

GREATER LOWELL TECHNICAL HIGH SCHOOL



2024-2025

SCHOOL IMPROVEMENT PLAN

APPROVED BY THE
GREATER LOWELL TECHNICAL
SCHOOL COMMITTEE
June 20, 2024

GREATER LOWELL TECHNICAL HIGH SCHOOL

SCHOOL COUNCIL		SCHOOL IMPROVEMENT PLANNING (SIP) TEAM
<p style="text-align: center;"><u>Staff Members</u></p> <p style="text-align: center;">Michael Barton-Chairperson</p> <p style="text-align: center;">Cheryl Duarte Maggie Espinola Kim Febres Elizabeth Stewart-Miranda</p> <p style="text-align: center;"><u>Parent Members</u></p> <p style="text-align: center;">Neil Boissonneault Renee Boucher Kristine Morrison Scott Santos</p> <p style="text-align: center;"><u>Student Members</u></p> <p style="text-align: center;">Ashley Agyeman Giovanna Masson</p> <p style="text-align: center;"><u>Community Member</u></p> <p style="text-align: center;">Jonathan DaSilva Kear Ou</p>	<p style="text-align: center;"><u>Team Members</u></p> <p style="text-align: center;">Annemarie Cail Emely Ciocca Michael Donahue Cheryl Duarte Matthias Griecci Kaitlin Monahan Carissa Mrouse Rebecca Odierna Susan O’Hare Christia Ouellette Joseph Powers Sarah Samaros Elizabeth Stewart-Miranda Allison Viera Michael Weitz Instructional Leadership Team</p>	

Greater Lowell Technical High School does not discriminate on the basis of race, color, religion, sex, gender identity, limited English proficiency, national origin, sexual orientation, disability, age, homelessness, criminal records, military status, pregnancy, or a condition related to said pregnancy, or genetics. In addition, Greater Lowell is committed to providing an environment free from sexual harassment and prohibits retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation. Employees or applicants for employment may contact Tracy Encarnacao, Director of Guidance & Counseling Services, Title IX / Section 504 Coordinator at 978.441.4955, tencarnacao@gltech.org or contact Jeff Carlson, Director of Human Resources at 978-441-4471, jcarlson@gltech.org for information.

MISSION STATEMENT

Greater Lowell Technical High School commits to ensure students' readiness for career, college, and citizenship in the 21st century. We challenge and support students as they realize their individual potential for personal and professional success.

VISION

Greater Lowell Technical High School is committed to academic and vocational excellence in learning for all students. We are committed to building the social-emotional, skills, critical thinking and innovative problem-solving skills, communication and collaboration skills and employability skills necessary for our students to participate positively in a complex, ever-changing culturally diverse world.

PHILOSOPHY

Greater Lowell Technical High School believes in the philosophy and goals of the Massachusetts Common Core of Learning, the Massachusetts Curriculum Frameworks, and the Massachusetts Vocational Technical Education Frameworks to ensure that students attain the **academic and technical** skills required to secure employment, to continue post-secondary studies, or to pursue a combination of both.

Greater Lowell Technical High School provides students with distinct **technical and academic** experiences in a supportive and safe environment to realize a focus for their future.

Greater Lowell Technical High School actively strengthens community and business partnerships with service programs, career and employment opportunities, mentoring programs, advisory boards, grant partnerships, field placements, and volunteerism.

Greater Lowell Technical High School's faculty commits to the highest quality of instruction in both **technical and academic** areas and the design of extra and co-curricular activities that positively influence students' intellectual, physical, social, and emotional development, to develop leadership, teamwork, and problem solving.

Greater Lowell Technical High School promotes and enhances the learning process by providing academic, technical, and personal/social counseling to facilitate positive student development.

Greater Lowell Technical High School believes that all students regardless of race, color, national origin, sex, disability, religion, or sexual orientation have the opportunity to succeed through **technical and academic** programs and extracurricular activities.

GOALS

Commit to a learning environment that increases student achievement and develops confident learners.

Develop staff and students to think critically and to communicate effectively through educational experiences that exercise teamwork, problem solving, and individual responsibility and pride in teaching and learning.

Incorporate proven instructional resources and technology into our technical and academic curriculum to prepare students to adapt to technological change and to broaden their awareness of career opportunities.

Encourage and facilitate increased parent/guardian involvement in the educational process, including extracurricular activities.

Staff and students will model standards of behavior that cultivate community, respect, and professionalism

CORE VALUES

A core value is a central belief deeply understood and shared by every member of an organization. Greater Lowell Technical High School has established a set of core values to guide the actions of all students and staff, and that are reflected daily in their performance building quality lives, and a positive school culture conducive to learning for all.

All members of the Greater Lowell Technical High School Learning Community will strive to:

R.E.A.C.H.

