

Lowell Public Schools

SY2021-2022 Strategic Goals  
Equity. Excellence. Empowerment.

Superintendent Joel D. Boyd, Ed.D.



LOWELL

PUBLIC SCHOOLS

# Our 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.

# Our Fundamental Commitments to Equity

- 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

# Our Theory of Action

## *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.

# Our Theory of Action

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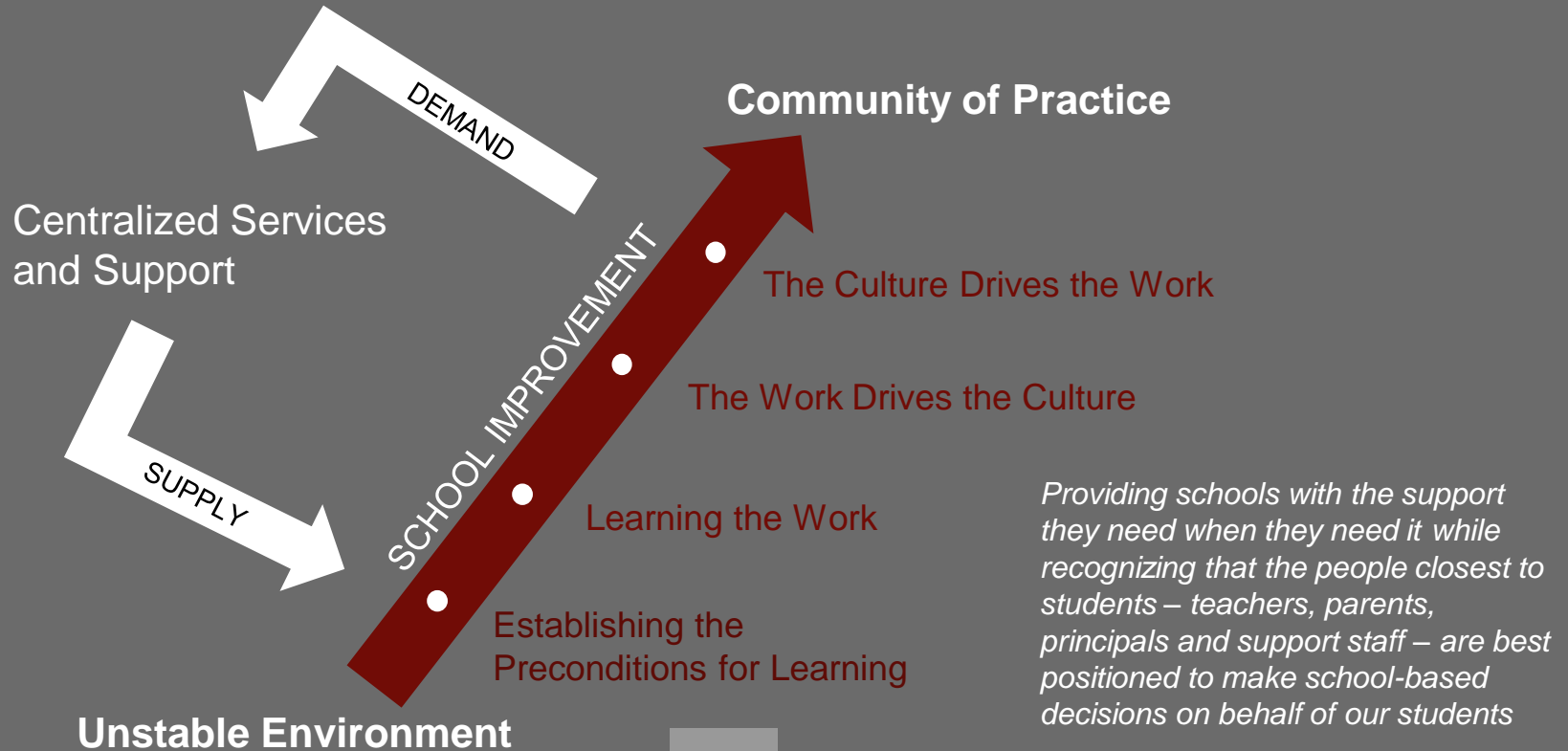
- Expand early learning opportunities from birth to age 5, through a coordination of services with community partners, ensuring that every child in Lowell is academically, emotionally and socially ready for kindergarten on Day 1;
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Then:

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# Translating Theory to Practice

## *A System-wide Model of Differentiated Autonomy*



# SY2021-2022 Strategic Goals

1. Improve academics and student achievement at every school site.
2. Improve operational efficiency across the system.
3. Ensure that every school is safe and welcoming to every student and every family, every day.
4. Increase community engagement and empower families as partners in the educational process.

# Goal 1: Improve academics and student achievement at every school site

## SY2021-2022 Actions and Deliverables

- **Extended Learning Time**

Extend the school year and school day through expanded summer and after school programming, providing options for meaningful additional learning time for every student who is recommended for intervention and every student who requests enrichment at every school site in the District.

