historically been underserved have had a voice in the planning process and will have their needs met.



Lessons Learned From Spring 2020

As we move forward with planning for the start of the 2020-2021 school year, it is important to look back at the lessons learned from our closure this past spring. Learning from this experience has better prepared us for remote possibilities going forward.

Instructional Model

- Consistent implementation of a district-wide instructional schedule with more live virtual lessons for students.
- Consistent learning and communication platform districtwide for remote learning environments.
- Increased social emotional learning (SEL) in all models to support student needs.

Lessons Learned From Spring 2020

Equity For All

- Provide technology and connectivity to families demonstrating a need so that all students can participate equitably in remote learning environments.
- Account for COVID-19 and how this affects students' ability to equitably participate in online learning, potentially widening achievement gaps.

Communication

- Provide opportunities for two-way communication with all stakeholders to support the development of plans and monitoring implementation.
- Frequent and consistent messaging from the school department to stakeholders.
- Verbal interpretations and written translations must be available for all families in need.

Instructional Practices

- Provide time for staff to plan and work in collaborative teams.
- Ongoing professional development to strengthen remote learning.
- Grading, participation and attendance policies should be carefully crafted to ensure consistent student engagement.

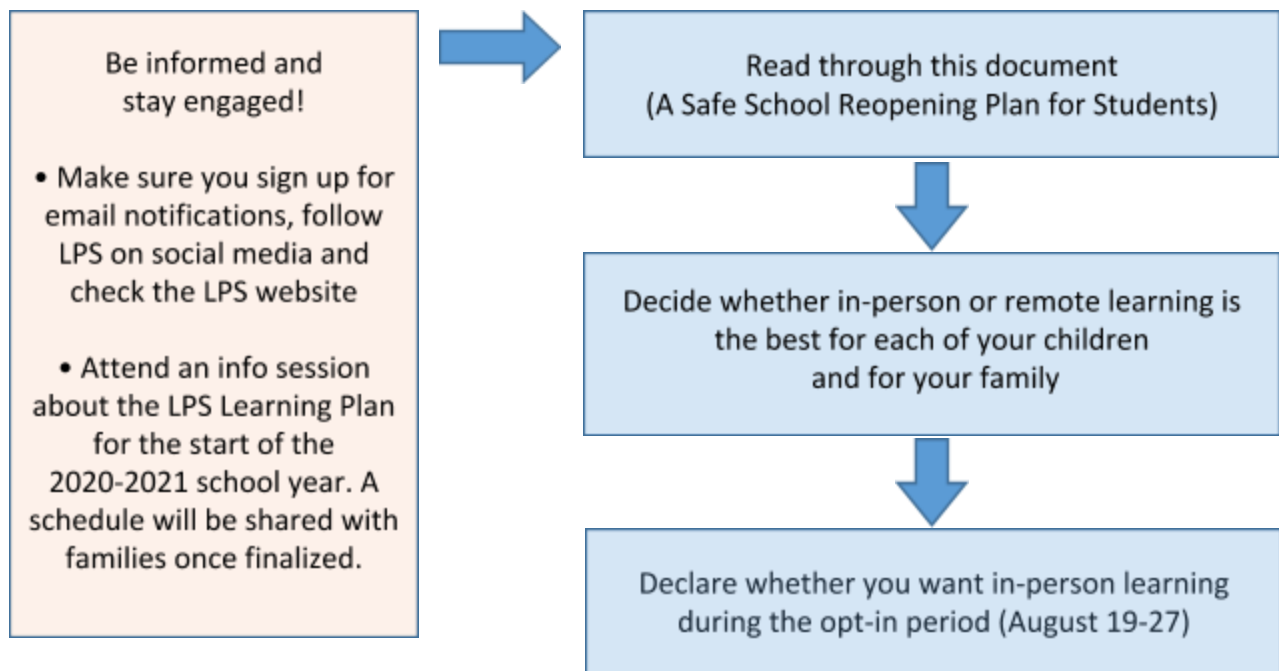
Technology and Infrastructure

- Distribution of laptops to every student and hotspots to families in need to support student access to online instruction.
- Consistent learning platforms for students and staff in each grade.

Staff Support

- Sustained professional development for administrators, teachers, and support staff.

Considering Your Options for 2020-2021



Key Dates

- **August 19** - The opt-in form for in-person learning will be made available on this date and sent to families.
- **August 27** - The last date for families to submit the opt-in form for in-person learning.
- **September 4** - Starting on this date, families will be notified of their school placement.
- **September 17** - First day of school, pending approval from the state.
- **TBD** - Attend an info session about the LPS Learning Plan

Considering Your Options for 2020-2021

The Lowell Public Schools reopening plan is about safely maximizing options for families. LPS will offer a remote learning option, as well as an in-person option as long as health data continue to support physically being in our buildings. This report will help provide families with the information necessary to make this decision. As you consider your options for the start of the school year, please keep the following in mind:

- Every student will be able to participate in remote learning. There is no limit on remote learning enrollment. However, due to following strict social distancing guidelines, typical school capacity for in-person learning will be reduced. Therefore, not every student will be able to attend school on campus. If more students sign up for attending in-person than the number of seats available, we will have a lottery to determine who will be able to attend school on campus. For more information on this process, see pages 10-11.
- We are encouraging students to walk or drive to school rather than take a school bus, in order to maximize safety and minimize exposure to other students on the way to and from school each day. School bus transportation will be available for those with no other means of getting to school. For more information on transportation, see page 21.
- Your decision for the 2020-2021 school year will not impact your child's school placement in future school years. Your child will still have the seat at the school they were attending in 2019-2020, or in the case of an elementary student transitioning to middle school, a seat at the middle school into which they were going to feed.

Some other considerations to help you make the best decision for your child and your family:

- What are your child's individual learning needs? Can those needs be met in either an in-person or remote environment?
- Will your child have adult supervision during the day to support the remote learning process or will your child be in need of childcare?
- Will you need bus transportation to school in order to attend in-person? Bus capacity will be limited and students will not be guaranteed transportation. Families may need to be responsible for transporting their own children to school each day. For more information about transportation, see pages 20-21.
- Are there any health concerns for your child or members of your members of your immediate household?