RESPECT - We treat ourselves, others and our surroundings with dignity through words and actions.

EFFORT - We work to the best of our abilities to make continuous progress without giving up or giving in.

ACCOUNTABILITY - We own our words and actions and have the courage to accept responsibility for our decisions.

COMMITMENT - We show dedication to our success, our school and our community.

HONESTY - We act with integrity and value the importance of truthfulness.

Schoolwide Learning Expectations

Academic and Career

- Staff and students will commit to a learning environment that increases student achievement and develops confident lifelong learners.
- Students will think critically and communicate effectively through educational experiences that exercise teamwork, problem-solving, individual responsibility, and pride in learning.
- Students will demonstrate adaptability and proficiency in academic and technical learning environments.
- Students will model our core values of Effort and Commitment in both academic and technical areas.
- Students will develop employability skills (leadership, reliability, professionalism, time management, etc.).

Social

- Students will develop technical skills that allow them to adapt to technological change, making them more marketable to career opportunities.
- Students will model our core value of Respect, allowing them to develop appropriate relationships with staff and peers.
- Students will learn to work collaboratively with others in both academic and technical areas, and by participating in our Cooperative Education Program.
- Students will cultivate a school culture where respect for diversity and one's social and emotional well-being are honored and embraced.

Civic

- Students will model standards of behavior that cultivate community, respect, and professionalism.
- Students will model our core values of Honesty and Accountability, allowing them to be productive members of our school community and society.
- Students will demonstrate an awareness of their community and civic responsibilities by participating in service learning opportunities and SkillsUSA.

THEORY OF ACTION

If we...

- Provide all students with rigorous and culturally relevant academic and technical curriculum and the skills to be:
 - critical thinkers and innovative problem-solvers;
 - hard working and resilient;
 - effective communicators and collaborators;
 - civically engaged and culturally competent; and
 - respectful and responsible

Then we will...

- Prepare all students for post-secondary success in a global society

STRATEGIC PRIORITIES

Our Strategic priorities are the key factors for improvement that will achieve our vision.

1. Improving Student Academic and Technical Achievement
2. Improving Communication, Collaboration, and Community Engagement
3. Implementing Strategies and Practices that Ensure a Safe and Supportive School Climate and Culture for all Community Members

**GREATER LOWELL TECHNICAL HIGH SCHOOL
2024-2025 SCHOOL IMPROVEMENT PLAN**

Strategic Priority #1: Improving Student Academic and Technical Achievement

Standard 1: Curriculum, Planning, and Assessment: The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

Goal 1: To provide engaging, rigorous, equitable, hands-on and real-world learning opportunities for all students

Strategic Objectives	Initiatives/Activities	Timeline	Responsible Person(s)	Outcomes
Elevate the quality of student work and foster intellectual rigor through project-embedded strategies and coaching	<p>Expand training in “Gold Standard” Project-Based Learning (PBL), focusing on the depth and clarity of driving questions by enhancing inquiry and critical thinking skills</p> <p>Implement additional training and coaching for students focused on effective communication and presentation skills, including techniques for public speaking, visual aids preparation, and audience engagement</p>	July 2024 - June 2025	<p>Director of Curriculum, Instruction, and Assessment</p> <p>Cluster Chairpersons</p> <p>PBL201 Participants</p>	<p>Increased depth of student thinking and understanding demonstrated through higher-quality work products</p> <p>Enhanced teacher capacity in providing effective coaching and support for students to achieve greater levels of intellectual rigor</p>
Empower students with comprehensive financial literacy skills for confident and responsible personal finance management	<p>Develop and implement interactive and engaging lessons, workshops, and activities focused on key financial concepts such as budgeting, saving, investing, credit management, and financial goal setting</p> <p>Collaborate with local financial institutions, experts, and community organizations to provide guest speakers, resources, and real-world experiences related to personal finance</p> <p>Explore the feasibility of hosting a Credit for Life fair</p>	July 2024 - June 2025	<p>Director of Curriculum, Instruction, and Assessment</p> <p>Cluster Chairpersons</p> <p>Financial Literacy Curriculum Team</p>	<p>Increased student understanding and proficiency in essential financial literacy concepts and skills</p> <p>Improved awareness of financial resources and services available to students within the school and community</p>

Strategic Priority #1: Improving Student Academic and Technical Achievement

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Goal 2: To continue to develop equitable and transparent grading practices

