

Lowell Public Schools

Superintendent's Entry and Transition
Day **66** Update to the Community

Superintendent Joel D. Boyd, Ed.D.



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.

100-Day Entry Goals

- Assess the district's strengths, challenges and opportunities
- Establish relationships with internal and external stakeholders
- Establish a positive presence in the community
- Establish a broad-based coalition of support for the development of a long-term strategic plan to accelerate learning for all students and narrow the opportunity gaps that exist among Lowell's diverse populations.

Phase 1: Listening

Individualized and Small Group Listening and Learning	Public Interviews, Presentations and Forums	Local Board/Committee Participation
52 listening and learning sessions with individual employees and local bargaining unit representatives	14 formal speaking engagements and public presentations	Collaborative for Regional Educational Services and Training (CREST)
41 listening and learning sessions with community-based and non-profit leaders	18 interviews with local media outlets	Project LEARN (Lowell Education Alliance Resource Network)
38 visits to schools, including visits to more than 100 classrooms	8 school-based morning meetings held or scheduled with local parent groups “Breakfast with Boyd”	Lowell Plan, Inc.
	3 evening community forums scheduled in October in different neighborhoods across the city	Lowell High School Building Committee

Themes from Listening and Learning Sessions

People throughout LPS have been working extremely hard, but resource constraints and prior resource decisions took a toll on the level of support received by schools in critical areas.

The district widely embraces equity as a core value, but it's unclear how the concept of equity was considered in past resource and policy decisions.

Lowell's diversity is our city's greatest asset, but the district's services were not consistently structured in a way that makes them accessible by all families.

Families of students, who are enrolled in LPS, are proud of our public schools, but the broader community is not fully aware of all of the great work that occurs in our classrooms each day.

Phase 2: Planning

Central Office Reorganization	Zero-Based FY20 Budget Adjustment	Multi-Year Strategic Plan
Submitted to the School Committee on June 19	Submitted to the School Committee on August 21	Update provided to the Policy Sub-committee on September 12
Reorganized central administration to increase support for schools and classrooms, including the establishment of an Office of Educational Equity and Community Empowerment	Aligned additional Chapter 70 revenue to 2019-2020 goals and set the stage for long-term improvement	Community-vetted plan will be provided for School Committee consideration ahead of the FY21 Budget
Appointed the most diverse executive team in school district history	Established a working Theory of Action to frame the current strategic planning process	Process formally launched with SC action on 10/2

Phase 3: Leading

GOAL 1: Improve academics and student achievement at every school site	GOAL 2: Improve operational efficiency across the system	GOAL 3: Ensure that every school is safe and welcoming to every student and every family, every day	GOAL 4: Increase community engagement and empower families as partners in the educational process
<p>Secondary School Reform</p> <ul style="list-style-type: none"> Initiated a full analysis of high school programming Implemented year 1 of Early College pathway in partnership with MCC [Early College grant agreement executed on 7/26; 300 students projected to be enrolled in Early College programming by the end of SY19/20] 	<p>Fair Student Funding</p> <ul style="list-style-type: none"> Began the process of migrating the school-based funding system from personnel-based to student-based to increase equity and transparency in district-wide budgeting and school-based resource allocations Implementation timeline presented to SC on 10/2 	<p>School Safety Audits</p> <ul style="list-style-type: none"> Developing proactive security readiness protocols at every school Semi-annual, collaborative community audits of each school site begin in January 2020 Update will be provided to SC in November 	<p>Communication and Outreach to Families of Linguistically Diverse Backgrounds</p> <ul style="list-style-type: none"> Increased translation services, increasing budget allocation from \$5,000 to \$200,000 Established the position of Bilingual Family Liaison; 5 positions posted on 8/22
<p>Targeted Support for Underperforming Schools</p> <ul style="list-style-type: none"> Established the Renaissance Network, consisting of 7 schools which were identified as needing intervention Model presented to the SC on 8/21 and relevant positions posted on 8/22 Implementation update presented to SC on 10/2 	<p>Diversity Recruitment and Hiring</p> <ul style="list-style-type: none"> Established a district-wide priority of eliminating systemic, race-based barriers in the hiring process to increase alignment of staff demographics to that of the city and LPS' student population 6 of 8 leadership positions (75%) hired since July 1 represent diverse populations 	<p>Facilities Improvement Plan</p> <ul style="list-style-type: none"> Improved coordination with City departments to improve the condition, appearance and maintenance of all school sites Implemented a School Readiness dashboard and protocol; presented to SC on 8/14 Established greater centralized support for site-based custodians through the development of Facility Area Managers 	<p>Site-based Budgeting</p> <ul style="list-style-type: none"> Redesigned the school budgeting process with updates provided to the SC on 8/28 and 9/11 Allocated an additional \$1.3 million to school-based budgets in current fiscal year and developed a process for school communities to have an active role in decision-making
<p>Universal PreK</p> <ul style="list-style-type: none"> Initiated a Feasibility Study for increasing district-wide access to high quality early learning experiences to be completed in conjunction with Strategic Plan 	<p>Data-based Decision-making</p> <ul style="list-style-type: none"> Established an Office of Research and Accountability to provide usable data to schools and departments; Director position posted and screening completed 	<div data-bbox="1033 893 1864 1017" style="border: 2px solid black; padding: 10px; text-align: center;"> <p>**Year 1 Goals Presented to the School Committee on August 21**</p> </div>	

Setting the Stage for Long-Term Improvement

Creating a pathway from the cradle to career success for every child

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;
- 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;
- Align the curriculum and secondary school programs with the expectations of colleges and the requirements of the future workforce; and
- 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 – graduate from high school ready to enter the college or career of his or her choice.

**COMMUNITY DEVELOPED, MULTI-YEAR STRATEGIC PLAN
TO BE RELEASED SPRING 2020!**

EQUITY. EXCELLENCE. EMPOWERMENT.