Strategic Plan Update

January 29, 2026

Creating a Culture of
Continuous Improvement

Overview

LOWELL
PUBLIC SCHOOLS

In this Quarter 2 update, you will find information about our progress on each of the Year 1 initiatives that are in the Design, Pilot, or Launch phase this school year, along with updated metrics and performance indicators according to the established schedule.

At present, all of our initiatives are meeting expected completion targets for action steps. This represents a significant amount of work in the inaugural year, laying a strong foundation for continued progress in these goal areas, while building capacity and readying schools and departments for new goals to launch in Year 2.

Status update of 25-26 initiatives

Initiatives	Lead	Status
LAUNCH Initiatives for 25-26		
1.1 Refine and implement a vision for a culture of continuous improvement that prioritizes collaboration, high expectations, and a growth mindset; where administrators, coaches, and peer teachers utilize observation, coaching and feedback to enhance teaching practices and collectively support students in meeting our Portrait of a Graduate.	Supt.	🟢
1.2 Equip leaders, coaches, and teachers with the skills and knowledge needed to successfully implement our new K-8 literacy curriculum through comprehensive training, coaching, and support.	A & I	🟢
1.3 Refine professional development systems and delivery for educators to support district-wide curricular and instructional expectations and build capacity of school-based staff.	S & L	🟢
1.4 Reconstruct the educational experience of multilingual learners (MLLs) by intentionally designing and implementing a system that ensures responsive programming tailored to their unique needs.	A & I	🟢
1.5 Design and implement unit and lesson planning guidance by subject area, along with an aligned set of expectations for use and development opportunities, to develop teachers' understanding of and effective preparation for curriculum lessons that challenge and engage students.	A & I	🟢
3.1 Design and implement a talent development pipeline that prioritizes recruiting and retaining a highly skilled workforce, with an emphasis on high-needs special education roles and high needs schools, while providing clear pathways for growth and leadership.	HR & O	🟢
4.1 Refine and implement standardized procedures and processes across schools, clarifying roles and responsibilities to improve efficiency, accountability, and transparency.	Fin	🟢
PILOT Initiatives for 25-26		
2.1 Design and launch intervention programs to reduce chronic absenteeism, using a family partnership approach and SEL principles to address root causes and improve student attendance.	SSS	🟢
DESIGN initiatives for 25-26		
2.2 Refine and implement consistent practices for welcoming families in every school, prioritizing transparent communication about student progress and readily accessible resources to foster a stronger sense of belonging and partnership.	SSS	🟢
4.2 Design and implement equitable and efficient systems for student assignment, school enrollment, and access to high-quality academic programs, with a focus on optimizing operational efficiency and access to transportation.	SSS	🟢
4.3 Support the City in its progress toward a comprehensive school facilities plan that prioritizes the physical needs of students and staff, utilizing cost-effective and sustainable methods to maximize resources and create optimal learning environments.	HR & O	🟢

🟢 On-track – making solid progress on deliverables   🟠 Moving along – but not at the original pace   🔴 Off track – not progressing at all   ⚪ Not yet started

Status detail of 25-26 initiatives

Initiatives	Lead	Status	Key Updates
LAUNCH Initiatives for 25-26			
1.1 Refine and implement a vision for a culture of continuous improvement that prioritizes collaboration, high expectations, and a growth mindset; where administrators, coaches, and peer teachers utilize observation, coaching and feedback to enhance teaching practices and collectively support students in meeting our Portrait of a Graduate.	Superintendent	🟢	Key Accomplishments: • CCI recognitions are one regular, popular action on this initiative. Each month staff are invited identify a colleague who exemplifies one of the 7 CCI characteristics and to nominate them for a special CCI recognition. Several are then chosen and broadcast to all staff in the district. • The superintendent visits each recognized staff member in their classroom (or other work space) and awards them a custom CCI certificate, a custom LPS/CCI shirt, and a personal note from Supt. • The text of the awardee's nomination is sent out to all staff as a way to both honor the person and to establish exemplars in support of the culture we seek to develop. • Each month there are numerous opportunities for the superintendent to promote our CCI. These include monthly All Administrator meetings and monthly math and literacy coaches meetings where the superintendent typically discusses, and seeks input on, a chosen aspect of our CCI. Timeline Update: • The timeline remains as it was originally envisioned with one small exception: the measure due by 1/30 is now anticipated on 2/2 (The survey the measure depends on will be given during the 2/2 All Administrator meeting. Data Collected: • Staff who indicate high expectations for student success using HALS category Academic Challenge: 2.32 as of 10/31/25 – target >4.0 Data not due until 1/30: • % of leaders who indicate that the focus on continuous improvement positively impacts their instructional leadership, as collected in a survey

