



ESSER III Plan

Greater Lowell Technical High School (Greater Lowell Tech.) is the largest vocational school in the Commonwealth of Massachusetts serving students from the City of Lowell and the towns of Dracut, Dunstable, and Tyngsboro. Greater Lowell Technical High School is proud of its enthusiastic and diverse student body. The total student population as of October 1, 2021, is 2,296. Currently, 5.2% of the student population is African American, 17.1% Asian, 36.1% Hispanic, 3.0% Multi-Race, Non-Hispanic, and 38.3% White. Our selected populations include 26% of students with a first language that is not English, 9.5% English Learners, 17.3% Students with Disabilities, 63.3% High Needs, and 48.3% Economically Disadvantaged.

Mission:

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.

Core Values:

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.

Learning Expectations

Academic and Career

Staff and students will commit to a learning environment that **increases** student achievement and develops confident learners.

- Students will think critically and communicate effectively through educational experiences that exercise teamwork, problem-solving and individual responsibility and pride in learning.
- Students will demonstrate adaptability by demonstrating proficiency in both an academic and technical learning environment.

Social

- Students will demonstrate our core values of Effort and Commitment allowing them to excel both in the classroom and in their technical area.
- Students will develop technical skills that allow them to adapt to technological change making themselves more marketable to career opportunities.
- Students will demonstrate our core value of Respect allowing them to develop appropriate relationships with both staff and students. By participating in our Co-Operative Education Program, students will learn to work collaboratively with others. Students will cultivate a school where respect for diversity and one's social and emotional well-being are mutually cared for.

Civic

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

The ESSER III Plan for Greater Lowell Technical High School will be implemented:

- to ensure a safe return to in-person instruction and continuity of services for all students as well as;
- to address the academic and vocational-technical impact of lost instructional time/learning loss due to the COVID-19 global pandemic and;
- to ensure that evidence-based practices/interventions employed will respond to the academic, vocational, social, emotional, and mental health needs of all students and particularly those disproportionately impacted, including students from low-income families, students of color, English learners, students with disabilities, students experiencing homelessness, students in foster care, and migratory students.

CATEGORY: CAPITAL

To ensure a safe academic and technical environment conducive to learning for all students.

Expenditure	Estimated Cost (over 3 years)	Description/Rationale	What data will you use to measure progress?	Does this strategy intervention address the disproportionate impact of COVID-19 on underserved student subgroups? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Space Study	\$ 60,000	Study of facilities space/space limitations created by increased enrollment, increased class sizes, and requirements shop sizes/workstations	Facilities study results and action steps implemented as a result. (Master schedule)	Impact: Class sizes are increasing annually with an increasing student need. The individual needs of the students (including those students with disabilities, English Language Learners, and Economically disadvantaged) demands additional teacher attention. Increasing class sizes presents obstacles for student needs as well as maintaining positive student progress in the curriculum. Keeping class size manageable and continuing to provide a full schedule of course offering is a challenge that needs to be addressed.

CATEGORY: CURRICULUM / EQUIPMENT

To continue to create a continuum of high-quality curricula and assessments for all academic and technical programs that are rigorous, relevant, and vertically and horizontally aligned to the standards. In addition, purchasing curricular materials, equipment, and resources that support our students' academic, technical, and social-emotional success while closing achievement gaps for our students with disabilities, English learners, economically disadvantaged, and high needs subgroups.

Expenditure	Estimated Cost (over 3 years)	Description/Rationale	What data will you use to measure progress?	Does this strategy intervention address the disproportionate impact of COVID-19 on underserved student subgroups? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Curriculum Development/Current Curricula Data Entry	\$ 36,000	1000 hours of Curriculum Development to support Academic and Technical teachers with reviewing current scope and sequence, looking for alignment. Funds will also support the redevelopment of units, as needed, with an emphasis on a developing culturally inclusive curriculum. Funding will also be used for early software preparation, account creation, data entry, etc.	Qualitative data based on unit review, conversations with faculty, and classroom walkthroughs/observations. This initiative connects with the purchase of Atlas curriculum software.	Impact: The focus of the curriculum is on culturally inclusive content and pedagogy and will support all of our subgroups. Additionally, an analysis of standardized assessments will ensure that all students are exposed to required content aligned to the standards prior to high-stakes assessments.
Digital Textbooks for Grade 11	\$ 15,000	The eleventh grade English Language Arts curriculum is the only one without a designated textbook. Funds will be utilized to form a committee to assist with the vetting process as well as the purchase of the materials.	Data - formative and summative assessments; progress reports	Impact: Grade 11 students in Junior English had one of the higher rates of failure at the end of last year. By providing the students with consistency using the same textbook, the students will have more equity in their curriculum.

Curriculum	\$ 50,000	<p>The English Learner program has grown significantly in the past few years. The program accepts students with varied levels of literacy. Funds will be utilized to form a committee to assist in the curriculum vetting and development process.</p>	<p>Data - ACCESS scores; benchmark targets; common assessments, progress reports; report cards; curriculum vetting process</p>	<p>Impact: A developmentally appropriate low literacy EL curriculum (something similar to Building Bridges in the Edge series) would allow for instruction to be targeted to their specific level.</p>
Curriculum Development for Substance Abuse Prevention and Intervention	\$ 6,000	<p>The School Counseling Department will develop curriculum for a 2nd offenders group and Parent group for students who become a part of the 1st and 2nd offenders Substance Abuse Educational Intervention Program currently in place. School-wide classroom presentations on substance abuse by grade to coincide with our developmental guidance program. A certified LADAC to develop and schedule proactive groups and individual counseling services for students, as well as for students to self- refer. School Counselors, the Main Office Staff and Academic and Technical teachers would also be able to refer students for evaluation and services if they were believed to be suffering from alcohol/drug abuse.</p>	<p>ASCA model lesson plans developed into a curriculum binder that shows progression of intervention/skills and education with pre and post-assessments for students.</p>	<p>Impact: This will have an impact on all students as well as to specifically target those students who have drug offenses in school which have impacted their current attendance and overall performance. Students will improve grades and attendance as a result of education and counseling provided to meet their social-emotional needs. Students will show increased awareness of alternative coping mechanisms for social-emotional issues.</p>

Plumbing Equipment	\$ 18,526	Plumbing Program- Update equipment and curriculum to reflect current industry standards.	Progress monitored through written and Performance assessments. Skills Plus Competency Development recording.	<p>Impact: Teachers will develop framework-guided curriculum and assessments for the use of Megapress, Propress, and tankless water heating equipment and fittings. Teachers will use the shop and house building program areas to implement the use of aforementioned equipment, tools and fittings. The projects will be well designed to suit incremental learning that fits well with extra-curricula skills acquisition for all students in the Plumbing program. 2.I.01.04 Connect appliances to the fuel gas system 2.E.01.03 Install a water piping system according to the Massachusetts State Plumbing Code.</p>
NAO Robot	\$ 10,500	The Information Technology Program requires an update to the equipment and the curriculum to reflect current industry standards.	Progress monitored through written and Performance assessments. Skills Plus Competency Development recording.	<p>Impact: Teachers will create and implement curriculum and assessments for students to develop and practice their technical skills on programming and debugging applications. As a result of the skills implementation, students will be able to keep current with industry standards and be better prepared for competitive employment. It will allow the students to meet standards: 2.C01 - Implement concepts fundamental to programming 2.C.01.03 Demonstrate the use of a debugger 2.C.01.03 Utilize Integrated Development Environments 2.C.01.03 Demonstrate the use of logical operators 2.C.01.03 Demonstrate the use of relational operators 2.C.01.12 Demonstrate iterative loops 2.C.03.03 Create an Interactive application</p>