How to Select Your School Placement

- The default option for all students is remote learning.
- If a family would like in-person instruction on campus, they need to opt-in through an application. LPS will post this application form on the district website and will share this form via email and on social media. The application period will be August 19 - August 27, 2020. Families wishing to participate in remote learning do not need to fill out an application. It's important that families review the options, attend an information session and contact the Family Resource Center with any questions prior to submitting their forms, as we are asking that forms only be submitted once per child attending Lowell Public Schools.
- If more families opt-in than there are available seats (based on revised capacity numbers), a lottery will be held to determine who will be able to attend school in-person.
- A student's place in the lottery will be determined by a weighting system:
 - Students with Individualized Education Plans (IEPs)
 - Students identified with a 504 Plan (for learning related accommodations)
 - Students identified for McKinney Vento services
 - Students identified as English Learners (ELs)
 - Students in entry grades of each level (K-2; 5th grade; 9th grade)
 - Families who have more than one child enrolled in Lowell Public Schools
 - Students of Lowell Public Schools personnel
- We are encouraging students to walk or drive to school rather than take a school bus, in order to maximize safety and minimize exposure to other students on the way to and from school each day. In most cases, families will be responsible for providing transportation to and from their child's school. School bus transportation will be available for those with no other means of getting to school.. A lottery will be held for the limited transportation seats available. For more information about transportation, see pages 20-21.
- Families who prefer an in-person learning seat at a school within walking distance to their home may make a transfer request to this school for consideration. The transfer

How to Select Your School Placement

would only be for this school year and depends upon available space at that school. A transfer form will be available on the district website and shared with families.

- Families who registered their child for kindergarten between May 26-June 30 were entered into the kindergarten lottery. Families who secured a seat through the lottery will be eligible to attend that school in the 2021-2022 school year. This coming school year (2020-2021), all kindergarten students will be assigned to their neighborhood school - defined as the school which is in walkable distance to the student's home. This assignment will be for one school year only. There may be some exceptions (i.e. students who have older siblings in the school for which they secured a seat through the lottery will be eligible to remain in that school for the 2020-21 school year).
- Families opting for in-person instruction will be notified about their placement for the 2020-2021 school year beginning on September 4.
- If a family requests a different placement based on an extenuating health or safety reason or a change in family circumstances resulting in the need for a different placement, they can submit an appeal with the Chief Equity Officer.
- Your initial choice for where to start the school year (remote or in-person) is not locked in for the entire school year. Families will be given the opportunity to select a different option on a quarterly basis.
- Any changes to where a student attends school in 2020-2021 is for the 2020-2021 school year only. Students will revert to their 2019-2020 placement, or in the case of an elementary student transitioning to middle school, the middle school they were going to feed into during the 2021-2022 school year.

Two Full-Time Models To Meet the Needs of Students

	Full Remote	Full, In-Person
Classroom	<ul style="list-style-type: none"> • 1:1 devices - every student will receive a device • Set school schedule with clear attendance and participation requirements. Students graded on a typical scale. • Mix of live virtual lessons & independent learning across multiple subject areas • Project-based assessment and secure online testing 	<ul style="list-style-type: none"> • Typical schedule and curriculum with slight instructional changes to account for safety/social distancing • Students stay with same cohort/class • Standard assessment & grading • 1:1 devices - every student will receive a device
Operations	<ul style="list-style-type: none"> • Address hotspots/WiFi access • Coordinate delivery or pickup of supplementary materials (i.e. assistive technology) • Can still participate in sports or extracurriculars if available 	<ul style="list-style-type: none"> • Social distancing/different interactions • Students and staff must wear PPE (i.e. masks) • More limited transportation than previous years
Meal Service	<ul style="list-style-type: none"> • Grab and go meal sites 	<ul style="list-style-type: none"> • Students eat meals in classroom

Remote Learning Option



The LPS Remote Learning Task Force - composed of principals, teachers, staff and parents from across the district - worked together to develop a plan designed to provide a robust learning environment for students across multiple subject areas.

The remote plan is designed to establish consistent online platforms creating bridges between the educators and the families with regard to instruction, assignments, and communication to make learning and school completely virtual and able to be done in a remote setting through both live teaching lessons and independent work.

This is not the same remote learning plan used during the emergency closure last school year. The key to instituting an improved remote learning plan is the district being able to provide every student with their own device. Considerations will also be made for students with IEPs or with 504 plans needing adaptive technology.

In addition to a consistent technological platform for each grade level, there will be required attendance, as well as greater feedback for students through a more typical grading scale. LPS remote learning will follow grade-level instruction and Massachusetts Curriculum Frameworks.

Students can expect a consistent schedule of instruction, including set hours for live teaching and consultation with teachers. Staff will also have time available for collaboration, training, and parent meetings as needed.

Remote Learning Option

Adults may need to support students in setting up the technology in a place conducive to school work and work with school staff to ensure student attendance and participation, but overall, this remote learning model will not require the same amount of adult involvement as during the emergency closure.

Much of the work is anticipated to be a blend of daily teacher-directed instruction and student independent work following a predictable and structured schedule of instructional delivery. Remote learning for the 2020-2021 school year will utilize an online platform that was specifically designed for remote learning, including built-in learning activities and assignments that are aligned with grade-level learning standards and learning goals.



While students in PreK-4 who select remote learning will be assigned to a remote program within their assigned school, students in grades 5-12 who participate in remote learning will be assigned to a newly created online school within the district. By focusing on a new online school for the secondary schools, we will be able to focus on providing the best online learning experience for our students, utilizing best practices and technology platforms for delivering remote learning instruction. All students participating in the 5-12 remote school will return to the school they were attending in the 2019-2020 school year for the subsequent school year. If extracurricular activities are available, students would be able to participate at the school building to which they would have been assigned.

LPS Food Services will continue with its grab and go meal distribution sites to support students in our remote learning program. Once finalized, the meal site schedule will be shared with families via the district website, as well as by phone call and email.