- **Differentiated Autonomy and Support**

Expand and improve the district's centralized service delivery and support model for schools through a fully articulated approach that builds from the successful implementation of the *Renaissance Network* to include additional professional learning networks of schools with defined operational and programmatic autonomies based on school improvement needs.

- **Digital Learning**

Align the resources and staffing of the Department of Information Technology with prevailing industry standards to improve service delivery to students, teachers and support staff and more optimally support the infusion of new hardware and software across the District through the LPS *Digital Learning Plan developed in SY20/21*.

- **Secondary School Redesign**

Implement the next phase of SSR with a comprehensive analysis of the current LPS high school graduation requirements, expectations of MASSCore and the current literature on post secondary readiness; and develop a policy recommendation to improve the alignment of the LPS graduation requirements with the community-based *Portrait of a Graduate*.



# Goal 2: Improve operational efficiency across the system

## SY2021-2022 Actions and Deliverables

- **Data-Driven Decision-Making**

Establish school-level performance scorecards as part of the school-based *Quality Improvement Planning* process to monitor progress and target support for school improvement and further align school-based budgets and resource decisions with the strategic priorities and educational needs of each school.

- **Diversity Recruitment and Hiring**

Assess any remaining systemic barriers in the hiring process at schools and departments through the development of a *Staffing Diversity Index* and hiring dashboard to support all hiring managers with relevant data in the hiring process and improve system-wide monitoring and support to further ensure a fair and just hiring process for all qualified candidates for all vacant positions within LPS

- **Fair Student Funding**

Increase school-based fiscal autonomy through Phase 3 of FSF, including a full analysis of the 67% 'unlocked' and 33% 'locked' services within the school-based budgeting process and development of an implementation timeline for further increasing the pool of unlocked resources along with any related infrastructure and/or policy adjustments.

- **Enterprise Resource Planning**

Develop a multi-year plan for converting manual processes within human resources and payroll to a cohesive automated platform based on currently available ERP options which are consistent with both LPS and City finance systems, including cost implications and an implementation timeline which is consistent with relevant SC policies and prevailing contractual provisions.

# Goal 3: Ensure that every school is safe and welcoming to every student and every family, every day.

## SY2021-2022 Actions and Deliverables

- **Culturally and Linguistically Sustaining Practices**

Implement phase 1 of the District's multi-year, cross disciplinary CLSP plan that was developed in SY20/21, providing year-long, focused training to school-based leaders and supporting the development of measurable CLSP goals as part of each school's *Quality Improvement Plan*. Establish a framework for a school-level DEI credentialing process to identify model schools for dissemination of best practices across the system.

- **Social Emotional Learning**

Improve the comprehensive SEL curriculum and staff professional learning launched in SY2020-2021 through implementation of a student self-assessment tool in grades 9-12, deepening the implementation of the Second Step online curriculum, and strengthening the use and expansion of Restorative Justice protocols within middle schools.

- **Capital Improvements**

Develop a multi-year capital improvement plan in alignment with the approved timeline of the federal *Elementary and Secondary Emergency Relief Fund* to improve the condition of selected facilities across the district, including a full cost analysis and year-by-year prioritization of eligible capital projects, completing all approved projects, if any, that are scheduled for SY2021-2022 on time and on budget.

- **School Registration and Placement**

Conduct a full, externally-supported and validated review of the current student registration and placement process and develop a plan for streamlining services for families to accelerate the timeline from school enrollment to student placement to daily attendance.

# Goal 4: Increase community engagement and empower families as partners in the educational process

## SY2021-2022 Actions and Deliverables

- **Communication and Outreach to Families of Linguistically Diverse Backgrounds**

Increase communication and information access for linguistically diverse families through expanded use of translation and interpretation tools and services at the school level across the District, including the tracking of school use of current tools as well as expanding use of additional tools and language-based parent networks and events

- **Parent Leadership**

Design a resource and implementation plan to leverage the learnings from the two-school, 2020-2021 parent institute pilot program to establish centrally-coordinated, school-based morning, evening and weekend workshops and learning events for parents, guardians and families of LPS students at all *Renaissance* schools.

- **Portrait of a Graduate**

Implement Phase 2 of the community-based PoG initiative to operationalize the work completed in 2020-2021, including development of a standard of practice and cross-disciplinary instructional vision for all secondary classrooms in LPS which aligns with the previously-adopted, community-vetted PoG framework of the knowledge, skills and competencies to be attained by all LPS students.

- **Lowell Student Advisory Council**

Expand the student advisory council which was established in 2020-2021, doubling membership to further increase student voice in district-level decision-making; and implement expanded leadership training for all student members as a component of the now-established monthly LSAC meetings.