Screen Printing	\$ 15,000	The Graphic Communications Technology Program requires an update to the equipment and the curriculum to reflect current industry standards.	Progress monitored through written and Performance assessments. Skills Plus Competency Development recording.	Impact: Teachers will devise and implement curriculum and assessments to address the foundations of screen printing. As a result of the students' practice with screen printing, they will be able to enhance and practice their technical skills and keep current with industry standards. Ultimately, the students will be better prepared for competitive employment by allowing them to demonstrate procedures for screen printing in Graphic Communication standards: 2.H.02.01-2.H.02.15.
Versacamm Printer	\$ 30,000	The Graphic Communications Technology Program requires an update to the equipment and the curriculum to reflect current industry standards.	Progress monitored through written and Performance assessments. Skills Plus Competency Development recording.	Impact: Teachers will create and implement curriculum and assessments for students to develop and practice their technical skills on printing applications. As a result of the skills implementation, students will be able to keep current with industry standards and be better prepared for competitive employment. It will allow the students to meet standards: 2.G.06.02 Identify common printing problems and their resolutions. 2.G.06.03 Perform printing operations. 2.H.04.07 Trim and finish large format print, including grommets.

Painting Hood	\$ 5,500	The Automotive Collision and Refinishing Program requires an update to the equipment and the curriculum to reflect current industry standards.	Progress monitored through written and Performance assessments	<p>Impact: Teachers will create and implement curriculum and assessments for students to develop and practice their technical skills on painting applications. As a result of the skills implementation, students will be able to keep current with industry standards and be better prepared for competitive employment. It will allow the students to fulfill the following Automotive Collision frameworks: 2.K.05 panel refinishing current industry and OSHA standards. 2.K.05.01 Refinish entire panel with basecoat clear coat. 2.K.01 Mix and apply undercoats per paint manufacturer's recommendations. 2.K.01.01 Select, mix and apply appropriate undercoat.</p>
Saddle Stitcher	\$ 10,000	The Graphic Communications Technology Program requires an update to the equipment and the curriculum to reflect current industry standards.	Progress monitored through written and Performance assessments. Skills Plus Competency Development recording.	<p>Impact: Teachers will create and implement curriculum and assessments for students to develop and practice their technical skills. Students will graduate from Greater Lowell Technical High School with a stronger skill set, meet industry standards, and be better prepared for competitive employment. It will allow students to meet the Graphic Communication standard: 2.1.01.10</p>
3 Hole Pneumatic Punch	\$ 10,000	The Graphic Communications Technology Program requires an update to the equipment and the curriculum to reflect current industry standards.	Progress monitored through written and Performance assessments. Skills Plus Competency Development recording.	<p>Impact: Teachers will create and implement curriculum and assessments for students to develop and practice their technical skills. Students will graduate from Greater Lowell Technical High School with a stronger skill set, meet industry standards, and be better prepared for competitive employment. It will allow students to meet the Graphic Communication standard: 2.1.01.16</p>

<p>CRIO Digital transfer printer</p>	<p>\$ 15,000</p>	<p>The Graphic Communications Technology Program requires an update to the equipment and the curriculum to reflect current industry standards.</p>	<p>Progress monitored through written and Performance assessments. Skills Plus Competency Development recording.</p>	<p>Impact: Teachers will create and implement curriculum and assessments for students to develop and practice their technical skills. Students will graduate from Greater Lowell Technical High School with a stronger skill set, meet industry standards, and be better prepared for competitive employment. It will allow students to meet the following Graphic Communications standards: 2.G.06.02 Identify common printing problems and their resolutions. 2.G.06.03 Perform printing operations.</p>
<p>Hunter alignment scissor rack and long deck</p>	<p>\$ 42,620</p>	<p>The Automotive Technology Program requires an update to the equipment and the curriculum to reflect current industry standards.</p>	<p>Progress monitored through written and Performance assessments. Skills Plus Competency Development recording.</p>	<p>Impact: Teachers will create and implement curriculum and assessments for students to develop and practice their technical skills. Students will graduate from Greater Lowell Technical High School with a stronger skill set, meet industry standards, and be better prepared for competitive employment. It will allow students to fulfill the following Automotive Technology Program frameworks: 2.J.01 conduct appropriate pre-alignment inspections. 2.J.01.02 Inspect vehicle wander, drift, pull, and hard steering. 2.J.02.01- through 2.J.02.09 Measure ride height, mount equipment, check and measure caster, camber and toe. Check steering wheel centering, toe-out on turns, SAI, and measure the rear thrust angle. 2.J.03 Perform Alignment angle adjustments.</p>

Hunter Wheel balancer	\$ 19,065	The Automotive Technology Program requires an update to the equipment and the curriculum to reflect current industry standards.	Progress monitored through written and Performance assessments. Skills Plus Competency Development recording.	<p>Impact: Teachers will create and implement curriculum and assessments for students to develop and practice their technical skills. Students will graduate from Greater Lowell Technical High School with a stronger skill set, meet industry standards, and be better prepared for competitive employment. It will allow students to fulfill the following Automotive Technology Program frameworks: 2.G.01.01 Diagnose tire wear patterns and determine necessary action. 2.G.01.04 Measure loaded run out and tire rigidity simultaneously using wheel balancing equipment.</p>
Hunter brake Lathe Auto tech	\$ 14,238	The Automotive Technology Program requires an update to the equipment and the curriculum to reflect current industry standards.	Progress monitored through written and Performance assessments. Skills Plus Competency Development recording.	<p>Impact: Teachers will create and implement curriculum and assessments for students to develop and practice their technical skills. Students will graduate from Greater Lowell Technical High School with a stronger skill set, meet industry standards, and be better prepared for competitive employment. It will allow students to fulfill the following Automotive Technology Program frameworks: 2.0 .01.02 Refinish Brake Drum. 2.P.02.02 Remove and refinish rotor according to Manufacturer's recommendation.</p>