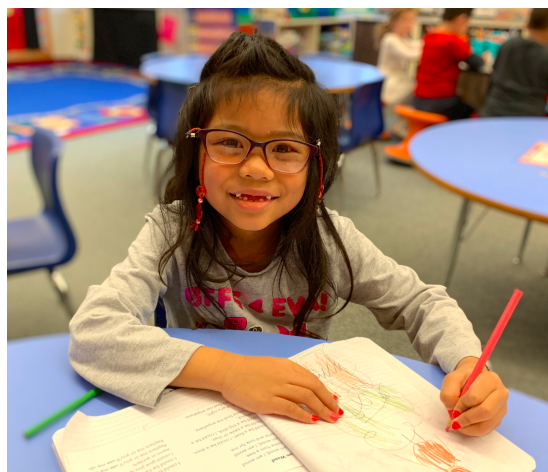
In-Person Learning Option

The LPS In-Person Task Force developed a plan that calls for the most stringent health and safety standards for our school spaces while shifting our instructional practices to use more technology.

The District has made significant investments in devices, digital platforms, and individual materials so that students will not have to share materials while in school. All students - remote or in-person - will be receiving their own devices. The use of technology will reduce the use of student-shared materials making it easier for staff to keep spaces clean and sanitized.

LPS will still follow current attendance, assessment, and grading policies, as well as all grade-level instruction and Massachusetts Curriculum Frameworks. Social emotional learning will be emphasized.

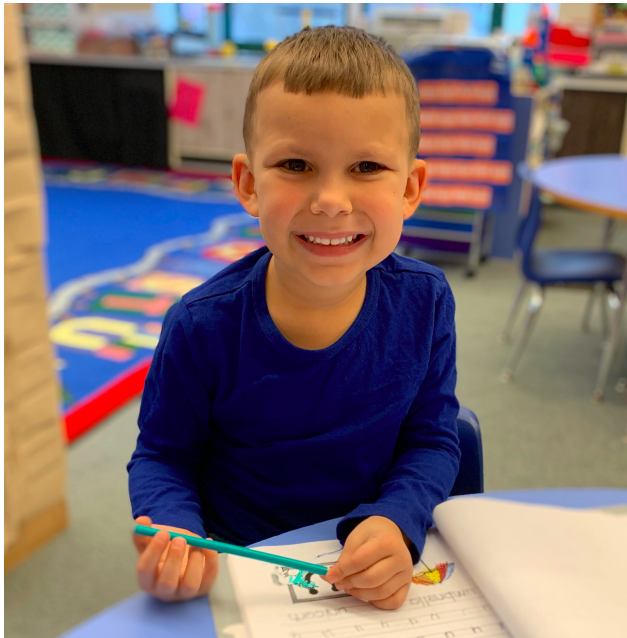
Since we will be following strict guidelines for health and safety, it is important to understand that the in-person learning option will not replicate what the school experience was like prior to the emergency closure last school year.



Students will be required to wear a mask each day in school. Schedules will mandate regular, outdoor mask breaks.

Schools will map out learning spaces to calculate six feet of distance between student desks with all students facing the same direction. Students will still be able to interact

In-Person Learning Option



and work together, but will use technology in order to do so safely. Our investment in technology will also help us more easily pivot to a remote learning scenario later in the year if the medical data call for it.

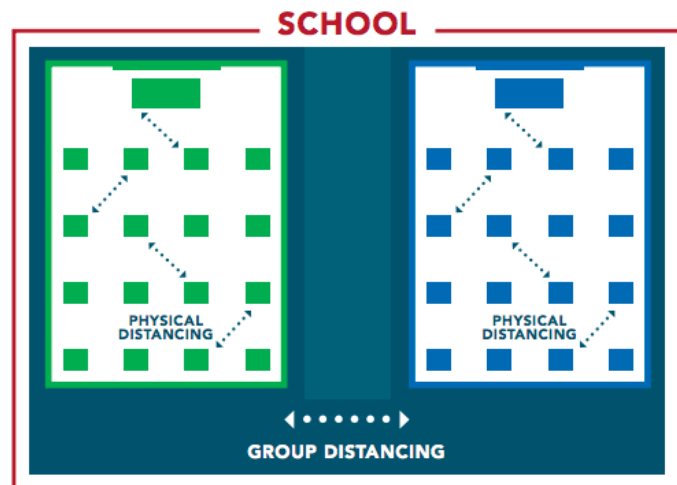
Our in-person plan calls for extensive safety procedures. Signage and floor markers will be posted to remind students about physical distancing. We have fogging machines to spray disinfectant in every building, and LPS is developing schedules to ensure the sanitation of rooms on a regular basis. The plan also includes

recommendations for cleaning frequently touched items, such as handrails, knobs, bathroom fixtures, etc.

Students will eat all meals in their classrooms, and staff will employ class or cohort scheduling, minimizing the interactions one group has with another in order to mitigate cross-contamination. Allied arts classes will be on a longer rotation schedule and will be held in the classroom for younger students. We will purposefully schedule English learner and special education students in cohorts to minimize exposure.

Student Capacity Per School¹

We will always choose to maximize safety over maximizing student capacity, so we will adhere to maintaining 6 feet of distancing in our school buildings. In addition to distancing in each classroom, there will be strict guidelines in place for common spaces like hallways, the cafeteria, gymnasium or auditorium to limit contact between different groups of students.



Operations staff have run an analysis to determine a revised capacity for each of our school buildings providing for 6 feet of social distancing factoring in classroom space as well as breakout areas or labs that could also be used for instruction. The chart on the next page shows the enrollment data for last school year compared to how many students can safely attend each building this school year.

Based on data from the Return to School Parent/Guardian Survey, 70.8% of families indicated that If their child's school is open, they would plan to send them to school. So using that number as a benchmark, any school that can accommodate more than 70% of the 2019-2020 enrollment is shaded in green; schools that can accommodate between 60-70% are shaded in yellow; and schools that can accommodate less than 60% are shaded in red.

If demand for the in-person model exceeds capacity at a given school, we will implement the lottery process as described on pages 10-11.

¹ Illustration from the Harvard School of Public Health "Healthy Buildings" report.