Strategic Objectives	Initiatives/Activities	Timeline	Responsible Person(s)	Outcomes
<p>Enhance student preparation for future success by identifying essential employability skills and habits</p>	<p>Conduct research and analysis to identify key employability skills and habits</p> <p>Facilitate focus groups with local businesses, industries, and community organizations to gain insights into the specific needs and expectations of employers</p> <p>Conduct an in-depth review of existing grading practices related to employability across all subject areas and grade levels</p> <p>Collaborate with educators and instructional leaders to identify exemplary grading practices, including the use of rubrics and other assessment tools, that effectively measure and assess employability skills</p>	<p>September 2024 - June 2025</p>	<p>Director of Curriculum, Instruction, and Assessment</p> <p>Director of Cooperative Education</p> <p>Cluster Chairpersons</p> <p>Employability Working Group</p>	<p>A comprehensive inventory of essential employability skills and habits relevant to various career</p> <p>Development of a comprehensive rubric for assessing employability skills and habits, informed by best practices identified through the review of grading practices</p>

Strategic Priority #2: Improving Communication, Collaboration, and Community Engagement

Standard 3: Family and Community Engagement: The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

Goal 3: To provide leadership opportunities for students and staff to collaborate in order to empower, strengthen, and inspire the school community

Strategic Objectives	Initiatives/Activities	Timeline	Responsible Person(s)	Outcomes
Expand leadership opportunities and training for students to build their skills and confidence in leading peers and staff through a variety of experiences	<p>Students in grades 10-12 will have the opportunity to work in the Summer Enrichment Program as Student Leaders, working collaboratively with program staff, while supporting their peers</p> <p>Explore the potential of implementing Students in Action (SIA) which is defined as “a unique youth service leadership and recognition program that supports, trains, and empowers today’s youth to be leaders, problem solvers, entrepreneurs, and impactful global citizens”</p> <p>Explore the feasibility of piloting the <i>Be Bold</i> curriculum from <u>One Trusted Adult</u> to enhance the following skills: social awareness, relationship building, self-awareness, self-management, and responsible decision-making with students in grades 11 and 12</p>	July 2024 - June 2025	<p>Assistant Superintendent-Principal</p> <p>Director of Curriculum, Assessment and Instruction Assistant</p> <p>Student Leader Coordinator/Trainer</p> <p>Summer Enrichment Program Coordinator and Staff</p> <p>Director of School Counseling</p>	<p>Students in the leadership programs will show an increased skill set in the areas of communication, leadership, self-efficacy, empathy, connection to community, and career readiness</p> <p>Students will work collaboratively with Student Leaders and staff on growth-focused lessons that emphasize relationship building and problem solving</p>
A School Counseling Advisory program will be developed to provide opportunities for all staff, students, families, and community stakeholders to share feedback on student services to improve and enhance delivery	The School Counseling Department will collect and review school summary data and student goal outcomes to determine program efficacy and areas for development and enhancement	September 2024 - June 2025	<p>Director of School Counseling</p> <p>School Counselors</p>	The school community will provide feedback in a continuous cycle of improvement model that allows for improvements and changes to programming and implementation

Strategic Priority #3: Implementing Strategies and Practices that Ensure a Safe and Supportive School Climate and Culture for All Community Members

Standard 4: Professional Culture: The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

Goal 4: To create a culture that supports all school community members in understanding and promoting social and emotional wellbeing

Strategic Objectives	Initiatives/Activities	Timeline	Responsible Person(s)	Outcomes
Prioritize relationship building between staff and students	All Students who did not previously have an identified trusted adult at Greater Lowell Technical High School will be connected with one	September 2024 - June 2025	All School Staff Director of Special Education	Increased Identification of at least one trusted adult at school
Continue to build SEL support into our tiered system of supports/interventions.	Pilot the universal SEL screener, GAD-7 to identify students who may require intervention. Year 1 of pilot will include grades 10 and 11; year 2 will include all grades. The PHQ-9 will also be used as needed for additional screening	September 2024 - June 2025	Director of School Counseling/School Counseling Staff	All students will be screened for mental health concerns, with support being provided as-needed
Assist students with effectively managing their behavior, emotions, and relationships in the school community.	Continue to provide PD opportunities for staff on social emotional learning.	September 2024 - June 2025	REACHing Resilience(SEL) Committee	Reduction in discipline referrals, course failures, and absenteeism
Implement school focus groups for the school community to hear student and faculty voices.	Include students and faculty in discussion of how the R.E.A.C.H. core values can further establish the characteristics, qualities, and atmosphere of a “community” in and out of the classroom	September 2024 - June 2025	Assistant Superintendent-Principal	Improved school culture and climate, reflective of our core values
Develop and increase opportunities for outreach to families around supporting student mental health.	Continue to Implement an evening program on Mental Health with support from our community partners Continue to hold and expand upon the Mental Health Awareness Fair held in May during Mental Health Awareness Month	Fall 2024 May 2025	Director of Special Education Director of School Counseling/School Counseling Staff REACHing Resilience(SEL) Committee	Increased Mental Health Awareness/Family Engagement