CNC Grinder	\$ 25,000	The Advanced Manufacturing program requires an update to the equipment and the curriculum to reflect current industry standards.	Progress monitored through written and Performance assessments. Skills Plus Competency Development recording.	<p>Impact: Teachers will create and implement curriculum and assessments for students to develop and practice their technical skills. Students will graduate from Greater Lowell Technical High School with a stronger skill set, meet industry standards, and be better prepared for competitive employment. It will allow students to fulfill the following Advanced Manufacturing Program frameworks: To allow students to develop and practice their technical skills using the following standards: 2.K Grinding Processes Equipment Needed (Must Meet Manufacturing Industry Standards): Surface Grinder, Bench Grinder 2.K.01 Operate precision grinding equipment 2.K.01.01 Demonstrate mounting of a grinding wheel according to industry standards. A 2.K.01.02 Demonstrate precision grinding operations. A 2.K.02 Off-hand Grinding 2.K.02.01 Dress wheel, set tool rest and spark guard on pedestal grinder to proper height and clearance. B 2.K.02.02 Explain and demonstrate the grinding of tools for specific application and use.</p>
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CNC Lathe (2)	\$ 80,000	The Advanced Manufacturing program requires an update to the equipment and the curriculum to reflect current industry standards.	Progress monitored through written and Performance assessments. Skills Plus Competency Development recording.	<p>Impact: Teachers will create and implement curriculum and assessments for students to develop and practice their technical skills. Students will graduate from Greater Lowell Technical High School with a stronger skill set, meet industry standards, and be better prepared for competitive employment. It will allow students to fulfill the following Advanced Manufacturing Program standards: Lathe Processes Equipment Needed – (Must Meet Manufacturing Industry Standards): Conversational and CNC Lathes 2.L.01 Operate precision turning equipment 2.L.01.01 Identify and set up work-holding devices including universal and independent chucks and collets. B, E, A 2.L.01.02 Demonstrate outside turning procedures, including facing, grooving, turning diameters to a shoulder, and tapering to a specified tolerance. B, E, A 2.L.01.03 Demonstrate inside turning procedures, including boring, grooving, and tapering to a specified tolerance. E, A Manufacturing, Engineering & Technology Services Occupational Cluster Advanced Manufacturing Framework Massachusetts Vocational Technical Education Framework 23 2.L.01.04 Demonstrate single-point threading to a specified tolerance. E, A 2.L.01.05 Demonstrate cut-off techniques. E, A 2.L.01.06 Machine a form into the work piece. A 2.L.01.07 Knurl a piece to design specifications from blueprint. B 2.L.01.08 File and polish a work piece.</p>
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<p>Lathe Freshman Shop</p>	<p>\$ 15,000</p>	<p>The Advanced Manufacturing program requires an update to the equipment and the curriculum to reflect current industry standards.</p>	<p>Progress monitored through written and Performance assessments. Skills Plus Competency Development recording.</p>	<p>Impact: Teachers will create and implement curriculum and assessments for students to develop and practice their technical skills. Students will graduate from Greater Lowell Technical High School with a stronger skill set, meet industry standards, and be better prepared for competitive employment. It will allow students to fulfill the following Advanced Manufacturing Program frameworks: 2.P.01 Demonstrate basic programming strategies at the machine control 2.P.01.01 Define G and M codes. B, E, A 2.P.01.02 Construct a safe and effective part program using G and M codes 2.N Computer Aided Drafting and Design (CAD) 2.N.01 Demonstrate and apply basic CAD operations using current industry-standard software 2.N.01.01 Create solid three-dimensional models. B, E, A 2.N.01.02 Create three-dimensional assembly models. A 2.N.01.03 Create part-level design or drawing specifications. B, E, A 2.N.01.04 Create assembly level design and drawing specifications. A 2.N.01.05 Convert files to generic formats i.e. (.pdf, .dxf, .igs, .stp, .stl, etc.).</p>
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<p>Green building tools, and curriculum, thermal imaging, pressure test systems, etc.</p>	<p>\$ 50,000</p>	<p>The House Carpentry program requires an update to the equipment and the curriculum to reflect current industry standards.</p>	<p>Progress monitored through written and Performance assessments. Skills Plus Competency Development recording.</p>	<p>Impact: Teachers will design standards-based curriculum and assessments regarding the identification of energy efficient materials and their uses as well as the installation and operation of energy efficiency monitoring tools and technology. Students will graduate from Greater Lowell Technical High School with a stronger skill set, meet industry standards, and be better prepared for competitive employment. It will allow students to meet the following Electrical Program standards: 2.K.01 Identify energy efficient materials and their use. 2.K.01.01 Describe an energy efficient building envelope. 2.I.02 2.K.01 3. Heat and Heat Transfer 3.1, 3.2, 3.3, 3.4 3.1 Explain how heat energy is transferred by convection, conduction, and radiation. 3.2 Explain how heat energy will move from a higher temperature to a lower temperature until equilibrium is reached. 3.3 Describe the relationship between average molecular kinetic energy and temperature. Recognize that energy is absorbed when a substance changes from a solid to a liquid to a gas, and that energy is released when a substance changes from a gas to a liquid to a solid. Explain the relationships among evaporation, condensation, cooling, and warming. 3.4 Explain the relationships among temperature changes in a substance, the amount of heat transferred, the amount (mass) of the substance, and the specific heat of the substance.</p>
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Electrical tools	\$ 18,526	The Electrical Program requires an update to assist with the development of the commercial installation practices.	Progress monitored through written and Performance assessments. Skills Plus Competency Development recording.	<p>Impact: Teachers will design standards-based curriculum and assessments regarding tools, materials and fasteners that are current with industry standards and used to install steel component systems to concrete building surfaces as well as multiple concrete fasteners tools and attachments.</p> <p>All students in the Electrical Program will receive electronic and classroom and shop instruction regarding the use of concrete fasteners and electrical industry components. Incremental learning will fit well with extra-curricular skills acquisition. It will allow students to meet the following Electrical program standards: 2.G.01.05 Install raceways and fittings on various surfaces. 2.G.02.03 Install boxes on various surfaces. 2.I.01.04 Install main disconnect switches, panel-boards, and overcurrent protection devices.</p>
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CATEGORY: DATA & ASSESSMENT

To improve the quality and frequency of data analysis and use of results to improve teaching and learning for all students while closing achievement gaps for our students with disabilities, English Learners, economically disadvantaged, and high needs subgroups.

Expenditure	Estimated Cost (over 3 years)	Description/Rationale	What data will you use to measure progress?	Does this strategy intervention address the disproportionate impact of COVID-19 on underserved student subgroups? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
MCAS Data Teams	\$ 37,000	Teacher teams for 9th and 10th grade ELA and math classes to review MCAS data, course scope, and sequence, and develop/identify goals and strategies for improvement	MCAS scores - improved achievement and increased SGP, internal benchmark/assessment scores	Impact: Yes, an aspect of the data analysis will be looking at students in all subgroups to review performance, then drill down into course participation to see if historically underserved students are being placed in courses that are below their actual ability, or scheduled in some other restrictive manner
Substitutes for Data Analysis Time	\$ 5,000	Teacher curricular teams will work together to analyze various data points to help them to inform data-driven instruction and support literacy across the curriculum.	Assessment Data – ELA MCAS scores; ACCESS scores; progress reports; formative and summative assessments	Impact: The combination of the lack of common planning time and the length of the department/cluster meetings do not allow for sufficient time for teachers to analyze data with their supervisor and create an implementation plan. The ELA teachers and their supervisor will have time to review their data and identify trends within subgroups.
After-School Academic Programs	\$ 10,000	The development and the implementation of after-school academics will allow for students to strengthen skill-focused tasks.	Assessment Data – ELA and Math MCAS scores; ACCESS scores; Common Assessments, progress reports; report cards; teacher observations	Impact: The opportunity to practice targeted skills (i.e. writing) after school or during vacations would allow for some individualized learning time for struggling students.