Student Capacity Per School

As an example, the Bailey Elementary School had 481 students enrolled last school year. There are 21 conventional classrooms that can fit an average of 12 students per room following new social distancing protocols (252 total students). Additionally, there are three breakout rooms that can fit an average of five students (15 total students). So, the Bailey's adjusted capacity is 267, or roughly 56% of what its enrollment was in 2019-2020. [A full breakdown of the number of classrooms and labs/breakout rooms in each building can be found here.](#)

School	2019/2020 Enrollment	Total Estimated Student Capacity Per School at 6' Distancing	% of SY19/20 Enrollment That Can Be On Campus w/ 6' Social Distancing
Adult Ed			
Bailey	481	267	55.51%
Bartlett	486	352	72.43%
Butler	566	272	48.06%
Cardinal O'Connell	119	58	48.74%
Daley	690	370	53.62%
Day School	55	0	0.00%
Greenhalge	496	294	59.27%
Laura Lee	26	24	92.31%
Leblanc	30	105	350.00%
Malloy	62	77	124.19%
Lincoln	504	340	67.46%
LHS	3004	2158	71.84%

Student Capacity Per School

School	2019/2020 Enrollment	Total Estimated Student Capacity Per School at 6' Distancing	% of SY19/20 Enrollment That Can Be On Campus w/ 6' Social Distancing
McAuliffe	505	300	59.41%
McAvinnue	488	375	76.84%
Moody	237	165	69.62%
Morey	507	312	61.54%
Murkland	496	303	61.09%
Pawtucketville	504	387	76.79%
Pyne Arts	519	414	79.77%
Reilly	494	297	60.12%
Riverside	46	56	121.74%
Robinson	665	977	149.92%
Shaughnessy	486	285	58.64%
STEM Academy	845	531	62.84%
Stoklosa	670	384	57.31%
Sullivan	682	377	55.28%
Wang	710	380	53.52%
Washington	254	231	90.94%
TOTALS	14627	10091	68.99%

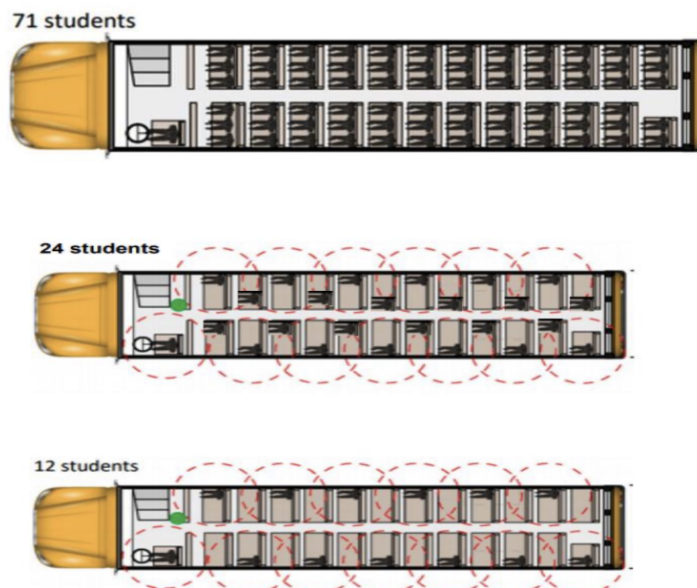
Transportation

Transportation is typically available for LPS students in grades K-8 - approximately 7,100 Lowell students (about 5,500 from LPS) utilized transportation services during the 2019-2020 school year. This fall, we are encouraging students to walk or drive to school rather than take a school bus, in order to maximize safety and minimize exposure to other students on the way to and from school each day. School bus transportation will be available for those with no other means of getting to school.

In 2019-2020, 66 buses were used for general transportation. These buses could hold up to 52 middle school students or 77 elementary school students.

With current CDC guidelines in place, only 25 would be able to ride a bus, which means we would need approximately 180 buses. We simply cannot acquire that many buses.

The following illustration shows what various distancing scenarios looks like on a bus:



Process of Requesting Transportation

- Once transportation capacity numbers have been determined, LPS will begin the process of assigning available seats to students who have selected and been assigned for in-person learning and have indicated they need transportation.
- If students attend a school outside of the walk zone designated by school policy and state law, they may have to choose family-provided transportation or opt to transfer to a school within walkable distance to their home.
- If demand for transportation exceeds the number of available seats, LPS will conduct a lottery for available seats using a weighted formula which accounts for legal rights of protected student populations and equity considerations. Examples of Weighting Considerations:
 - Students with Individualized Education Plans (IEPs)
 - Students identified with a 504 Plan (for learning related accommodations)
 - Students identified for McKinney Vento services
 - Students identified as English Learners (ELs)
 - Students in entry grades of each level (K-2; 5th grade; 9th grade)
 - Families who have more than one child enrolled in Lowell Public Schools
 - Students of Lowell Public Schools personnel



Face Coverings

Masks or face coverings are mandatory for all staff. Masks are also mandatory for students in all grade levels, preschool through grade 12.

Student masks will be provided by families, although masks will be available for students if they do not have them. Face shields may be used for students who are unable to wear masks due to medical, behavioral, or sensory issues.



Personal Protective Equipment & Cleaning Supplies

Personal protective equipment and cleaning supplies for each of our schools will be secured, including:

- Hand sanitizer
- Hand washing
- Sanitizing wipes
- Masks
- Gowns
- Face shields
- Gloves
- Fogging schedule within building/classrooms (already acquired fogger for each school)



This represents a significant cost for the district, but one that is necessary in order to safely operate our schools.

Sanitizing & Disinfecting Our Buildings

Our custodial staff will continue deploying additional disinfecting treatments in our buildings, such as using a disinfecting fogging/sprayer machines (pictured here).

The chart below provides details as to how often high touch surfaces (like door handles) will be cleaned, in addition to furniture and other items found in classrooms.



Cleaning Frequency	Examples
Daily	Classroom desks, tables, shared spaces
Multiple times per day	Door handles, light switches, handrails, sink handles, restroom surfaces, cafeteria surfaces, elevator buttons
Between uses	Toys, games, art supplies, instructional materials, keyboards, phones, printers, copy machines, seats on bus

Revised School Calendar for 2020-2021

Given the unique set of circumstances districts across Massachusetts are facing as we head back to school, the state has authorized districts to push the start date of the school year back by two weeks in order to provide staff with professional development opportunities, as well as additional preparation time to accommodate changes due to COVID-19. The following is a revised school calendar with staff returning on August 31 and students in grades 1-12 starting on September 17.