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Status detail of 25-26 initiatives

Initiatives	Lead	Status	Key Updates
LAUNCH Initiatives for 25-26			
1.2 Equip leaders, coaches, and teachers with the skills and knowledge needed to successfully implement our new K-8 literacy curriculum through comprehensive training, coaching, and support.	Academics & Instruction	🟢	Key Accomplishments: • The district is equipping leaders, coaches, and teachers to successfully implement the new K–8 literacy curriculum through a comprehensive system of training, coaching, and ongoing instructional support grounded in classroom-based evidence. • In grades K–4, all teachers had access to ARC, the district's adopted Tier 1 curriculum, and 100% of observed classrooms across seven schools demonstrated strong fidelity to its use. • Foundational skills instruction was fully aligned to grade-level expectations and the ARC scope and sequence in every observed classroom, reflecting effective professional learning and clear instructional guidance. • PRISM II coaches further supported implementation by conducting classroom walkthroughs using DESE's Early Literacy Observation Tool, completing 26 observations across grades K–5. These observations focused on core literacy components—foundational skills, engagement with complex texts, and writing—providing leaders and teachers with actionable feedback to reinforce strengths and identify targeted areas for continued growth. • Similarly, in grades 5–8, all teachers had access to and were implementing EL Education materials with 100% fidelity across 26 observed classrooms in 10 schools. • Coaching and observation efforts emphasized evidence-based, culturally and linguistically sustaining practices, ensuring that all students were engaged in grade-appropriate instruction. • Notably, 100% of observed lessons provided students with access to complex, culturally relevant, and meaningful texts aligned to grade-level standards, demonstrating the effectiveness of professional development and instructional support structures. • Together, these results indicate that leaders, coaches, and teachers are being effectively prepared and supported through aligned training, consistent coaching, and data-informed observation practices that promote high-quality, equitable literacy instruction across K–8. Data Collected: • % of K-8 literacy teachers and school administrators who participate in all new curriculum trainings – 87.2% s of 10/31/25 – target >85% • % of K-8 literacy observations where HQIM is in use [DESE Classroom Observation Tool] – 48.2% s of 10/31/25 – target >85%

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Status detail of 25-26 initiatives

Initiatives	Lead	Status	Key Updates
LAUNCH Initiatives for 25-26			
1.3 Refine professional development systems and delivery for educators to support district-wide curricular and instructional expectations and build capacity of school-based staff.	Schools & Leadership	🟢	Key accomplishments: • Instructional rounds data from fall to the midyear include 298 classroom visits across the district through a mix of district, school-based, and peer visits using the DESE Agnostic Observational Tool's key standards. • Data Cycles have occurred across schools following the beginning of year (BOY) and middle-of-year (MOY) progress monitoring assessment windows. • A Leadership Academy session on instructional improvement through data best practices was included in the December Leadership Academy to support data proficiency and optimization across schools. • District-based early release PD sessions for ARC and EL implementation concluded in January and schools will spend the remaining early release days in February through June refining curriculum implementation and actioning their QIP goals. • Collegial visits with school leaders took place in November and are scheduled again for February. Intentional collaboration between Coordinators from Academics and Instruction and LHS administration has been embedded into the visits and instructional rounds. • Leadership Academy sessions have focused on the District Prioritization Plan's goals of deeper learning to include close reading strategies within the ELA curricula and across content areas and in-depth unit planning for all new ELA curriculum in the district PK-10. Additional sessions in March and May will continue this work. • A preliminary structural design of the LPS Professional Learning webpage is in process, with stakeholder input and interface design planned as next steps. Data Collected: • District average rating on "Support for Teacher Development & Growth" metric on HALS – 3.44 as of 10/31/25 – target 3.52. • The percentage of classroom observations where most students are participating in high-quality student-to-student academic discourse rose from 48.7% as of September 1, 2025 to 62.5% as of January 9, 2026, an increase of 13.8%. To reach the goal of 75%, we will need to see additional growth of 12.5% in future instructional rounds. A focus on language objectives as part of the DIPP and the implementation of HQIM aligned to grade level standards, with embedded discourse routines, are contributing factors to the large increase in this indicator.