<p>Substitutes for Data Analysis Time</p>	<p>\$ 5,000</p>	<p>Teacher curricular teams will work together to analyze various data points to help them to inform data-driven instruction and support literacy across the curriculum.</p>	<p>Assessment Data – ELA MCAS scores; ACCESS scores; progress reports; formative and summative assessments</p>	<p>Impact: The combination of the lack of common planning time and the length of the department/cluster meetings do not allow for sufficient time for Social Studies teachers to analyze data with their supervisor and create an implementation plan. By having substitutes available, the SS teachers and their supervisor will have time to review their data and identify trends within subgroups.</p>
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CATEGORY: Professional Development

To provide professional development opportunities to improve practices related to our tiered system of support, Universal Design for Learning, project-based learning, social-emotional learning, and literacy. Professional development will support teachers in developing units and lessons that provide equitable access and opportunities for academic and technical acceleration for all students, while closing achievement gaps for our students with disabilities, English Learners, economically disadvantaged, and high-needs subgroups.

Expenditure	Estimated Cost (over 3 years)	Description/Rationale	What data will you use to measure progress?	Does this strategy intervention address the disproportionate impact of COVID-19 on underserved student subgroups? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
Project-Based Learning(PBL Works) Professional Development	\$ 100,000	Teachers from 1 academic and 1 CTE program will participate in PBLWorks professional development to gain a better understanding of what PBL is and how to implement successful PBL units. Teachers would create PBL units/lessons and share experiences with peers. This could scale up to a train the trainer model or we could continue with PBLWorks coaching and support.	Qualitative data based on unit review, conversations with faculty, and classroom walkthroughs/observations looking for alignment. This initiative correlates to the curriculum development initiative. Upon implementation, there should be a reduction in course failures as instruction should be better tailored to meet each students' individual needs.	Impact: Providing students access to project-based learning opportunities increases motivation and engagement, student performance, teacher/student interaction, and the development of 21 st -century skills related to creativity, critical thinking, collaboration, and communication. Students in all subgroups benefit from PBL, but for at-risk or struggling students, PBL provides learning opportunities more closely aligned to their learning style and readiness. Additionally, improved teacher/student interactions help reduce attendance issues resulting in higher overall performance.

<p>MTSS (analysis, plan development, Professional Development)</p>	<p>\$ 100,000</p>	<p>Consultant to work with GLTHS guidance, EL, and special education programs to review current 3-tier model, provide feedback, and develop a plan for adjustments as needed. Additionally, training and professional development will be afforded to staff to have a better understanding of both the technical aspects of implementing the MTSS process, but also techniques and strategies that can help students thrive at the lower tiers rather than needing more advanced interventions.</p>	<p>Qualitative feedback from stakeholders about the state of our tiered system of support and implementation of resources and strategies to ensure that all students are performing at high levels. In theory, a sound MTSS process should also result in improved student performance, higher course completion, higher attendance, reduced discipline issues, and a reduction in the number of students referred for special ed. testing and placement.</p>	<p>Impact: Struggling, at-risk students and subgroups will benefit from a current and extensive response plan to support academic or social shortcomings. The review/revision of our support plan is especially important coming out of the COVID-19 pandemic.</p>
<p>Universal Design for Learning Professional Development</p>	<p>\$ 100,000</p>	<p>Professional development in UDL for all staff to have a better understanding of ways to individually tailor instruction based on student need and readiness (beyond differentiated instruction).</p>	<p>Qualitative data based on curriculum review, conversations with faculty, and classroom walkthroughs/observations looking for alignment. This initiative correlates to the curriculum development initiative.</p>	<p>Impact: Struggling, at-risk students and subgroups will benefit from expanded access to individualized learning opportunities. Providing professional development to teachers will allow for practices to be common across programs and courses so that students have clarity on tools and techniques that will be beneficial to their learning.</p>
<p>MATSOL training</p>	<p>\$ 6,400</p>	<p>The increase in the number of EL students, professional development around the areas of authentic speaking opportunities and the implementation of the co-teaching model is necessary.</p>	<p>Data - teacher observation; progress reports; report cards</p>	<p>Impact: The combination of implementing the co-teaching model with EL teachers as well as getting more teachers certified in ESL on a volunteer basis would allow for more support for EL students. Additionally, teachers could learn from another and share best practices using protocols.</p>

ESL Licensure Training	\$ 10,000	Several content-area teachers have expressed an interest in earning their certification in English as a Second Language. Funds would be utilized to hire an individual to teach a course to assist in obtaining certification.	Data - teacher observation; progress reports; report cards	Impact: The combination of implementing the co-teaching model with EL teachers as well as getting more teachers certified in ESL on a volunteer basis would allow for more support for EL students. Additionally, teachers could learn from another and share best practices using protocols to support their English learners.
Literacy Coaching at Lesley University (3)	\$ 73,800	One of the goals of the Literacy Action Team is to assist with the embedding of instructional strategies focused on literacy in both the academic and the technical programs. Funds would be utilized to send volunteers from the Literacy Action Team to be trained as literacy coaches through Lesley University.	Data - MCAS scores; ACCESS scores; progress reports; feedback from professional development; report cards; teacher observations	Impact: Currently, we have three teachers enrolled in the program who are on the Literacy Action Team. If we could get some of the technical teachers to be trained as literacy coaches, it would increase buy-in as well as having extra point people who can assist with literacy across the curriculum.
Mental Health 1st Aid Training	\$ 6,300	A large group of faculty will be trained in Mental Health First Aid to enable consistent responses to social-emotional concerns presented by students. We have seen an increase in anxiety and behaviors which indicates the need to train the GLTHS community in social-emotional support for our students.	Data - Number /Percentage of staff enrolled in training and who have certificates of completion.	Impact: PD certifications for approximately 60 teachers/counselors per year. Additionally, with the creation of a train -the- trainer model, we can continue to build capacity within the school community.

<p>PD to become a licensed LADAC</p>	<p>\$ 4,000</p>	<p>Support students during the school day who are struggling with substance abuse issues so they can remain in class/shop and learn.</p>	<p>Data- student disciplinary referrals for drugs Groups offered with analyzed pre and post-survey data</p>	<p>Impact: The addition of a licensed LADAC counselor will enhance the school community as well as being a proactive measure. The LADAC will provide training to staff, training to the community, train bilingual speakers in presentations and deliver SEL programming throughout the school in classrooms/shops. The LADAC will support students during the school day who are struggling with substance abuse issues so they can remain in school and learn. As a result of the additional position, there will be a decrease number of student disciplinary referrals for drugs.</p>
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CATEGORY: RESOURCES & SUPPORTS

To further develop a tiered system of supports/interventions focusing on social and emotional supports that provide continuity and coherence for students as they progress through each grade level. Improve the continuum of practices and interventions to support social-emotional learning and resilience, and strengthen the ability to embed literacy strategies for all students while closing achievement gaps for our students with disabilities, English Learners, economically disadvantaged and high needs subgroups.