Monday, August 31, 2020	Staff Return to School to Begin 10 days of Professional Development
Friday, September 4, 2020	No School Labor Day Recess
Monday, September 7, 2020 *	No School – Labor Day
Thursday, September 17, 2020	First Day of School – Grades 1-12
Friday, September 18, 2020	First Day of School – Pre-Kindergarten & Kindergarten
Wednesday, October 7, 2020	Wednesday - ½ Day Early Release for grades PreK-12
Monday, October 12, 2020 *	No School – Columbus Day
Tuesday, November 3, 2020	No School for Students -Election Day -Professional Day for Staff
Wednesday, November 11, 2020 *	No School - Veterans' Day Observed
Wednesday, November 25, 2020	Early Dismissal – Thanksgiving Recess
Thursday, November 26, 2020 *	No School - Thanksgiving Day
Friday, November 27, 2020 *	No School – Thanksgiving Recess
Monday, November 30, 2020	Schools Re-Open
Wednesday, December 9, 2020	Wednesday -½ Day Early Release for grades PreK-12
Wednesday, December 23, 2020	Holiday Vacation Begins at the Close of Day
Thursday, December 24, 2020 *	Christmas Eve
Friday, December 25, 2020 *	Christmas Day [Holiday Break: Thursday, December 24th – Friday, January 1, 2021]

* Central Administration, Family Resource Center will be closed in observance of a holiday

Revised School Calendar for 2020-2021

Friday, January 1, 2021*	New Year's Day
Monday, January 4, 2021	Schools Re-Open
Wednesday, January 13, 2021	Wednesday - ½ Day Early Release for grades PreK-12
Monday, January 18, 2021 *	No School – Martin Luther King, Jr. Day
Wednesday, February 10, 2021	Wednesday - ½ Day Early Release for grades PreK-12
Friday, February 12, 2021	Mid-Winter Vacation Begins at the Close of School
Monday, February 15, 2021 *	President's Day - [Mid-Winter Vacation: Monday, February 15 – Friday, February 19, 2021]
Monday, February 22, 2021	Monday - Schools Re-Open
Wednesday, March 10, 2021	Wednesday - ½ Day Early Release for grades PreK-12
Friday, April 2, 2021 *	No School – Good Friday
Friday, April 16, 2021	Spring Vacation Begins at the Close of School
Monday, April 19, 2021 *	Patriot's Day - [Spring Break: Monday, April 19th – Friday, April 23, 2021]
Monday, April 26, 2021	Schools Re-Open
Wednesday, May 12, 2021	Wednesday - ½ Day Early Release for grades PreK-12
Monday, May 31, 2021 *	No School – Memorial Day
June 2021 (TBD) Will be on the last day of School	TBD- ½ Day Early Release for grades PreK-12
Wednesday, June 16, 2021	170 th School Day
Wednesday, June 23, 2021	175 th School Day [Includes five (5) Snow Days]

* Central Administration, Family Resource Center will be closed in observance of a holiday

Additional Resources

Stay Connected

Families are encouraged to stay up-to-date with the latest school information by visiting the [district website](#), following the district [Facebook](#) and [Twitter](#) pages, and by making sure your [contact information](#) is up-to-date so you can receive phone calls and email notifications from LPS.



Family Resource Center

Families may contact our Family Resource Center (FRC) with any questions or concerns.

- Family Resource Center 978-674-4321 (English)
- Family Resource Center 978-674-2073 (Khmer)
- Family Resource Center 978-674-2072 (Spanish)

The FRC website is: www.lowell.k12.ma.us/frc. Families may also submit questions using our [online form](#). Please do not submit your preference for the 2020-2021 school year using this form. This form is for inquiries only.

Special Education Services

LPS is committed to providing students with disabilities access to curriculum and general education programs. Special education support and services should not be viewed as a separate model, but instead as part of the continuum of supports, services and interventions created to ensure that the educational environment is responsive to the diverse learning needs of all students. Working together staff can ensure equal opportunity, full participation and increased outcomes for all learners, including students with disabilities.

Families can reach the Special Education department by calling 978-674-4322.

Central Office Bilingual Family Liaison Team

If families of English learner students have any questions or concerns, they can contact the Bilingual Family Liaison team for support. To contact the team, please reach out to Vannak Khin or contact a Bilingual Family Liaison directly via email. You may also call the Family Resource Center to connect with the Bilingual Family Liaison team at 978-674-4321.

Vannak Khin Bilingual Family Liaison Lead vkhin@lowell.k12.ma.us	Katerynne Patino Bilingual Family Liaison - Spanish kpatino@lowell.k12.ma.us	Navey Nuon Bilingual Family Liaison - Khmer nnuon@lowell.k12.ma.us
	Carmen Fontes Bilingual Family Liaison - Portuguese cfontes@lowell.k12.ma.us	Patron Yemery Bilingual Family Liaison - Swahili, French pyemery@lowell.k12.ma.us

Lowell Public Schools - Language Services

We speak your language!
We have resources to
communicate with you in your
language.

¡Hablamos tu idioma!
Tenemos recursos para
comunicarnos con usted en su
idioma.

Nós falamos sua língua!
Temos recursos para se
comunicar com você no seu
idioma.

យើងអាចនិយាយភាសាសំឡេង!
យើងមានធនធានសម្រាប់និយាយភាសាសំឡេង

Chúng tôi có thể nói tiếng Việt!
Chúng tôi có tài nguyên để nói tiếng
Việt với bạn

يمكننا التحدث بالعربية
يمكننا التحدث باللغة العربية مع موارثنا

Tunaweza kuongea kiswahili!
Tunaweza kuwasiliana nawe kwa
lugha yako

ພວກເຮົາສາມາດເວົ້າພາສາລາວ!
ພວກເຮົາມີຊັບພະຍາກອນທີ່ຈະເວົ້າກັບທ່ານ
ເປັນພາສາລາວ!

**We can help you in your
language!**

**If you want to call your school,
the Family Resource Center, or the central office,
here is how you can get help in your language.**

STEP 1: Call Us!