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Initiatives	Lead	Status	Key Updates
LAUNCH Initiatives for 25-26			
1.4 Reconstruct the educational experience of multilingual learners (MLLs) by intentionally designing and implementing a system that ensures responsive programming tailored to their unique needs.	Academics & Instruction	🟢	Key Accomplishments: • The district is reconstructing the educational experience of multilingual learners (MLLs) by intentionally designing and implementing a responsive, systemwide approach to programming that centers their unique linguistic and academic needs. • The Multilingual Learner Education (MLE) Department has conducted classroom observations across grades K–12 using the TFM MLE Department observation tool to monitor and support the implementation of high-quality instructional materials (HQIM), specifically VISTA, in all ESL classrooms. • These observations provide critical insight into instructional practices, student engagement, and alignment to language development goals, enabling the district to ensure that MLLs have consistent access to rigorous, grade-appropriate content while receiving targeted language support. • By using observation data to inform coaching, professional learning, and instructional adjustments, the district is strengthening implementation fidelity and ensuring that ESL programming is responsive, equitable, and tailored to the diverse needs of multilingual learners across all grade levels. Data Collected: • % of Lowell High School MLL students in compliance with appropriate hours of service, given their language level – 95% as of 10/31/25 – target >85% Data to be Collected on 2/28/26: • % of Lowell High School MLL students showing growth on English Language Development test (ACCESS)

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Status detail of 25-26 initiatives

Initiatives	Lead	Status	Key Updates
LAUNCH Initiatives for 25-26			
1.5 Design and implement unit and lesson planning guidance by subject area, along with an aligned set of expectations for use and development opportunities, to develop teachers' understanding of and effective preparation for curriculum lessons that challenge and engage students.	Academics & Instruction	🟢	Key Accomplishments: • We have designed and implemented unit- and lesson-planning guidance across ELA in grades K–8 to strengthen teachers' understanding of curriculum expectations and support effective preparation for instruction that challenges and engages students. • ELA coordinators work closely with specialists and classroom teachers to support lesson analysis and planning using DESE's Lesson Internalization Tool. This structured guidance helps educators unpack lesson goals, anticipate student thinking, and plan for effective enactment of high-quality instructional materials aligned to grade-level standards. • In addition, we have established aligned expectations for curriculum use and provided ongoing development opportunities to build instructional capacity. • Survey data collected through PRISM II and III indicates that 67% of leaders agree they have the support needed to implement high-quality instructional materials on their campuses, reflecting a strong foundation for instructional leadership and coherent planning practices.

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Status detail of 25-26 initiatives

Initiatives	Lead	Status	Key Updates
LAUNCH Initiatives for 25-26			
3.1 Design and implement a talent development pipeline that prioritizes recruiting and retaining a highly skilled workforce, with an emphasis on high-needs special education roles and high needs schools, while providing clear pathways for growth and leadership.	HR & Operations	🟢	HR, SPED, and the Lowell Teacher Academy have worked to improve hiring of Special Education teachers. • A paraprofessional to teacher program has been resourced and a 3 credit Masters class is launching in March which will include SPED teachers outside of Lowell Public Schools to the Dr. Janice Adie Day School, employment opportunities, and paths to career progression which will occur when the Dr. Janice Adie Day school fully occupies the space at the former Jeanne D'Arc school. Data Collected: • # of staff participating in paraprofessional to teacher pipeline programs – 5 as of 11/30/25 – target 50 Data to be collected in August 2026: • % of open Special Education positions filled with licensed staff members by August 2026