Expenditure	Estimated Cost (over 3 years)	Description/Rationale	What data will you use to measure progress?	Does this strategy intervention address the disproportionate impact of COVID-19 on underserved student subgroups? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
BARR Implementation	\$ 160,040	BARR will be implemented in the 9th-grade, creating smaller communities where students are placed in cohorts with common teachers, dean/AP, and counselors. The team will meet at least weekly to review student performance (real-time) and identify plans/support strategies as needed. In addition to watching academic performance, the BARR program also calls for the implementation of I-Time lessons which link course content to SEL topics, team/community building.	Annual freshmen course passing rate should increase (per BARR Center, after 1 year, large urban schools should see a 40% reduction in failures), math and ELA readiness should increase, attendance rates should increase, and discipline rates should decrease for the freshmen class, with potential (expectation) for long-term sustained change. Improvement in key indicators of the Student Climate Survey relative to social-emotional growth and feelings of belonging within the school community.	Impact: BARR will be implemented for all freshmen students, but the smaller network of staff tracking individual student performance will undoubtedly allow for a more targeted focus on students in our underperforming subgroups to help them achieve at higher levels
Academic Programs, after/before school	\$ 30,000	The development and the implementation of before/after school academics will allow for our EL students to strengthen skill-focused tasks.	Assessment Data - MCAS scores; ACCESS scores; common Assessments, progress reports; report cards; teacher observations	Impact: The opportunity to practice targeted skills (i.e. writing) after school or during vacations would allow for some individualized learning time for struggling students, specifically in the English Learner subgroup.

Parent/Guardian Training	\$ 30,000	While our ELPAC attendance has been consistent, Greater Lowell Technical High is always looking for ways to increase parent involvement. Funding would be utilized to create and implement programs for parents and guardians to attend.	Attendance Data - program attendance; ELPAC attendance	Impact: Providing the option to our EL parents to take classes in a subject that they are interested in would work two-fold: they could improve upon their own literacy skills and their involvement would strengthen the home-school connection.
EL Summer Program	\$ 10,000	To develop and implement a transition program for our incoming EL students. Funds would be utilized for staffing and curriculum development.	Attendance Data - program attendance; program feedback	Impact: The creation of a summer program for our incoming EL students would strengthen the home-school connection.
Literacy Action Team	\$ 45,000	The members of the Literacy Action Team will work together to provide resources, support, and professional development to all staff in order to increase/improve the use of literacy strategies in both the academic and the technical programs.	Assessment Data - MCAS scores; ACCESS scores; progress reports; feedback from professional development; report cards; teacher observations	Impact: The overall goal of the Literacy Action Team is to increase literacy (speaking, listening, writing and reading) in both the academic and the technical programs.

<p>Community engagement activities developed by LADAC around Substance Abuse Prevention and Intervention</p>	<p>\$ 6,000</p>	<p>This would combine both services and education into a comprehensive drug and alcohol education and prevention program for GLTHS community and students. The prevention of alcohol and substance abuse is a priority area in the promotion of community well-being. We can increase the number of students and community residents receiving comprehensive, evidence-based prevention education as well as increase the understanding of evidence based and culturally competent practices related to substance abuse prevention and treatment. We seek to offer support and resources for people experiencing alcohol and/or substance misuse, reducing mortality and increasing access to treatment for alcohol and SUD, to reduce the number of individuals dying from opiate overdose.</p>	<p>Surveys and attendance data</p>	<p>Impact: The development and implementation of the community engagement activities works two-fold; not only would it be a proactive measure for all students, but it would also target students and families that are struggling with substance abuse issues.</p>
<p>Guest Speakers for Community Engagement around Substance Abuse Prevention and Intervention</p>	<p>\$ 25,000</p>	<p>This program would reinforce the work of the LADAC within the school community and continue to foster community relationships and parent outreach</p>	<p>Parents/Student/ Community Surveys, attendance at presentations</p>	<p>Impact: The guest speakers would increase community awareness of prevention and intervention opportunities and programs. Community relationships will be fostered and increased between GLTHS and the sending districts by increasing the school's profile as a resource for parents.</p>
<p>Before School Special Education Tutor</p>	<p>\$ 9,000</p>	<p>This position would provide targeted intervention to assist students in their courses.</p>	<p>Data used to show progress will be improved course grades following sessions</p>	<p>Impact: Some students with disabilities are not available for after-school assistance due to family or work obligations. Access to a tutor before school will help to provide assistance to students with disabilities requiring concept clarification.</p>

CATEGORY: STAFFING

To increase Staffing - content teachers, EL teachers, special education teachers, academic skills tutors (English and Math), school counselor, and related service providers:

- to meet the diverse needs within our student population and maintain support in the core required classes and technical programs to address the achievement gap;
- to increase inclusion/co-teaching sections in order to lower the classroom ratios for students with disabilities and increase student support;
- to create balanced level teams for English Learners in order to strengthen their academic literacy and acquisition of the English language, and
- to improve the continuum of practices and interventions to support social-emotional learning and resilience for all students;
- to strengthen the ability to embed literacy instructional strategies for all students;
- to increase educator diversification

Expenditure	Estimated Cost (over 3 years)	Description/Rationale	What data will you use to measure progress?	Does this strategy intervention address the disproportionate impact of COVID-19 on underserved student sub-groups? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
BARR Facilitator	\$ 30,000	Teacher or counselor-leader to prepare data for BARR teams and support consistent implementation across all cohorts	Successful implementation of BARR will be a key data measure. Additional quantitative and qualitative data can be collected from staff and students, including improvement in key indicators of the Student Climate Survey relative to social-emotional growth and feelings of belongingness within the school community.	Impact: The BARR Facilitator plays a key role in the successful implementation of BARR. The Facilitator will be responsible for preparing data reports for the various cohorts to use in order to effectively monitor student progress and identify opportunities for acceleration. Real-time progress monitoring is key to supporting all subgroups in BARR, but especially impactful on struggling students impacted by COVID-19
Math Coach	\$ 240,264	Either internal or outside consultant/coach to work with math teachers in grades 9 and 10 to strategically support improved student performance in classes and on MCAS	Student Math MCAS performance should increase, with a specific lens on the improvement of subgroups.	Impact: State-wide, Math MCAS performance was adversely impacted, especially for our student sub-groups. Improved classroom instruction/opportunity will allow these students to recover some of the content/skill lost due to COVID-19

EL Coordinator	\$ 10,000	The English Learner Director requires additional assistance due to the combination of the levels of compliance and the increase in the EL student population. Funds would be utilized for the creation of a stipend position for the first year of the plan.	ACCESS scores; benchmark meetings; benchmark targets	Impact: With an increase in EL numbers, the EL Director requires assistance in scheduling ACCESS testing; holding benchmark meetings; intake responsibilities; and progress monitoring duties.
Director of Language Acquisition	\$ 240,000	With an increase in EL numbers and in compliance responsibility, there is a need to develop a Director of Language Acquisition to focus solely on the growing EL student population and to ensure the EL students' needs are met. Additionally, this individual would also focus on embedding literacy in both the academic and the technical programs and would supervise the Title I Reading teachers and Foreign Language needs of students. (In years 2 and 3 of this plan.)	Assessment Data - ACCESS scores; benchmark meetings; benchmark targets	Impact: With the growing EL population, the development of the Director of Language Acquisition position would allow for the individual to support all of the needs of the EL students in both their academic and their technical programs. Additionally, the Director of Language Acquisition could support faculty and staff members in providing instructional strategies that best suit the needs of their EL students in addition to supervising the Title I Reading and the Foreign Language programs.
2 EL Teachers	\$ 450,000	The creation of the "Bridges" Program allows for students who have a low level of literacy time to strengthen their academic skills. As a result of implementing a new program, there is a need for 2 EL teachers to staff the program.	Assessment Data - ACCESS scores; benchmark targets; progress reports; report cards; teacher observations	Impact: Having two EL teachers (1 for Math and Science and 1 for English and Social Studies) for the "Bridges" Program would allow for the EL students to have consistency in the teaching and the learning. The two EL teachers would also collaborate with the current EL staff in order to continue to build a continuum of skill based instruction.