School - Use the School Directory List
Family Resource Center - 978-674-4321
Central Office - 978-674-4320

STEP 2: Leave your information!

Please tell us your information, such as:

Your Language
Your Phone Number
Your Name
Your Student's Name
Your Student's ID Number

STEP 3: We will call you back!

We will use our Language Line
interpreters to call you back in your
language.

McKinney-Vento

The McKinney-Vento Act covers children and youth who don't have a fixed, adequate, and regular nighttime residence, including living:

- in a shelter
- in a motel, hotel, or campground
- in a car, bus, or train station, or some other inadequate accommodations OR
- with other people due to loss of housing, economic hardship or similar reason (also known as doubled up)
- This includes migrant and unaccompanied youth living in any of the above situations

Who are unaccompanied youth?

Youth who are out of physical custody of a parent or legal guardian and lack fixed, regular, and adequate housing have all the rights of other homeless students.

Frequently Asked Questions

We live with another family. We cannot provide the required proof of address. What can we do?

- If you are living with a Lowell resident, you will need to complete a third party affidavit. Both of you (child's parent/guardian and the Lowell resident with whom you are living) must fill out the form and have it notarized. The Lowell resident will need to have a photo id and a current utility bill. The Family Resource Center has a Notary Public on staff.

I live in a shelter. I want to enroll my child in school and do not have all the required documents.

- Families who are identified under McKinney-Vento do not need to have any documents to start registration. The Family Resource Center will enroll your child and our McKinney-Vento Family Specialists will help you obtain the missing documents.

My family qualifies for McKinney-Vento services. Will my child receive free lunch?

- All children in the Lowell Public Schools receive free breakfast and lunch.

McKinney-Vento

We recently lost our home due to a fire. Can you help me?

- Yes. The Family Resource Center has McKinney-Vento Family Specialists on hand to help families who have lost their homes due to fire, eviction, domestic violence, unemployment, etc.

If we are placed in a new shelter, does my child need to change schools?

- No. Your child is entitled to remain in their "school of origin." The school of origin is the school the child was attending when the family became homeless.

For further questions regarding McKinney-Vento, please call 978-674-4321.

Military Interstate Children's Compact Commission

The Military Interstate Children's Compact Commission (MIC3) is designed to help children of military families deal with the transition to a new school district due to a parent's reassignment or deployment. Families must be provided the opportunity to self-report. Children are eligible under MIC3 if they fall into 1 of 3 categories:

- Child of active duty member
- Child of member who died on active duty
- Child of members or veterans who are medically discharged or retired within the last year, or within 1 year

Families must self-report to the school district. At the time of enrollment, families are provided a questionnaire asking if they fall in one of the above categories. The form is also available [here](#). For more information on rights provided to military families under MIC3, please visit: www.mic3.net/ or www.doe.mass.edu/sfs/mic3/.

Questions? Please call the Family Resource Center at 978-674-4321.

Return to School Task Force

Superintendent Boyd formed task forces back on May 26 in an effort to develop scenario plans for three back-to-school options - full, in person; hybrid; and full remote learning. Chief Schools Officer Dr. Linus Guillory and Chief Academic Officer Robin Desmond immediately coordinated with principals to bring teachers, parents, school-based administrators, and Central Office staff together to begin Phase 1 of this important work. Dr. Boyd officially launched the Return to School Task Force on June 2.

Phase 1 Task Force Members

PK-8 Convener: Dr. Kate McLaughlin (Morey)

LHS Convener: Dr. Roxane Howe

Full In-Person Subgroup PK-8

Wendy Crocker-Roberge, Pyne Arts Principal (Group Leader)	Anabel DaSilva, Sullivan Teacher
Meredith Kay, Bailey & Daley Parent	Jeff Gwiazda, Mathematics Coordinator
Maria Perez, McAuliffe & Robinson Parent	Christine Adams, Adie Day School Coordinator
Haley King, McAuliffe Teacher	Art Santos, Technology Integration Specialist
Kerryann Coppinger, Shaughnessy Teacher	Carl DeRubeis, Robinson Assistant Principal
Molly Kelly-Muon, Butler Teacher & UTL Middle School Vice President	Jeffrey Pickette, Community Outreach Specialist

Full In-Person Subgroup LHS

Angela Lawler-Brennan, Student Support Specialist (Group Leader)	Meghan Tesini
Nate Kraft	Boyd Bertrand
Amanda Ernst	Jessica Daviso
Alsion Montemurro	Colleen Winn
Margaret Kennedy	Maria Vejar
Patricia Adams	Dorian Popescu
Charles Bolianites	Kathy Doughty, LHS Parent

Hybrid Subgroup PK-8

Liam Skinner, Daley Principal (Group Leader)	Christina Pappalardo, Butler Teacher
Beth Gaspar, Lincoln & Daley Parent	Melissa Newell, ELA Coordinator
Vuoch Sabandith, Reilly & Sullivan Parent	Michael Lovato, Special Education Director
Lisa Hogan, Cardinal Teacher	Vero Roberts, Technology Integration Specialist
Tricia Pappathan, Moody Teacher	Colleen Parrington, Washington Teacher
Rachel Crawford, Bartlett Teacher	Ann Whitney, Academic Coach

Hybrid Subgroup LHS

Dr. Stephanie Selvaggio, Science Chair (Group Leader)	Sharon Bisantz, Leblanc Teacher
Scott Ouellet	Allyson Carbone
Amanda Perrin	Wayne Taylor
Cailin Stearns	Suzanne Riley
Robert DeLossa	Megan O’Loughlin, Career Academy Coordinator
Bopha Boutselis	Sherley Blood Thom
Emily Steinberg	Stacy Nelson, LHS Parent

Full Remote Learning Subgroup PK-8

Dr. Matt Stahl, Wang Principal (Group Leader)	Kerien Driscoll, STEM Academy Teacher
Zeilika Henry, Murkland Parent	Elaine Santelmann, Science Coordinator
Nancy Gomez, Laura Lee & Washington Parent	David Anderson, McAuliffe Principal
Beth Welch, Reilly Teacher	Kara Wilkins, Technology Integration Specialist
Cheryl Pollard, Stoklosa Teacher	Donna Maluccio, Assistant Special Education Director
Susan Uvanni, Morey Teacher & UTL Elementary Vice President	Katie Mahoney, Wang Teacher