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Initiatives	Lead	Status	Key Updates
LAUNCH Initiatives for 25-26			
4.1 Refine and implement standardized procedures and processes across schools, clarifying roles and responsibilities to improve efficiency, accountability, and transparency.	Finance	🟢	During this quarter, consistent with Strategic Plan Steps 4.1.1–4.1.7, the Finance Office completed several concrete action items that produced tangible artifacts to improve efficiency, accountability, and transparency across the district. Key accomplishments: • Drafting and implementing multiple Standard Operating Procedures (SOPs)/or standard best practices covering acceptance of financial and material donations, food purchases, position and budget verification for new hires, resolution of outstanding prior-year expenditures, and disposal of surplus materials. • Developing and implementing a comprehensive Budget Development Calendar, including formal budget guardrails and enrollment- and program-based budget weights and transitions, as well as standardized parking guidelines. • Implementing Structured Early Release Administrative Assistant Check-Ins, supported by tools such as monthly PO reviews and YTD budget monitoring, strengthening internal controls and shared understanding at the school level. • All procedures and best practices were actively socialized through the Finance Office website, the LPS Leader, and in-person meetings, resulting in clear, accessible guidance and laying a strong operational foundation for subsequent phases of the initiative. • These items were presented to/reviewed by School Committee in their Jan 21, 2026 meeting. Data to be collected in March 2026: • % of district and school leaders who agree / strongly agree with the statement: "Decision making rights are clear across the district." • % of school leaders who agree / strongly agree with the statement: "Standardized procedures across schools help me do my job effectively."

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PILOT Initiatives for 25-26			
2.1 Design and launch intervention programs to reduce chronic absenteeism, using a family partnership approach and SEL principles to address root causes and improve student attendance.	Student Support	🟢	Key accomplishments: • Significant progress has been made in advancing this initiative. • The team has conducted a comprehensive review of historical and current absenteeism data, examined existing district attendance policies and procedures, and analyzed MTSS data related to social-emotional learning (SEL) interventions. • District and building based administrators were surveyed to identify current intervention practices implemented across schools. • Analysis of these data indicates a relationship between the use of SEL and relationship based strategies and lower rates of chronic absenteeism. • The team is now focused on identifying high-impact interventions and core SEL principles to inform a district pilot planned for Fall 2026.
DESIGN initiatives for 25-26			
2.2 Refine and implement consistent practices for welcoming families in every school, prioritizing transparent communication about student progress and readily accessible resources to foster a stronger sense of belonging and partnership.	Student Support	🟢	Key accomplishments: • This year serves as a design and planning phase for the initiative, with pilot implementation scheduled for Fall 2026. • The team has conducted an audit of current district welcoming practices at both the central office and school levels. • In addition, site visits were conducted with Lynn Public Schools to review their newly established Family Welcome Center and gain insight into effective practices implemented in other districts, with a forthcoming visit to Worcester Public Schools. These visits are intended to examine how districts coordinate the sharing of school based information with families and integrate key services, such as language assessment, McKinney-Vento supports, transportation, and social work, within the enrollment process to create a more streamlined and family-centered experience. • The team continues to review current district practices and identify barriers families may encounter throughout the process.

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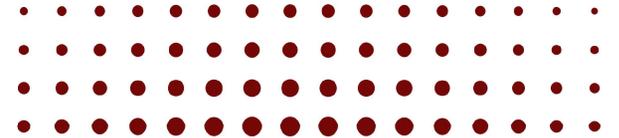
Status detail of 25-26 initiatives

Initiatives	Lead	Status	Key Updates
DESIGN initiatives for 25-26			
4.2 Design and implement equitable and efficient systems for student assignment, school enrollment, and access to high-quality academic programs, with a focus on optimizing operational efficiency and access to transportation.	Student Support	🟢	Key accomplishments: • Over the past several months, the team has reviewed and analyzed districtwide kindergarten enrollment data. • Building administrators were surveyed to gather feedback on current enrollment policies, including lottery and assignment practices, and to inform potential policy revisions. • Based on this analysis, the team has proposed modifications to the existing three lottery system, recommending a transition to a single lottery held later in the enrollment cycle. • The revised school enrollment assignment policy is scheduled for final review by the committee on January 28, 2026. Data to be collected in March 2026: • A cross functional team will convene to debrief findings from the enrollment study by January, 2026. (# of reports:)
4.3 Support the City in its progress toward a comprehensive school facilities plan that prioritizes the physical needs of students and staff, utilizing cost-effective and sustainable methods to maximize resources and create optimal learning environments.	HR & Operations	🟢	Key accomplishments: • Meetings have occurred between the City Facilities Subcommittee and the LPS Subcommittee on Facilities. • A Request for Proposals was published for a facilities' study. • LPS is tracking expenditures which it feels should be paid for by the DPW but are paid by Facilities due to immediate needs. Data to be collected in March 2026: • # of facilities planning updates to the School Committee during the school year

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Appendix

Our Portrait of a Graduate guided our work as the "north star" for all of Lowell's students

Strategic Priorities

We have defined four strategic LPS priorities, to which we will align our key initiatives over the next five years