1 EL Paraprofessional	\$ 120,000	The creation of the “Bridges” Program allows for students who have a low level of literacy time to strengthen their academic skills. As a result of implementing a new program, there is a need for 1 EL paraprofessional to staff the program.	Teacher observations	Impact: An additional person to support the EL teachers in the low literacy program would allow for re-teaching of necessary concepts.
1 Title 1 Paraprofessional	\$ 120,000	The combination of the varied class sizes as well as the needs of each class results in the two Title 1 paraprofessionals being stretched thin. With additional support, students will be able to increase their lexile scores.	Assessment Data - benchmark testing scores; progress reports; report cards	Impact: Students that are reading several years below grade level will receive support in their reading classes to increase their lexile scores.
Science Instructor	\$ 225,000	An additional Science Instructor will give all students the choice to add an additional year of science to be competitive in their post-secondary college options. It would also reduce class size for a lower student teacher ratio allowing extra time to work with struggling learners.	Scheduling and Programming Data - Ninety five percent of all junior and senior students taking science will be scheduled into their first science choice.	Impact: Students will meet the elective requirements for admission to a 4 year college or university. Underrepresented students will be prepared for non traditional trades and careers in STEM.
Full time School Nurse or LPN	\$ 225,000	With the requirements for COVID protocols in addition to nursing concerns encountered in a traditional school year, an additional position is required to monitor protocols, assist students and conduct COVID related procedures	Number of visits to the nurses per month, Testing protocol data (no. of tests, pooling)	Impact: The hiring of an additional nursing position would allow for a decrease in wait time for all students as well as students on health plans.

Special Education School Psychologist	\$ 225,000	Students with disabilities have been disproportionately impacted by Covid-19. A rise has been noted in referrals for special education services due to an increase in students struggling to access the curriculum. The addition of a School Psychologist will allow for testing to occur on time for all students requiring re-evaluation. Many freshmen entered the school without sufficient testing data which has led to a backlog in testing. This needs to be rectified to maintain compliance with state timelines and to ensure the school has sufficient testing data to guide programmatic placement decisions.	The number of evaluations both initials and re-evaluations is tracked annually. It is essential to remain in compliance with Special Education regulations.	Impact: Having current testing for students with disabilities is critical to inform their programming and placement. Additionally, referrals to outside agencies such as MRC and DDS require current testing to approve services. The special education regulations require that assessments be completed within a specific timeframe.
Work Site Aide (2) SPED	\$ 318,000	The pandemic limited access to off-site work locations for over a year and a half. An increased number of post graduate students with significant intellectual disabilities are remaining until 22 years of age to continue vocational skill development, to increase independence and work readiness.	Improved work based skills in the community through observations daily and weekly.	Impact: The addition of two work site aides will allow for manageable student groupings with staff to student ratios of (1:5 or 6) that can support off- site work experience opportunities for students with significant intellectual disabilities.

Special Education Co-teachers (3)	\$ 515,000	As a result of learning loss during covid-19, a much higher percentage of students with disabilities are requiring the support of co-taught classes when compared to previous years. This surge in the level of need has disproportionately overloaded the ratios in these classes of students with disabilities to general education students(especially junior and senior levels).	Improved class ratios	<p>Impact: Improved ratios in co-taught general education inclusion classes will allow teachers to support student needs and provide targeted interventions customized to individual student needs; therefore, increasing academic success and improving access to the content.</p> <p>The addition of 3 special education teachers will also reduce liaison student caseloads allowing for more personalized attention for students with disabilities.</p>
Special Education Substitutes (2) year 2 and 3	\$ 135,000	As a result of the COVID-19 pandemic teacher absences have increased and there is a shortage of daily substitutes resulting in many challenges with class coverages as well as with teachers having coverage to attend Annual and Reevaluation IEP Meetings.	Improved Substitute coverage and IEP teacher attendance data.	<p>Impact: The additional substitute positions will work two-fold; not only will they provide coverage when a special education teacher is absent, they will also provide coverage for general education instructors to attend IEP meetings and remain in compliance with Special Education Regulations.</p>
Staff stipend for MRC Referrals	\$ 45,000	The funding would be utilized to assist families of students with disabilities with the lengthy digital application process for Mass Rehab Commission. As a result, after school hours need to be allotted for staff to efficiently input these applications, track submissions, and prevent backlog.	Timely submission of MRC applications for students with disabilities	<p>Impact: The combination of additional funding and time will allow for an increase in efficiency of connecting students with MRC services. As a result of the additional measures, there will be an improved processing turnaround time for MRC Referrals for students with disabilities and a central tracking system updated regularly</p>

Special Education Learning Platforms Coordinator (Stipend)	\$ 15,000	This additional position will coordinate the implementation of Special Education Learning Platforms to support struggling special education students	Staff/student utilization reports/access logs	Impact: Special education students will have improved access to the curriculum through technological support. Increased family outreach, utilization of a translation app as well as supporting the collection of SEL data via screening tools.
RISE Counselor additional duties stipend	\$ 30,000	The RISE counselor requires additional support in order to coordinate services with outside agencies and parents to help close the service gaps in mental health supports.	Parent/Outside Provider contact logs and frequency will be tracked	Impact: The additional duties of the RISE counselor will allow for a continuum of care and coordination for students with disabilities with all parties will be improved.
Summer Enrichment Program-TOPS Program 3 staff@\$3000each to service 12 high need students	\$ 27,000	The Summer Enrichment program allows the school an opportunity to provide students with significant intellectual disabilities with opportunities to maintain social skills, vocational skills, and community integration skills over the summer.	Student and staff attendance and staff notes on student progress.	Impact: The addition of a summer program for high-needs students with disabilities allows for Improved Social skills, vocational skills, and community integration.
Staff stipend for credit recovery February boot camp-4 teachers at \$2500 each	\$ 30,000	The impact of Covid-19 and the lengthy period of remote learning has exacerbated gaps in learning resulting in course failures for students with disabilities.	Student transcripts will reflect recovery of credit for courses previously failed.	Impact: Teachers will provide support, instruction, and structure to assist students with disabilities in attaining lost credits.
Staff stipend for credit recovery April boot camp-4 teachers at \$2500each	\$ 30,000	The impact of Covid-19 and the lengthy period of remote learning has exacerbated gaps in learning resulting in course failures for students with disabilities.	Student transcripts will reflect recovery of credit for courses previously failed.	Impact: Teachers will provide support, instruction and structure to assist students with disabilities in attaining lost credits.