Full Remote Learning Subgroup LHS

Dr. Libby Often, Mathematics Chair (Group Leader)	Marcia Fernsten
Liz Gilreath, LHS Parent	Ari Sullivan
Barbara Beaton	Tricia Gabor
Robin Boots	Malinda Pires
Gina Martel	Amy Woo
Stephen Gervais	Donna Newcomb
Thomas Heywosz	Jaya Sinha
Deanna Stanford	

The Phase 1 framework for our three scenarios was completed by early July. Concurrently, LPS conducted a two-part survey of parents to ascertain their preferences and concerns about returning to school in the fall, as well as to reflect on the learning during our emergency closure in Spring 2020. Based on how the families responded, and what the Phase 1 subgroups recommended for further study, we entered Phase 2 planning with 14 district-based subgroups and a planning group for every individual school (with LHS having more than one subgroup based on the size of the school). All staff and School Site Council parents who responded to the invitation to participate were placed on a subgroup which was one of their top three choices.

Health Protocols

Subgroup Leader: Jason McCrevan, Washington Principal (Group Leader)	Christine Adams, Adie Day School Coordinator
Michelle Vicente, Special Education Nurse	Bopha Boutselis, LHS Teacher
Beth Moffett, Nurse Manager, Lowell Health Department	Nancy Gomez, Washington & Laura Lee Parent
Molly Kelley-Muon, Butler Teacher & UTL Middle School Vice President	Lea Foley, Special Education Nurse
Kimberly Vespo Tower, McAvinnue Teacher	Brigette Beauchesne, LHS Teacher
Kerry Marshall, Pawtucketville Teacher	

PK-8 Science and Social Studies

Elaine Santelmann, Science & Social Studies Coordinator (Group Leader)	Amanda Paquette, Greenhalge Teacher
Charlene Wooster, McAvinnue Teacher	Rebecca Cox, Stoklosa Teacher
Anabel DaSilva, Sullivan Teacher	Carl Foss, Bartlett Teacher
Erin Hebert, Pyne Arts Teacher	Patti Adams, LHS Teacher & IDEA Camp Coordinator
Ann Whitney, Academic Coach	

PK-8 Literacy

Melissa Newell, ELA Coordinator (Group Leader)	Bridget McNulty Davila, Butler Teacher
Cheryl Pollard, Stoklosa Teacher	Susan Uvanni, Morey Teacher & UTL Elementary Vice President
Katie Mahoney, Wang Teacher	Cate Hugo, Washington Literacy Specialist
Sue Rabias, Shaughnessy Literacy Specialist	Heather DeLucia, Bailey Teacher
Maghan Hickok, Bartlett Literacy Specialist	Katie Larocque, Morey Teacher
Siobhan McKenna, Robinson Teacher	

PK-8 Math

Jeff Gwiazda, Math Coordinator (Group Leader)	Melissa Alonardo, STEM Academy Teacher
Matt Santy, Wang Assistant Principal	Erin Costello, Stoklosa Tutor
Christina Pappalardo, Butler Teacher	Ann Early, Butler Teacher
Bethanne Welch, Reilly Teacher	Dr. Libby Often, LHS Mathematics Chair
Kerry Marshall, Pawtucketville Teacher	Ellen Conklin, Shaughnessy Teacher
Amy Guerreiro, Butler Teacher	Fernanda Lopes, Butler Math Resource Teacher
Barbara Smith, Murkland Teacher	

ESL

Dr. Phala Chea, ESL Coordinator (Group Leader)	Elaine Williamson, Greenhalge Teacher
Sean Carabatsos, Reilly Principal (Group Leader)	Marcia Fernsten, LHS Teacher
Kara Wilkins, Technology Integration Specialist (Group Leader)	Melinda Kellett, Greenhalge Teacher
Tricia Pappathan, Moody Teacher	Stephen Gervais, LHS EL/World Language Chair
Vannak Theng, Robinson Teacher	Gordon Halm, Community Representative & Parent
John Rolfe, STEM Academy Teacher	Audrey Levin, McAuliffe Teacher
Teresa Morrison, Pawtucketville Teacher	Katerynne Patino, Parent Liaison
Amy Woo, LHS Teacher	Julie Peal, McAuliffe Teacher

Technology (Ongoing since March)

K.C. Nelson, IT Coordinator (Group Leader)	Dr. Matt Stahl, Wang Principal
Michael Hoppe, Help Desk Coordinator	Malinda Pires, LHS Instructional Specialist
David Nehme, Technology Support Liaison	Robin Desmond, Chief Academic Officer
Sean Carabastos, Reilly Principal	Dr. Roxane Howe, LHS Discipline & Operations Specialist
Dr. Mathew McLean, Pawtucketville Principal	Carolyn Rocheleau, Special Programs Coordinator
Teresa Soares-Pena, Butler Principal	Kara Wilkins, Technology Integration Specialist

Special Education

Dr. Matt Stahl, Wang Principal (Group Leader)	Donna Newcomb, LHS Teacher
Michael Lovato, Special Education Director	Christina Welch, Wang Teacher
Lisa Simpson, Morey Teacher	Lisa Morgan, Wang Teacher
Colleen Parrington, Washington Teacher	Deena Meli, ETC
Paula Peters, Laura Lee Coordinator	Debra Janas, Speech Language Pathologist
Michelle Rhoads, Robinson Teacher	Carolyn Cuneo, Leblanc Coordinator
Casey Bettencourt, Adie Day School Teacher	Nicole Fox, Washington Parent
Allyson Carbone, LHS Special Education Chair	Crystal Mello, Adie Day School Parent
Lori Conlon, Greenhalge Teacher	Karen Walton, Shaughnessy Teacher
Hayley Blatus, Adie Day School Paraprofessional	Alison Gervais, Pyne Arts Teacher
Laura Katz, Washington Teacher	Barbara Beaton, LHS Teacher
Phakdey Yous, School Psychologist	