#	Priorities
1	**Rigor and Relevance in Every Classroom:** Ensure every Lowell student is academically challenged through culturally and linguistically affirming instruction that accelerates their achievement and prepares them for postsecondary success.
2	**Safe and Welcoming Schools:** Foster equitable, inclusive learning environments district-wide, where families are actively engaged in service of student belonging and social-emotional well being.
3	**Highly-Skilled and Innovative Talent:** Recruit, develop, and retain a diverse, collaborative, and expert staff that is deeply committed to providing a world-class education for every student.
4	**Supportive and Efficient Systems:** Streamline district systems and processes to strategically respond to data, identify and address inequities, and prioritize student outcomes.

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Year 1 Overview

In year 1, we begin with the implementation of new High Quality Instructional Materials for ELA in Kindergarten through Grade 10 and supporting educators through a comprehensive system for professional development, emphasizing lesson planning and internalization in collaborative structures to deliver high-quality, effective instruction.

Our year 1 priorities also include designing and piloting new strategies to reduce chronic absenteeism, redesigning our family welcoming and communications approach, designing and launching a talent recruitment initiative, examining and refining our operations procedures, designing a more equitable school enrollment system, and partnering with city officials to engage in long-term facilities planning. This is an ambitious endeavor but one that is crucial to advancing outcomes for all students and setting our district on a pathway for sustained high achievement.

These are the initiatives that LPS is designing, piloting, or launching in SY25-26

#	Description	Lead	Y1 (25-26)
1.1	Refine and implement a vision for a culture of continuous improvement that prioritizes collaboration, high expectations, and a growth mindset; where administrators, coaches, and peer teachers utilize observation, coaching and feedback to enhance teaching practices and collectively support students in meeting our Portrait of a Graduate.	Liam	Launch growth mindset and high expectations; Design obs/feedback
1.2	Equip leaders, coaches, and teachers with the skills and knowledge needed to successfully implement our new K-8 literacy curriculum through comprehensive training, coaching, and support.	Oneida	Launch curriculum use and accompanying professional learning
1.3	Refine professional development systems and delivery for educators to support district-wide curricular and instructional expectations and build capacity of school-based staff.	Wendy	Launch
1.4	Reconstruct the educational experience of multilingual learners (MLLs) by intentionally designing and implementing a system that ensures responsive programming tailored to their unique needs.	Oneida	Launch high school programming
1.5	Design and implement unit and lesson planning guidance by subject area, along with an aligned set of expectations for use and development opportunities, to develop teachers' understanding of and effective preparation for curriculum lessons that challenge and engage students.	Oneida	Launch
2.1	Design and launch intervention programs to reduce chronic absenteeism, using a family partnership approach and SEL principles to address root causes and improve student attendance.	Alice	Continue Design + Pilot
2.2	Refine and implement consistent practices for welcoming families in every school, prioritizing transparent communication about student progress and readily accessible resources to foster a stronger sense of belonging and partnership.	Alice	Design
3.1	Design and implement a talent development pipeline that prioritizes recruiting and retaining a highly skilled workforce, with an emphasis on high-needs special education roles and high needs schools, while providing clear pathways for growth and leadership.	Jim	Design + Launch Pt 1 (high needs SPED roles for Spring 2026 hiring cycle)
4.1	Refine and implement standardized procedures and processes across schools, clarifying roles and responsibilities to improve efficiency, accountability, and transparency.	Derek	Launch
4.2	Design and implement equitable and efficient systems for student assignment, school enrollment, and access to high-quality academic programs, with a focus on optimizing operational efficiency and access to transportation.	Alice	Design
4.3	Support the City in its progress toward a comprehensive school facilities plan that prioritizes the physical needs of students and staff, utilizing cost-effective and sustainable methods to maximize resources and create optimal learning environments.	Jim	Design

Measuring Success

We also developed measures to assess our plan and ultimately how we are living up to our Portrait of a Graduate