<p>Staff stipend for Student Support Data Team-4 at \$1500 each</p>	<p>\$ 18,000</p>	<p>The compilation and the dissemination of Social Emotional data will guide programmatic decisions and ensure students have the support they need to access the curriculum and make effective progress.</p>	<p>Data-Social Emotional data via the DESSA, screening tools and EdSert. Tracking student hospitalizations, crisis evaluations etc.</p>	<p>Impact: The additional resources for the Student Support Data Team will increase the monitoring of students' social emotional well-being and progress.</p>
<p>Stipends for Paraprofessionals -\$10 per class up to \$72 a day</p>	<p>\$ 39,000</p>	<p>Due to the shortage of substitutes, paraprofessionals are asked to cover classes. This stipend will be provided for class periods when the paraprofessional is functioning as the teacher.</p>	<p>Teacher schedules will be covered.</p>	<p>Impact: Continuity of staff and staff familiarity with students is crucial in the servicing of students with disabilities.</p>
<p>Hospitality Instructor MTRS</p>	<p>\$ 160,000 \$ 205,224</p>	<p>As a result of the COVID-19 pandemic, students had limited opportunities to participate in off-site work experiences. An additional instructor will allow for more students to have more opportunities to participate in off-site work experiences to practice and build their technical skills in preparation for competitive employment.</p>	<p>Data to evaluate the need/effectiveness of the additional position will include the percentage of freshmen selecting Hospitality, the number of students remaining in the program throughout their tenure at GLTHS, and the number of students exposed to off-site work experiences, including cooperative education.</p>	<p>Impact: Students at all grade levels in the Hospitality program will have the opportunity to participate in a variety of off-site work experiences and be better prepared for competitive employment when they graduate.</p>

CATEGORY: TECHNOLOGY

To update/upgrade and incorporate instructional technology that supports our students' academic, technical, and social-emotional success while closing achievement gaps for our students with disabilities, English Learners, economically disadvantaged, and high needs subgroups.

Expenditure	Estimated Cost (over 3 years)	Description/Rationale	What data will you use to measure progress?	Does this strategy intervention address the disproportionate impact of COVID-19 on underserved student sub-groups? If yes, please explain which group(s) are being served, what impact is being addressed, and how this strategy/intervention will provide support.
ELLevations Software	\$ 22,000	Having one centralized space where all EL data is housed would benefit the students; not only could all staff access the information on their students, but it would work in conjunction with Aspen.	Data - ACCESS scores; curriculum vetting process	Impact: The ELLevations software program increases the accessibility of the EL student data as well as evidenced-based strategies to assist in the instruction of EL students.
Wacom Intuos tablets	\$ 50,000	The Graphic Communications Technology Program requires an update to the equipment and the curriculum to reflect current industry standards.	Progress monitored through written and Performance assessments. Skills Plus Competency Development recording.	Impact: Teachers will create and implement curriculum and assessments for students to develop and practice their technical skills on printing applications. As a result of the skills implementation, students will be able to keep current with industry standards and be better prepared for competitive employment. Students will meet the following DVC Standards: 2.D.02.04 Create a vector illustration, eligible for portfolio inclusion 2.D.09.07 Define and demonstrate the use peripheral devices such as scanners, external hard drives, printers, tablets, and cameras

Mac Minis	\$ 24,000	The Graphic Communications Technology Program requires an update to the equipment and the curriculum to reflect current industry standards.	Progress monitored through written and Performance assessments. Skills Plus Competency Development recording.	<p>Impact: Teachers will devise and implement curriculum and assessments to utilize the Mac Minis. As a result of the students' practice with Mac Minis, they will be able to enhance and practice their technical skills and keep current with industry standards. Ultimately, the students will be better prepared for competitive employment by allowing them to demonstrate the following DVC Standards: 2.C.03.01 Produce final design solutions 2.C.03.04 Save and export digital files in a variety of appropriate formats 2.D.09.07 Define and demonstrate the use peripheral devices such as scanners, external hard drives, printers, tablets, and cameras.</p>
I-Pads	\$ 6,000	The Graphic Communications Technology Program requires an update to the equipment and the curriculum to reflect current industry standards.	Progress monitored through written and Performance assessments. Skills Plus Competency Development recording.	<p>Impact: Teachers will devise and implement curriculum and assessments to utilize the I-Pads. As a result of the students' practice with I-Pads, they will be able to enhance and practice their technical skills and keep current with industry standards. Ultimately, the students will be better prepared for competitive employment by allowing them to demonstrate the following DVC Standards: 2.C.03.01 Produce final design solutions 2.C.03.04 Save and export digital files in a variety of appropriate formats 2.D.09.07 Define and demonstrate the use peripheral devices such as scanners, external hard drives, printers, tablets, and cameras.</p>

Medical computer cart	\$ 1,000	The Graphic Communications Technology Program requires an update to the equipment and the curriculum to reflect current industry standards.	Progress monitored through written and Performance assessments. Skills Plus Competency Development recording.	<p>Impact: Teachers will devise and implement curriculum and assessments to utilize the medical computer cart. As a result of the students' practice with medical computer cart, they will be able to enhance and practice their technical skills and keep current with industry standards. Ultimately, the students will be better prepared for competitive employment by allowing them to demonstrate the following standards: 2.D.01: Graphic Design Practices, 2.F.01: Preparation and Assembly Practices for Output to Various Media.</p>
HP MFP	\$ 10,000	The Graphic Communications Technology Program requires an update to the equipment and the curriculum to reflect current industry standards.	Progress monitored through written and Performance assessments. Skills Plus Competency Development recording.	<p>Impact: Teachers will devise and implement curriculum and assessments to utilize the HP MFP. As a result of the students' practice with HP MFP, they will be able to enhance and practice their technical skills and keep current with industry standards. Ultimately, the students will be better prepared for competitive employment by allowing them to demonstrate the following the DVC Standards: 2.D.09.07 Define and demonstrate the use peripheral devices such as scanners, external hard drives, printers, tablets, and cameras 2.B.04.05 Define and demonstrate the differences between various color modes, such as CMYK, RGB, grayscale, and spot colors.</p>