<b>GOAL 1:</b> <b>Improve academics and student achievement at every school site</b>	<b>GOAL 2:</b> <b>Improve operational efficiency across the system</b>	<b>GOAL 3:</b> <b>Ensure that every school is safe and welcoming to every student and every family, every day</b>	<b>GOAL 4:</b> <b>Increase community engagement and empower families as partners in the educational process</b>
<p><b>Extended Learning Time</b>            Extend the school year and school day through expanded summer and after school programming, providing options for meaningful additional learning time for every student who is recommended for intervention and every student who requests enrichment at every school site in the District.</p>	<p><b>Data-Driven Decision-Making</b>            Establish school-level performance scorecards as part of the school-based <i>Quality Improvement Planning</i> process to monitor progress and target support for school improvement and further align school-based budgets and resource decisions with the strategic priorities and educational needs of each school.</p>	<p><b>Culturally and Linguistically Sustaining Practices</b>            Implement phase 1 of the District's multi-year, cross disciplinary CLSP plan that was developed in SY20/21, providing year-long, focused training to school-based leaders and supporting the development of measurable CLSP goals as part of each school's <i>Quality Improvement Plan</i>. Establish a framework for a school-level DEI credentialing process to identify model schools for dissemination of best practices across the system.</p>	<p><b>Communication and Outreach to Families of Linguistically Diverse Backgrounds</b>            Increase communication and information access for linguistically diverse families through expanded use of translation and interpretation tools and services at the school level across the District, including the tracking of school use of current tools as well as expanding use of additional tools and language-based parent networks and events</p>
<p><b>Differentiated Autonomy and Support</b>            Expand and improve the district's centralized service delivery and support model for schools through a fully articulated approach that builds from the successful implementation of the <i>Renaissance Network</i> to include additional professional learning networks of schools with defined operational and programmatic autonomies based on school improvement needs.</p>	<p><b>Diversity Recruitment and Hiring</b>            Assess any remaining systemic barriers in the hiring process at schools and departments through the development of a <i>Staffing Diversity Index</i> and hiring dashboard to support all hiring managers with relevant data in the hiring process and improve system-wide monitoring and support to further ensure a fair and just hiring process for all qualified candidates for all vacant positions within LPS</p>	<p><b>Social Emotional Learning</b>            Improve the comprehensive SEL curriculum and staff professional learning launched in SY2020-2021 through implementation of a student self-assessment tool in grades 9-12, deepening the implementation of the Second Step online curriculum, and strengthening the use and expansion of Restorative Justice protocols within middle schools.</p>	<p><b>Parent Leadership Institute</b>            Design a resource and implementation plan to leverage the learnings from the two-school, 2020-2021 parent institute pilot program to establish centrally-coordinated, school-based morning, evening and weekend workshops and learning events for parents, guardians and families of LPS students at all <i>Renaissance</i> schools.</p>
<p><b>Digital Learning</b>            Align the resources and staffing of the Department of Information Technology with prevailing industry standards to improve service delivery to students, teachers and support staff and more optimally support the infusion of new hardware and software across the District through the LPS <i>Digital Learning Plan developed in SY20/21</i>.</p>	<p><b>Fair Student Funding</b>            Increase school-based fiscal autonomy through Phase 3 of FSF, including a full analysis of the 67% 'unlocked' and 33% 'locked' services within the school-based budgeting process and development of an implementation timeline for further increasing the pool of unlocked resources along with any related infrastructure and/or policy adjustments.</p>	<p><b>Capital Improvements</b>            Develop a multi-year capital improvement plan in alignment with the approved timeline of the federal <i>Elementary and Secondary Emergency Relief Fund</i> to improve the condition of selected facilities across the district, including a full cost analysis and year-by-year prioritization of eligible capital projects, completing all approved projects, if any, that are scheduled for SY2021-2022 on time and on budget.</p>	<p><b>Portrait of a Graduate</b>            Implement Phase 2 of the community-based PoG initiative to operationalize the work completed in 2020-2021, including development of a standard of practice and cross-disciplinary instructional vision for all secondary classrooms in LPS which aligns with the previously-adopted, community-vetted PoG framework of the knowledge, skills and competencies to be attained by all LPS students.</p>
<p><b>Secondary School Redesign</b>            Implement the next phase of SSR with a comprehensive analysis of the current LPS high school graduation requirements, expectations of MASSCore and the current literature on post secondary readiness; and develop a policy recommendation to improve the alignment of the LPS graduation requirements with the community-based <i>Portrait of a Graduate</i>.</p>	<p><b>Enterprise Resource Planning</b>            Develop a multi-year plan for converting manual processes within human resources and payroll to a cohesive automated platform based on currently available ERP options which are consistent with both LPS and City finance systems, including cost implications and an implementation timeline which is consistent with relevant SC policies and prevailing contractual provisions.</p>	<p><b>Student Registration and Placement</b>            Conduct a full, externally-supported and validated review of the current student registration and placement process and develop a plan for streamlining services for families to accelerate the timeline from school enrollment to student placement to daily attendance.</p>	<p><b>Lowell Student Advisory Council</b>            Expand the student advisory council which was established in 2020-2021, doubling membership to further increase student voice in district-level decision-making; and implement expanded leadership training for all student members as a component of the now-established monthly LSAC meetings.</p>