Domain	Definition	#	Drafted measures
Mind	Excel in a complex and ever-changing world.	1	% of students graduating on-time from high school
		2	% of graduates who complete the MassCore curriculum
Skill	Develop and apply real-world skills.	3	% of 2nd grade students meeting or exceeding DIBELS literacy benchmarks
		4	% of 3rd-8th and 10th graders proficient on MCAS ELA and Math
		5	Reduction in students "not meeting expectations" on Grades 3-8 and Grade 10 MCAS ELA and Math
		6	# of selected subgroups meeting or exceeding DESE accountability targets (pages 8-9) on ELA and Math MCAS (Score of 3 or 4 for the subgroup) *Subgroups: low income students, EL and former EL students, and students with disabilities*
Heart	Demonstrate self-knowledge and value diversity.	7	Rating on "Appreciation for Diversity," as reported in HALS
Network	Communicate, collaborate, and follow through.	8	% of classroom observations where most students are participating in high-quality student-to-student academic discourse *(indicator 3c from the DESE walkthrough tool, must ensure schools are conducting a minimum number of observations per year to measure this)*
Spirit	Persist in school and life.	9	% of students attending 90% or more of school days (K-8, High School separately)
Leadership	Engage, empower, and achieve positive change.	10	% of 9th grade students who report participating in school- or community-based extracurricular activities while enrolled in Lowell Public Schools

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We have set ambitious, yet feasible, 5-year targets for each measure (1/3)

PoG Domain	Mission measure	Baseline	Prior Year Value	5 yr Target	Annual Change Needed	Target Rationale
Mind	% of students graduating on-time from high school	74% (22-23)	78% (21-22)	90%	TBD – pending 2024 data	– Moves Lowell from the 3rd percentile to the 30th among MA districts – Exceeds 22-23 statewide rates (89%)
	% of graduates who complete the MassCore curriculum	22% (23-24)	22% (22-23)	50%	5.5%	– More than doubles current rates, while still falling below 23-24 statewide levels (84%) – Requires >5% gain per year to hit target
Skill (1 of 2)	% of 2nd grade students meeting or exceeding DIBELS literacy benchmarks	51% (23-24)	53% (22-23)	70%	3.9%	– Requires almost 4% growth per year, which would lead to substantial gains on student outcomes
	% of 3rd-8th graders proficient on MCAS ELA	23% (23-24)	26% (22-23)	44%	4.2%	– Moves Lowell from the 9th percentile to the 57th among MA districts – Exceeds 23-24 statewide rates (39%), and exceeds DESE annual growth benchmarks for Lowell
	% of 3rd-8th graders proficient on MCAS Math	29% (23-24)	26% (22-23)	50%	4.2%	– Moves Lowell from the 17th percentile to the 62nd among MA districts – Exceeds 23-24 statewide rates (41%), and exceeds DESE annual growth benchmarks for Lowell
	% of 3rd-8th graders proficient on MCAS ELA	23% (23-24)	26% (22-23)	60%	4.0%	– Moves Lowell from the 10th percentile to the 49th among MA districts – Exceeds 23-24 statewide rates (57%)
	% of 3rd-8th graders proficient on MCAS Math	29% (23-24)	26% (22-23)	50%	3.6%	– Moves Lowell from the 15th percentile to the 48th among MA districts – Exceeds 23-24 statewide rates (48%)

We have set ambitious, yet feasible, 5-year targets for each measure (2/3)

PoG Domain	Mission measure	Baseline	Prior Year Value	5 yr Target	Annual Change Needed	Target Rationale
Skill (2 of 2)	Reduction in students "not meeting expectations" on Grades 3–8 MCAS ELA	35% (23–24)	33% (22–23)	Cut % of students not meeting expectations in half over the life of the plan	–3.5%	– Cutting these values in half would mean significant improvement over time, and signify that greater emphasis is being placed on subjects where the most students are not meeting expectations (3–8 ELA) – Furthermore, setting this target as "cutting in half" publicly is simpler and more asset-based, rather than communicating specific target gaps for each subject. – We recommend only sharing the "descriptive target" publicly.
	Reduction in students "not meeting expectations" on Grades 3–8 MCAS Math	24% (23–24)	27% (22–23)		-2.4%	
	Reduction in students "not meeting expectations" on Grade 10 MCAS ELA	24% (23–24)	24% (22–23)		–2.4%	
	Reduction in students "not meeting expectations" on Grade 10 MCAS Math	25% (23–24)	18% (22–23)		-2.5%	
	# of selected subgroups[1] meeting or exceeding DESE accountability targets for ELA	1/6 (23–24)	TBD	6/6	N/A	– We want all selected student groups across grade levels to meet or exceed DESE accountability targets by the end of the plan
	# of selected subgroups[1] meeting or exceeding DESE accountability targets for Math	3/6 (23–24)	TBD	6/6	N/A	