<p>AET Labs Objet30 3D Printer</p>	<p>\$ 11,905</p>	<p>The Computer-Aided Drafting and Design (C.A.D.D. Program requires an update to the equipment and the curriculum to reflect current industry standards.</p>	<p>Progress monitored through written and Performance assessments. Skills Plus Competency Development recording.</p>	<p>Impact: Teachers will devise and implement curriculum and assessments to utilize the AET Labs Objet30 3D printer to its fullest potential. As a result of the students' practice with the AET Labs Objet30 3D printer, they will be able to enhance and practice their technical skills and keep current with industry standards. Ultimately, the students will be better prepared for competitive employment by allowing them to demonstrate the following C.A.D.D standards: 2.N Computer Aided Drafting and Design (CAD) Equipment Needed – (Must Meet Manufacturing Industry Standards): Computers, CAD Software 2.N.01 Demonstrate and apply basic CAD operations using current industry standard software 2.N.01.01 Create solid three-dimensional models. B, E, A 2.N.01.02 Create three-dimensional assembly models. A 2.N.01.03 Create part level design or drawing specifications. B, E, A 2.N.01.04 Create assembly level design and drawing specifications. A 2.N.01.05 Convert files to generic formats i.e. (.pdf, .dxf, .igs, .stp, .stl, etc.).</p>
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<p>Architectural Design software and computers</p>	<p>\$ 15,000</p>	<p>The Drafting and Design Technology program requires an update to the equipment and the curriculum to reflect current industry standards.</p>	<p>Progress monitored through written and Performance assessments. Skills Plus Competency Development recording.</p>	<p>Impact: Teachers will devise and implement curriculum and assessments to utilize the architectural design software and computers to their fullest potential. As a result of the students' practice with the latest architectural design materials, they will be able to enhance and practice their technical skills and keep current with industry standards. Ultimately, the students will be better prepared for competitive employment by allowing them to demonstrate the following Drafting and Design Technology standards: 2.B.02 Develop views. 2.B.02.01 Create orthographic views. 2.B.02.02 Create auxiliary views. 2.B.02.03 Create section views. 2.B.02.04 Create detailed views. 2.B.02.05 Create isometric views. 2.B.02.06 Place views considering first and third angle projection. 2.B.02.07 Identify 1, 2, and 3 point perspectives. 2.B.03 Apply the design process. 2.B.03.01 Evaluate a problem and develop a solution using the design process. 2.B.03.02 Interpret detail prints or technical processes. 2.B.03.03 Identify key elements that impact design.</p>
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<p>Comprehensive Medical Assisting with 6-year MindTap access</p>	<p>\$ 17,000</p>	<p>The Medical Laboratory and Assisting program requires an update to the equipment and the curriculum to reflect current industry standards.</p>	<p>Pre and post-tests. Skills Plus Competency Development recording</p>	<p>Impact: Teachers will devise and implement curriculum and assessments to utilize the medical laboratory and assisting software and computers to their fullest potential. As a result of the students' practice with the latest medical assisting materials, they will be able to enhance and practice their technical skills and keep current with industry standards. Ultimately, the students will be better prepared for competitive employment by allowing them to demonstrate the following Medical Laboratory and Assisting standards: 2.F.01 Techniques in infection control, 2.K.01 Basic Laboratory skills, 2.H.01 Medical Specialty Procedures.</p>
<p>Student workbook for Medical Assisting: 4th ed.</p>	<p>\$ 2,000</p>	<p>The Medical Laboratory and Assisting program requires an update to the equipment and the curriculum to reflect current industry standards.</p>	<p>Pre and post-tests. Skills Plus Competency Development recording</p>	<p>Impact: Teachers will devise and implement curriculum and assessments to utilize the medical laboratory and assisting workbooks to their fullest potential. As a result of the students' practice with the latest medical assisting curriculum, they will be able to enhance and practice their technical skills and keep current with industry standards. Ultimately, the students will be better prepared for competitive employment by allowing them to demonstrate the following Medical Laboratory and Assisting standards: 2.F.01 Techniques in infection control, 2.K.01 Basic Laboratory skills, 2.H.01 Medical Specialty Procedures.</p>

<p>Understanding Medical Coding with 6-year MindTap Access</p>	<p>\$ 16,000</p>	<p>The Medical Laboratory and Assisting program requires an update to the equipment and the curriculum to reflect current industry standards.</p>	<p>Pre and post-tests. Skills Plus Competency Development recording</p>	<p>Impact: Teachers will devise and implement curriculum and assessments to utilize the medical laboratory and assisting workbooks to their fullest potential. As a result of the students' practice with the latest medical assisting curriculum, they will be able to enhance and practice their technical skills and keep current with industry standards. Ultimately, the students will be better prepared for competitive employment by allowing them to demonstrate the following Medical Laboratory and Assisting standards: 2.D.01 Electronic Medical Records, 2.E.01 Fundamentals of Administrative skills.</p>
<p>Medical Terminology for Health Professions with 6 year MindTap Access and Precision Exams</p>	<p>\$ 18,360</p>	<p>The Medical Laboratory and Assisting program requires an update to the equipment and the curriculum to reflect current industry standards.</p>	<p>Pre and post-tests. Skills Plus Competency Development recording</p>	<p>Impact: Teachers will devise and implement curriculum and assessments to utilize the medical laboratory and assisting workbooks to their fullest potential. As a result of the students' practice with the latest medical assisting curriculum, they will be able to enhance and practice their technical skills and keep current with industry standards. Ultimately, the students will be better prepared for competitive employment by allowing them to demonstrate the following Medical Laboratory and Assisting standards: 2.C.02.02: Employ the use of appropriate terms and abbreviations. 2.A.01.08 Define emergency codes used in office/medical facility.</p>

Health Center 21	\$ 21,000	The Health Assisting and Pre-Nursing program requires an update to the equipment and the curriculum to reflect current industry standards.	Pre and post- tests. Skills Plus to see if students are meeting the standards	<p>Impact: Teachers will devise and implement curriculum and assessments to utilize the Health Center 21 software program. As a result of the students' practice with the latest health assisting software, they will be able to enhance and practice their technical skills and keep current with industry standards. Ultimately, the students will be better prepared for competitive employment by allowing them to demonstrate the following Health Assisting and Pre-Nursing standards: To allow students to develop and practice their technical skills and keep current with industry standards and be better prepared for competitive employment. It will allow students to meet standards: 2.A.01: Health and Safety Related to Health Careers, 2.B.01:Communication Skills Related to Health Careers, 2.C.01: Responding to Client's Needs.</p>
Graphic Communications Digital Design and print essentials, seventh Edition Textbook	\$ 5,000	The Graphic Communications Technology Program requires an update to the equipment and the curriculum to reflect current industry standards.	Skills plus, frameworks addressed and assessments	<p>Impact: Teachers will devise and implement curriculum and assessments to utilize the graphic communications textbook to its fullest potential. As a result of the students' practice with the latest medical assisting curriculum, they will be able to enhance and practice their technical skills and keep current with industry standards. Ultimately, the students will be better prepared for competitive employment by allowing them to demonstrate the following Graphic Communication standards:2.A.01: Graphics Communications Safety Knowledge and Skills, 2.B.01: Historical Importance of Communication and Printing, 2.C.01: Job Engineering Skills for Graphic Communications.</p>

<p>Adobe Photoshop, illustrator and in design textbooks 2021</p>	<p>\$ 20,000</p>	<p>The Graphic Communications Technology Program requires an update to the equipment and the curriculum to reflect current industry standards.</p>	<p>Skills plus, frameworks addressed and assessments</p>	<p>Impact: Teachers will devise and implement curriculum and assessments to utilize the Adobe Photoshop, illustrator and in design textbooks to their fullest potential. As a result of the students' practice with the latest graphic communications curriculum, they will be able to enhance and practice their technical skills and keep current with industry standards. Ultimately, the students will be better prepared for competitive employment by allowing them to demonstrate the following Graphic Communication standards: 2.D.01: Digital File Preparation, 2.D.01: Graphic Design Practices.</p>
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TOTAL EXPENDITURES: \$ 5,010,267