



**LOWELL SCHOOL COMMITTEE**  
**Henry J. Mroz Administration Office**  
**155 Merrimack Street**  
**Lowell, Massachusetts 01852**

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**Mayor and Chairperson**

**Dominik Lay**  
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**Curriculum & Instruction**  
**Subcommittee Meeting**  
**Tuesday, March 25, 2025**  
**TV Studio - 5<sup>th</sup> Floor**  
**6:00 p.m.**

Subcommittee Members Present:

Chairperson Martin, Mr. Bahou and Ms. Doherty

School Department Personnel Present:

Dr. Fox Roye, Assistant Superintendent

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Chairperson Martin called the meeting to order at 6:06 p.m. The following agenda item was discussed:

- 1. Request the establishment of a monthly Curriculum & Instruction Subcommittee to provide consistent updates on classroom implementation of curriculum initiatives and teaching practices across the district.**

Dr. Fox Roye presented an overview of the curriculum adoption process for English Language Arts (ELA) and Literacy to the subcommittee. She explained that Lowell Public Schools is currently engaged in an extensive review and adoption process for a new K-8 ELA and Literacy curriculum. This initiative began after a Curriculum Audit Review by Attuned Education Partners, which identified both strengths and areas for improvement in the district's literacy instruction. At present, the district is evaluating three potential curricula—American Reading Company, EL Education, and Core Knowledge/Amplify—with substantial input from educators. This feedback is being gathered through surveys from educators, a curriculum fair, and opportunities for detailed material reviews. The ultimate goal is to select a research-based, comprehensive, and culturally responsive curriculum that will provide equitable literacy opportunities and enhance student achievement across the district. Dr. Fox Roye also mentioned that during classroom observations, six key indicators across two categories were assessed to evaluate components of instructional rigor and classroom culture for learning. The six key indicators are as follows:

- Indicator 1: Are students receiving grade-level instruction? Are texts and tasks aligned to grade-level standards?
- Indicator 2: Does the teacher’s facilitation maintain rigor to promote grade-level learning opportunities?
- Indicator 3: Are students producing academic language related to the content? 1 Lowell Public Schools January 2025 Culture
- Indicator 4: Are students meaningfully engaged in learning in a classroom environment conducive to learning?
- Indicator 5: Are there strong relationships and a sense of belonging in the classroom?
- Indicator 6: Is there evidence of SEL practices in the classroom?

The district has established the below specific criteria to guide the selection of the new ELA and Literacy curriculum based on the findings of the curriculum audit:

- Alignment with Research-Based Practices
- Cohesiveness and Comprehensiveness
- Grade-Level Rigor
- Integrated Content and Language Development
- Support for a Diverse Range of Learners
- Opportunities for Knowledge Building
- Text-Based Writing and Speaking Opportunities
- Instructional Coherence
- Usability and Instructional Support
- Cultural Responsiveness
- Balance of Text Types, Quality, and Complexity
- Foundational Skills Instruction

These criteria are designed to ensure that the selected curriculum meets the diverse needs of both students and educators while fostering a more equitable and effective learning environment. The ELA and Literacy Curriculum Selection Survey for educators closed on Friday, February 28, 2025. Out of 125 responses, 65% came from K-4 teachers, 38% from 5-8 teachers, and three curricula were identified as top choices. Dr. Fox Roye mentioned that educators are currently evaluating three potential curricula, with the district planning to recommend its top two choices, along with the rationale, in early April 2025. The Superintendent will make the final decision later that month. The in-depth review process includes an overview of the CKLA, EL, and ARC curriculum resources under consideration for the 2025 ELA curriculum review. To support remote evaluation, the district has provided brief descriptions of the resources, access to demo accounts, and sample lessons for grades K, 3, and 6, which represent broader grade spans. The document also outlines suggested schedules and evaluation criteria, focusing on academics such as texts, lessons, foundational skills, and assessments, as well as the organization of materials for both educators and students. Additionally, it contains login information and direct links for exploring the curriculum materials for each program across various grade levels. Dr. Fox Roye again stated that virtual access to the curriculum review is available. Looking ahead, the next steps will center on professional development, aimed at supporting all learners, including multilingual students and those with disabilities. Dr. Fox Roye stated that a comprehensive plan will be developed from April to May 2025 and initial professional development sessions are scheduled for June, August, and September 2025. This will be followed by extensive professional learning for all teachers throughout the summer and

fall of 2025. Full implementation is planned for Fall 2025. As the new curriculum is rolled out, ongoing support for multilingual learners and students with disabilities will be a key focus to ensure successful implementation and academic growth for all students.

Ms. Martin inquired about the grade levels involved.

Dr. Fox Roye responded that the curriculum review includes K-8, with a strong alignment to knowledge building as a core principle.

Mr. Bahou asked how many people attended the curriculum fair.

Dr. Fox Roye responded that between 60 and 70 attendees were present, including 4 or 5 principals, teachers, and instructional support staff (such as coaches).

Ms. Martin then asked if other districts using these vendors could be contacted for feedback.

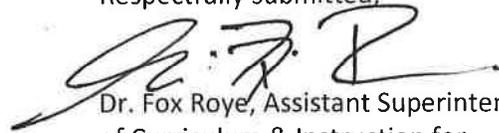
Dr. Fox Roye assured subcommittee members that due diligence would be conducted, and colleagues are reaching out to gather input.

Ms. Martin emphasized the importance of timing in the decision-making process, noting that it needs to align with the budget process and adoption, as well as the determination of necessary funding.

Dr. Fox Roye concluded by highlighting that teachers are pleased to be involved in the process and that the administration highly values their input.

**Ms. Doherty made a motion to adjourn at 6:34 p.m.; seconded by Mr. Bahou. The motion passed with 3 yeas.**

Respectfully submitted,



Dr. Fox Roye, Assistant Superintendent  
of Curriculum & Instruction for  
Superintendent Skinner, Secretary to  
Lowell School Committee

OFR/mes