1. Subgroups: low income students, EL and former EL students, and students with disabilities in non-high school (n=3) and high school (n=3)

We have set ambitious, yet feasible, 5-year targets for each measure (3/3)

PoG Domain	Mission measure	Baseline	Prior Year Value	5 yr Target	Annual Change Needed	Target Rationale
Heart	Rating on "Appreciation for Diverse Perspectives" as reported in HALS (system-wide)	Growth rating (Fall '24)	N/A	**Ideal rating**	N/A	– Note: HALS system has 5 ratings for each measure – Warning, Watch, Growth, Approval, and Ideal (from lowest to highest). – Moving from Growth to Approval will signify significant improvement across the district over the life of the plan
Network	% of classroom observations where most students are participating in high-quality student-to-student academic discourse	47.1% (Mar '25)	N/A	**75%**	6.90%	– Targeting 3/4 of observations where most students are participating in high-quality academic discourse would lead to significant growth essential to ensure student success across content areas –Allows for situations where discourse is not expected (eg. test taking)
Spirit	% of students attending 90% or more of school days – K-8 grades	82.5% (23-24)	77% (22-23)	**90%**	1.50%	– Exceeds DESE growth target for Lowell (1%), and this rate would exceed local peers – Exceeds statewide non-high school rates (84% in 23-24)
	% of students attending 90% or more of school days – High School	64.8% (23-24)	62.2% (22-23)	**75%**	2.00%	– Exceeds DESE growth target for Lowell (1%), and this rate would exceed local peers – Aligned to statewide high school rates (75% in 23-24)
Leadership	% of 9th grade students who report participating in school- or community-based extracurricular activities.	N/A	N/A	**50%**	N/A	– Current unofficial estimates suspect that ~30% of 9th graders would meet this measure today, so pushing to 50% would lead to significant growth over the course of the plan. – Consider adjusting target when district assessment results are available in (mid-April)

#1: Rigor and Relevance in Every Classroom (1 of 2)

Note: This priority has the highest number of Year 1 initiatives.

SP #1	Rigor and Relevance in Every Classroom: Ensure every Lowell student is academically challenged through culturally and linguistically affirming instruction that accelerates their achievement and prepares them for postsecondary success.	Lead	Y0 Spring 2025	Y1 25-26	Y2 26-27	Y3 27-28	Y4 28-29	Y5 29-30
1.1	Refine and implement a vision for a culture of continuous improvement that prioritizes collaboration, high expectations, and a growth mindset; where administrators, coaches, and peer teachers utilize observation, coaching and feedback to enhance teaching practices and collectively support students in meeting our Portrait of a Graduate.	Superintendent	Design growth mindset and expectations focus	Launch growth mindset and high expectations Design obs/feedback	Launch obs/feedback focus	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine
1.2	Equip leaders, coaches, and teachers with the skills and knowledge needed to successfully implement our new K-8 literacy curriculum through comprehensive training, coaching, and support.	Asst. Superintendent Academics & Instruction	Design (finalize adoption process)	Launch curriculum use and accompanying professional learning	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine
1.3	Refine professional development systems and delivery for educators to support district-wide curricular and instructional expectations and build capacity of school-based staff.	Asst. Superintendent Schools & Leadership	Design	Launch	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine
1.4	Reconstruct the educational experience of multilingual learners (MLLs) by intentionally designing and implementing a system that ensures responsive programming tailored to their unique needs.	Asst. Superintendent Academics & Instruction	Design	Launch high school programming	Launch additional programming	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine

#1: Rigor and Relevance in Every Classroom (2 of 2)

Additional Year 1 Initiatives in Priority 1

SP #1	Rigor and Relevance in Every Classroom: Ensure every Lowell student is academically challenged through culturally and linguistically affirming instruction that accelerates their achievement and prepares them for postsecondary success.	Lead	Y0 Spring 2025	Y1 25-26	Y2 26-27	Y3 27-28	Y4 28-29	Y5 29-30
1.5	Design and implement unit and lesson planning guidance by subject area, along with an aligned set of expectations for use and development opportunities, to develop teachers' understanding of and effective preparation for curriculum lessons that challenge and engage students.	Asst. Superintendent Academics & Instruction	Design	Launch	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine
1.6	Design and implement data-driven instruction and student work analysis systems to effectively analyze student learning and differentiate instruction.	Asst. Superintendent Schools & Leadership			Design	Launch	Monitor/ Refine	Monitor/ Refine
1.7	Reimagine and rebuild the educational experience for students with IEPs through implementing a programmatic overhaul that integrates research-based principles and practices to best meet the needs of students requiring specialized instruction.	Asst. Superintendent Student Support Services		Begin data collection	Design	Launch	Monitor/ Refine	Monitor/ Refine