Enrollment, Assignment & Transportation

Dr. Rebecca Duda, FRC Coordinator (Group Leader)	Scott Ouellet, LHS Teacher
John Descoteaux, Transportation Director	Tara Oslan, McAuliffe & Wang Parent
Kristen Crotty, STEM Academy Teacher	Abby Phillips, Greenhalge Parent
Donna Maluccio, Asst. Special Education Director	Elizabeth Kulesza, Greenhalge Teacher
Stephen Gervais, LHS ESL/Foreign Language Chair	

Facilities Planning & Infrastructure Assessment

Ginger Coleman, Lincoln Principal (Group Leader)	Abbie Garcia, Bailey Teacher
Dr. Greg Passeri, Shaughnessy Principal (Group Leader)	Alison Montemurro, LHS Teacher
Rick Underwood, Operations & Maintenance Director	Margaret Kennedy, LHS Teacher
Paul St. Cyr, Facilities Manager	Ray Lafortune, Morey Senior Custodian
Dennis Ferreira, Wang Senior Custodian	Tina Novo, Wang Parent
Michael Sheehan, LHS Senior Custodian	Jessica Williams, Lincoln Teacher
Carl DeRubeis, Robinson Assistant Principal	Susan Brassard, LHS Teacher
Sharon Perry, Lincoln Teacher	

Communications to Families

Jeffrey Pickette, Community Outreach Specialist (Group Leader)	Rachel Crawford, Bartlett Teacher
John Overton, District Webmaster	Wendy Zyla, Adie Day School Admin. Assistant
Vannak Khin, Parent Liaison Coordinator	Robert DeLossa, LHS Social Studies Chair
Meredith Kay, Bailey & Daley Parent	Joseph Alcaraz, McAvinnue Assistant Principal
Dr. Jeff Wilson, Reilly Parent	Dr. Jennifer Scarpatti, Greenhalge Principal
Lisa Caten, Bailey & Daley Parent	

Social Emotional Learning & Responding to Student Trauma

Mike Domina, McAvinnue Principal (Group Leader)	Rachel Margaglione, Lincoln Teacher
Frank Vicente, Lincoln Assistant Principal (Group Leader)	Greg Pastrick, LHS Teacher
Amanda Delworth, Bailey Social Worker	Dr. Kimberlee Henry, STEM Academy Principal
Jen Beland, Lincoln Social Worker	Yvette Cheeks, LHS Mediation Coordinator
Debbie Costello, Robinson Social Worker	Abraham Osario, District Climate Specialist
Lyndsey Killilea, SEL Coordinator	Christa Murphy, Bartlett Teacher
Mary Payne, Student Support Specialist	Renee Espinola, Shaughessy Social Worker
Petra Farias, LHS Student Support Specialist	Katie Jones, Cardinal Parent
Dr. Stephanie Selvaggio, LHS Science Chair	Pete Sylvain, Murkland Parent
Kate Burgess-MacIntosh, McAvinnue Teacher	Rithy Uong, LHS Guidance Counselor
Kelly Leary, Stoklosa Teacher	Carla Correa, LHS Social Worker
Sarah Brooks, Sullivan Social Worker	Amy Ventre, STEM Academy Social Worker

Individual School Planning

Elementary Leaders: David Anderson (McAuliffe) & Kevin Andriolo (Murkland)
K-8 & Middle School Leaders: Wendy Crocker-Roberge (Pyne Arts) & Liam Skinner (Daley)
LHS Leaders: Dr. Roxane Howe, Dr. Stephanie Selvaggio, Dr. Libby Often, & Angela Lawler-Brennan

Assessment, Grading, and Reporting to Parents

Abbie Anderson, Director of Research and Accountability (Group Leader)	Dr. Libby Often, LHS Mathematics Coordinator
Kerien Driscoll, STEM Academy Teacher (Group Leader)	Rob DeLossa, LHS Social Studies Chair
Susan MacLeod, Robinson Instructional Specialist	Maria Perez, McAuliffe & Robinson Parent
Jeff Todd, Daley Teacher	Rebecca Starcevic, Pyne Arts Parent
Peter Holtz, Bartlett Principal	Diane Cahill-Zdon, Washington Teacher
Katie Urbine, Pyne Arts Teacher	Megan Tesini, LHS Teacher

LHS 9-12 Curriculum & Assessment

Mike Fiato, LHS Head of School (Group Leader)	Dr. Roxane Howe, Business/Culinary Chair
Dr. Libby Often, Mathematics Chair	Stephen Gervais, EL/World Language Chair
Dr. Stephanie Selvaggio, Science Chair	Allyson Carbone, Special Education Chair
Robert DeLossa, Social Studies Chair	Dave Lezenski, Physical Education Chair
Suzanne Keefe, ELA Chair	Jessica Daviso, Fine Arts Chair

Early Childhood

Lisa Van Thiel, Early Childhood Coordinator (Group Leader)	Sarah Bowlen, Murkland Teacher
Lisa Tenczar, Cardinal Teacher (Group Leader)	Brianne LeMay, Murkland Teacher
Keliann Woodlock, Morey Assistant Principal	Beth Gaspar, Lincoln & Daley Parent
Jen Stack, Bartlett Teacher	Hannah Donovan, Cardinal Teacher
Kerryann Coppinger, Shaughnessy Teacher	Tricia Dolan, Lincoln Teacher
Erin Hillman, Morey Teacher	Sue McCoy, Washington Teacher
Lynn McKelvie, Morey Teacher	Kelly Ash, Cardinal Paraprofessional
Shelagh Gallagher, Moody Teacher	Shannon Green, Shaughnessy Teacher
Karen Tyros, Adie Day School Teacher	Lisa Hogan, Cardinal Teacher

Additionally, the convener and/or the superintendent's cabinet consulted with the following people to include their areas of expertise:

Heather Ganley, Attendance Supervisor
 Sharon Lagasse, General Manager, Aramark
 Alysia Spooner-Gomez, Food Service Manager, Aramark
 Latifah Phillips, Chief Equity & Engagement Officer
 Dr. James Hall, Chief Operating Officer
 Billie Jo Turner, Chief Financial Officer
 Kerry Kearns, Deputy Chief Financial Officer