#2: Safe and Welcoming Schools

SP #2	Safe and Welcoming Schools: Foster equitable, inclusive learning environments district-wide, where families are actively engaged in service of student belonging and social-emotional well being.	Lead	Y0 Spring 2025	Y1 25-26	Y2 26-27	Y3 27-28	Y4 28-29	Y5 29-30
2.1	Design and launch intervention programs to reduce chronic absenteeism, using a family partnership approach and SEL principles to address root causes and improve student attendance.	Asst. Superintendent Student Support Services	Design	Continue Design + Pilot	Launch/Grow	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine
2.2	Refine and implement consistent practices for welcoming families in every school, prioritizing transparent communication about student progress and readily accessible resources to foster a stronger sense of belonging and partnership.	Asst. Superintendent Student Support Services		Design	Launch	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine
2.3	Enhance school-level capacity to create and implement comprehensive, school-wide systems and routines that cultivate a positive, supportive, and safe learning environment.	Asst. Superintendent Student Support Services			Design	Launch with leaders and support staff	Continue launch with classroom practices	Monitor/ Refine
2.4	Strengthen and grow Pre-K programs across the district to ensure every child has access to high-quality early learning experiences that foster a strong foundation for academic success and lifelong learning.	Asst. Superintendent Academics & Instruction		*Continue current work*	Design	Pilot	Launch/ Grow	Monitor/ Refine
2.5	Expand access to enriching in school and out-of-school time activities for students that cultivate their interests and strengthen their connection to the community.	Asst. Superintendent Schools & Leadership				Design	Launch (out of school time) Design in school activities	Launch (in school activities)

#3: Highly Skilled and Innovative Talent

SP #3	Highly-Skilled and Innovative Talent: Recruit, develop, and retain a diverse, collaborative, and expert staff that is deeply committed to providing a world-class education for every student.	Lead	Y0 Spring 2025	Y1 25-26	Y2 26-27	Y3 27-28	Y4 28-29	Y5 29-30
3.1	Design and implement a talent development pipeline that prioritizes recruiting and retaining a highly skilled workforce, with an emphasis on high-needs schools, while providing clear pathways for growth and leadership.	Asst. Superintendent Operations & HR		Design + Launch Pt 1 (Staff Group for Spring 2026 hiring cycle)	Launch Part 2 (Other Staff Groups for Spring 2027 hiring cycle)	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine
3.2	Design and launch improved onboarding and mentorship programs for newly hired staff to increase staff effectiveness and retention.	Asst. Superintendent Operations & HR			Design	Launch pt 1 (specific staff types)	Launch pt 2 (additional staff types)	Monitor/ Refine
3.3	Establish in-house structures to provide staff with training for dual certification as well as other targeted professional development to strengthen MLL and special education service delivery.	Asst. Superintendent Schools & Leadership					Design	Launch

#4: Supportive and Efficient Systems

SP #4	Supportive and Efficient Systems: Streamline district systems and processes to strategically respond to data, identify and address inequities, and prioritize student outcomes.	Lead	Y0 Spring 2025	Y1 25-26	Y2 26-27	Y3 27-28	Y4 28-29	Y5 29-30
4.1	Refine and implement standardized procedures and processes across schools, clarifying roles and responsibilities to improve efficiency, accountability, and transparency.	Asst. Superintendent Finance	Design	Launch	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine
4.2	Design and implement equitable and efficient systems for student assignment, school enrollment, and access to high-quality academic programs, with a focus on optimizing operational efficiency and access to transportation.	Asst. Superintendent Student Support Services	Select contractor to conduct enrollment study	Design	Launch - New registration system for 27-28 school year	Launch - New assignment options for 28-29 school year	Monitor/ Refine	Monitor/ Refine
4.3	Support the City in its progress toward a comprehensive school facilities plan that prioritizes the physical needs of students and staff, utilizing cost-effective and sustainable methods to maximize resources and create optimal learning environments.	Asst. Superintendent Operations & HR		Design	Launch	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine