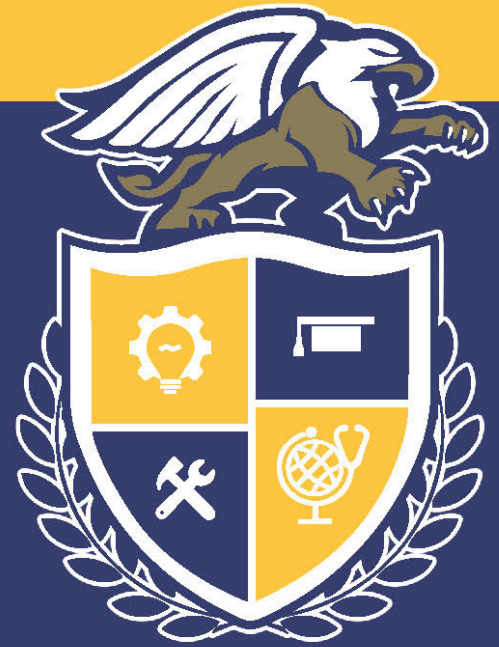


Greater Lowell Technical High School



2024 STUDENT OPPORTUNITY ACT

JILL DAVIS, SUPERINTENDENT DIRECTOR

MICHAEL BARTON, ASSISTANT SUPERINTENDENT/PRINCIPAL

2024 SOA Plan: Greater Lowell Technical High School

Section 1: Summarize your district's plan

Please write 1-2 paragraphs summarizing your 3-year SOA plan.

Greater Lowell Technical High School's three-year Student Opportunity Act (SOA) plan aims to address disparities in student performance and accelerate the achievement of multilingual learners, students with disabilities, low-income students, and those identifying as African American/Black, and Hispanic or Latino. The plan outlines evidence-based programs focused on social-emotional learning (SEL), expanded family resources and support, and academic support and interventions to accelerate learning.

To support social-emotional learning, Greater Lowell plans to expand professional development for staff, resources, and support opportunities for students and families and add a School Adjustment Counselor to the Main Office to enhance positive behavioral interventions and de-escalation strategies, and an added School Adjustment Counselor for the RISE Program to support student mental health and physical well-being concerns. Additionally, the school will establish a Family Resource Center to provide parents/guardians access to school-related materials and community resources, supported by Parent/Family Liaisons.

Greater Lowell will prioritize support for multilingual learners and students with disabilities through instructional coaching, co-teaching programs, and tutoring services. The school aims to expand project-based learning opportunities to promote collaboration, communication, and differentiated learning experiences. Furthermore, professional development in language acquisition strategies and implementing the Massachusetts State Seal of Biliteracy will enhance language fluency and recognition among students.

Overall, the SOA plan reflects Greater Lowell's commitment to equitable education and the holistic development of all students, addressing disparities and fostering success across diverse student populations.

Greater Lowell Technical High School plans to allocate Student Opportunity Act funds as follows: \$741,000.00 for social-emotional learning, \$350,765.00 for continued home-to-school engagement strategies, and \$1,016,715.00 for additional professional development and strategies to improve student achievement. The investment in evidence-based strategies over the next three years will total **\$2,108,480.00**

Section 2: Analyze Your Data and Select Student Groups for Focused Support

In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?

Greater Lowell Technical High School (Greater Lowell or GLTech) is a regional vocational school serving the urban Gateway City of Lowell and the towns of Dracut, Dunstable, and Tyngsborough. Greater Lowell enrolls approximately 2300 students in grades 9 through 12, with a transitional occupational program for continued academic and vocational training. GLTech's student population is 7% African American/Black, 20% Asian, 33% Hispanic or Latino, and 35% White. In addition, 49% of students are from low-income households, 16% are students with disabilities, and 8% are multilingual learners.

In developing the 2024 Student Opportunity Act plan, Greater Lowell Technical High School stakeholders reviewed multiple data points, both quantitative and qualitative. Stakeholders also discussed priority areas most likely to impact student development, well-being, and overall achievement.

Student Outcomes Comparison Tool:

A review of student performance across metrics related to chronic absenteeism, out-of-school suspension, ninth-grade passing, dropout, and five-year graduation rates identified disparities with the multilingual learner, students with disabilities, and low-income household student groups. Disparities existed within the African American/Black and Hispanic or Latino student groups compared to other groups and the composite.

Chronic absenteeism was most prevalent in multilingual learners, students with disabilities, low-income, and Hispanic or Latino student groups. It is important to note that there is a dual representation within these student groups, with the Hispanic or Latino population representing 33.5% of the school's students with disabilities, 51.6% of the multilingual learners, and 45% of students coming from low-income households, despite representing 33% of the school's overall population.

A similar trend exists with the same student groups for out-of-school suspension, dropout, and five-year graduation rates. Disparities with ninth-grade passing rates for the same groups, except for students with disabilities, also existed. Students with disabilities saw one of the highest percentages of passing freshmen-year classes. It is also important to note that the graduation rate for the students with disabilities student group includes students in the school's certificate-track transitional occupational program, skewing the data downward.

While representing one of the school's smallest student groups, making up only 7%, the African American/Black student group did see disparities in the percentage of out-of-school suspensions, dropout, and five-year graduation rates for 2023.

Massachusetts Comprehensive Assessment System (MCAS):

English Language Arts:

ELA MCAS increased from 48% meeting/exceeding expectations for all students in 2021 to 51% in 2022 and 56% in 2023. Breaking the analysis down into student groups does identify some disparities in performance, with 9% of multilingual learners meeting/exceeding in 2023 (up from 8% in 2022 and 5% in 2021), 19% of students with disabilities meeting/exceeding in 2023 (down from 20% in 2022, but up from 10% in 2021). Low-income students also saw a slight difference, with 51% scoring meeting/exceeding in 2023 compared to the average of 56% and 48% in 2022 compared to the average of 51%. African American/Black students had poorer performance in 2023, with 38% meeting/exceeding compared to the school's average of 56%. In 2022, the African American/Black student group had the highest performance, with 61% of students meeting/exceeding. Hispanic or Latino students trended below the school's average of meeting/exceeding the past three years, albeit only 1% away from the average in 2023; otherwise, the group was 5% below the average in 2022 and 2021. SGP also saw discrepancies between student groups. Overall, SGP in 2023 was 53, with multilingual learners (45), students with disabilities (46), and low-income (51) trending below. Hispanic or Latino students trended just above the average SGP at 54, and African American/Black trended just below at 52. In 2022, students with disabilities (52) and Hispanic or Latino (52) trended just above the school average of 51. Multilingual learners (49), low-income (51), and African American/Black (46) trended on or below average.

Mathematics:

Mathematics MCAS increased from 32% meeting/exceeding expectations for all students in 2021 to 37% in 2022 and 49% in 2023. Breaking the analysis down into student groups does identify some disparities in performance, with 12% of multilingual learners meeting/exceeding in 2023 (up from 8% in 2022 and 0% in 2021), 12% of students with disabilities meeting/exceeding in 2023 (up from 5% in 2022, and 3% in 2021). Low-income students also saw a difference, with 43% scoring meeting/exceeding in 2023 compared to the average of 49% and 35% in 2022 compared to the average of 37%. African American/Black students had poorer performance in 2023, with 32% meeting/exceeding compared to the school's average of 49%. In 2022, the African American/Black student group had the highest performance, with 42% of students meeting/exceeding. Hispanic or Latino students trended below the school's average of meeting/exceeding in 2023 at 43% compared to 49%; the group was 13% below the average in 2022 and 5% below in 2021. SGP

also saw discrepancies between student groups. Overall, SGP in 2023 was 48, with multilingual learners (41), students with disabilities (44), and low-income (46) trending below average. Hispanic or Latino students also trended below the average SGP at 46, and African American/Black matched the school average. In 2022, students with disabilities (46), African American/Black, and Hispanic/Latino (46) trended just below the school average of 47. Multilingual learners (34) and low-income (45) student groups also trended below average.

Science (Biology):

The 2023 Biology MCAS scores for the multilingual learner (3% meeting/exceeding), students with disabilities (13% meeting/exceeding), and low-income (34% meeting/exceeding) all trended below the school's average of 40% meeting/exceeding. African American/Black (37% meeting/exceeding) and Hispanic or Latino (34% meeting/exceeding) also trended below average. This trend aligns with 2022 results with multilingual learners (3% meeting/exceeding), students with disabilities (12% meeting/exceeding), low-income (31% meeting/exceeding), and Hispanic or Latino (28% meeting/exceeding) all trended below the school's average of 38% meeting/exceeding. African American/Black (40% meeting/exceeding) students exceeded the average in 2022.

VOCAL School Climate:

A review of the VOCAL School Climate survey did not indicate disparities at the same rates as those identified by the Student Outcomes Comparison Tool or the MCAS data. Students in the multilingual learners group scored higher in all domains of school climate (engagement, safety, and environment) than all other student groups. The students with disabilities and low-income groups were within 1-2 percentage points compared to the whole school. The African American/Black student group also scored above the school average in all domains. Of all racial/ethnic student groups, the Hispanic or Latino group identified some of the highest rates of dissatisfaction with the school climate. The area of greatest concern for students in the Hispanic or Latino student group related to emotional safety, identifying that they don't feel comfortable reaching out to teachers/counselors for support (54% positive response rating); they also identified teachers' desire to help students who come to class upset at a lower rate (68 % positive response rating) than other student groups.

In-house Grade Analysis:

A midterm, final exam, and course grade review identified some disparities within student groups. The January 2023 midterm exams identified multilingual learners as having the least success on the exams, followed by students with disabilities, Hispanic or Latino students, and students from low-income households. All the previously mentioned student groups had averages below the composite average of all students. A similar trend was present in the May/June 2023 final exam score analysis, with students with disabilities, multilingual learners, Hispanic or Latino students, and low-income students scoring furthest from the average final exam score.

A review of end-of-year grades for the 2022-2023 school year identified similar trends as have been seen, with African American/Black students, and Hispanic or Latino students scoring lower than other racial/ethnic groups, with 82% for both student groups compared to the average of 83.1% for academic classes, and 86.2% and 86% respectively compared to 87.2% for career/technical courses. A more significant disparity existed within the students with disabilities, low-income students, and multilingual learners student groups. The overall end-of-year average for academic classes was 83.1%. Still, for multilingual learners, the average was 79.7%, students with disabilities were 79.6%, and low-income students had an 82.2% final course average for academics. For career/technical scores, the overall average for all students was 87.2%, the multilingual learners average was 82.2%, students with disabilities were 82.5%, and low-income students were 86.4%.

Student Opportunity Act Survey:

All stakeholders were asked to complete a survey identifying focus areas related to school improvement and student achievement and to provide input on strategies to support plan elements. The identified themes were:

- Additional staffing and resources to increase/improve family and community engagement
- Purchase of curricular materials and equipment that are aligned to the statewide curriculum frameworks

- Increased or improved professional development for teachers (i.e., focused on increasing family engagement, supporting students with disabilities, supporting multilingual students, strengthening literacy across the curriculum)
- Hiring school personnel that best support student performance (e.g. tutors, instructional coaches, counselors, etc.)
- Increased or improved services to support students' social-emotional and physical wellbeing

Students identified a need for increased or improved services to support social-emotional and physical wellbeing. 67.1% of students selected this as their first or second priority area. Students identified hiring personnel that best support performance as the second most impactful area, with 55.3% selecting it as their first or second focus area. All adult groups (parents, teachers, non-instructional staff, and community members) rated the first and second-choice focus areas in common and identified hiring personnel to support performance as the greatest area of need, with 65.7% of responses identifying the focus. The second most prevalent request was the need for increased SEL support and family outreach opportunities, with 60% of respondents identifying it as an area with significant potential impact.

Teacher/Department-level Data Analysis:

Data elements were reviewed at the leadership level and within school programs. High-level data was presented to teacher teams to review, find course/program-level data, and develop qualitative feedback on their findings and potential strategies to drive student improvement outcomes.

The MLL Department identified that the scores of multilingual students in science, social studies, and English, especially in the co-taught classes, were on or above the average of non-MLL peers during the current school year. While quantitative data from this year's classes show improvement due to increased speaking and writing activities, qualitative feedback included concerns about students' social-emotional readiness, specifically related to anxiety around assessments such as MCAS and ACCESS. Students were less concerned about in-house assessments, and it is hypothesized that the newly implemented co-taught model is seeing results.

The math and science departments identified variances in the achievement of multilingual learners and students with disabilities. The departments focused on strategies implemented this school year, including co-taught structured MLL course sections, resulting in improved in-class performance. There is a desire for additional professional development and coaching around supporting MLLs. The departments identified that the Hispanic or Latino student population significantly represents the MLL student group, and trends were common across both groups. The science team identified the positive shifts in achievement seen during the current year, with a focused curriculum and higher expectations yielding results. A need for additional support in the classroom to scaffold or accelerate student learning was identified. The model of the tutors in the math and English departments was referenced as a proven model to replicate. The Mathematics Department also focused on the value of the instructional tutors to improve student outcomes.

Similarly, the English and social studies departments have focused on co-teaching as a model for improving student success. The departments continually seek to support teachers in co-taught classes with professional development and opportunities to share best practices supporting student success. Additionally, the departments have also focused on the model of using instructional tutors to provide additional support. Teachers have examined testing data to analyze student performance and have been encouraged to use tutors both as a means of support for students identified as needing extra support to reach the next achievement level. Finally, the departments have examined student data and discussed ways to adjust content to help promote belonging among student groups. Discussions have particularly identified African American/Black and Hispanic or Latino students as groups that could benefit from SEL support and initiatives to promote belonging at the school.

Summary:

In the data analysis, significant disparities in student learning experiences and outcomes were observed across various measures and student groups, particularly among multilingual learners, students with disabilities, low-

income students, African American/Black students, and Hispanic or Latino students.

Multilingual Learners:

- High rates of chronic absenteeism, out-of-school suspensions, and lower passing and graduation rates than other student groups.
- English Language Arts (ELA) and Mathematics MCAS assessments consistently show below-average performance.
- Biology MCAS scores also trend below the school average.
- Midterm, final exam, and course grade review consistently reveal below-average performance.

Students with Disabilities:

- High rates of chronic absenteeism, out-of-school suspensions, and lower graduation rates compared to other student groups.
- ELA and Mathematics MCAS assessments consistently show below-average performance, with slight improvements over time.
- Biology MCAS scores also trend below the school average.
- Midterm, final exam, and course grade review consistently reveal below-average performance.

Low-Income Students:

- High rates of chronic absenteeism, out-of-school suspensions, and lower passing and graduation rates than other student groups.
- ELA and Mathematics MCAS assessments consistently show below-average performance, with slight improvements over time.
- Biology MCAS scores also trend below the school average.
- Midterm, final exam, and course grade review consistently reveal below-average performance.

African American/Black Students:

- Despite being one of the smallest student groups, disparities exist in out-of-school suspensions, dropout rates, and five-year graduation rates.
- ELA and Mathematics MCAS assessments show varying performance, fluctuating over time.
- Biology MCAS scores trend below the school average in certain years.

Hispanic or Latino Students:

- High representation of multilingual learners, students with disabilities, and low-income students within the group.
- ELA and Mathematics MCAS assessments consistently show below-average performance, with slight improvements over time.
- Biology MCAS scores trend below the school average.
- Dissatisfaction with school climate, particularly regarding emotional safety and access to support from teachers/counselors.

These disparities underscore the need for targeted interventions and support to address these student groups' academic achievement, social-emotional well-being, and overall success.

What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?

1. Additional Mental Health and Social-Emotional Support:

- Incorporating School Adjustment Counselors within the Main Office and the RISE Program aims to enhance student attendance, discipline, and dropout rates, addressing critical areas where targeted student groups can benefit. Contracts with Raptor will facilitate proactive identification and support for students in need through screening tools, while agreements with Cartwheel will offer counseling

and mental health services, aiming to mitigate factors contributing to retention issues, disciplinary concerns, and academic or career/technical underachievement.

2. Expanded Engagement Initiatives between School and Home:

- Establishing a Family Resource Center and hiring additional Parent/Family Liaisons, especially those fluent in multiple languages, will improve accessibility to school-related materials and community resources for parents/guardians, fostering stronger connections between home and school. Additionally, participating in professional development will equip school staff with the knowledge and skills to effectively engage families in the educational process, further strengthening the partnership between home and school.

3. Strategic Professional Development and Resources for Academic Advancement:

- Expanding the co-teaching model, coupled with professional development, instructional tutoring, and the introduction of an instructional coach, will provide targeted support for students with disabilities and multilingual learners, fostering inclusion and differentiation of instruction. Furthermore, investments in project-based learning and MLL-related professional development enhance student engagement and academic language development. Additionally, by expanding foreign language programming and implementing the State Seal of Biliteracy, the school promotes multilingualism and provides students with opportunities to develop fluency and proficiency in languages beyond English, ultimately preparing them for success in an increasingly diverse workforce.

Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years?

- English learners
- Students with disabilities
- Low-Income Students
- African American/Black
- Hispanic/Latino Students

Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement

Confirm that your district will use DESE's three-year targets for increasing performance for the "Lowest Performing Students" group in ELA and math.

Yes. Greater Lowell Technical High School will adopt the three-year improvement targets established by DESE for the "Lowest Performing Students" group as our district's SOA plan improvement targets.

Section 4: Engage Families/Caregivers and other Stakeholders

Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented.

Greater Lowell Technical High School recognizes the importance of partnering with families to promote high levels of achievement and social-emotional well-being to ensure students' success in their academic and technical programs. GLTech offers a variety of opportunities for parents and families to become involved in the school community with the same goal of strengthening the home/school connection. Regarding parent organizations, GLTech offers the following: English Learner Parent Advisory Council, Greater Lowell Technical Parent Organization, School Council, and Special Education Parent Advisory Council. Additionally, GLTech hosts different nights where parents can come and participate in the school community. These opportunities are as follows (but are not limited to): Family Engagement Nights, Parent Portal, Parent Engagement Nights, and Title I Parent meetings.

Greater Lowell Technical High School also provides parent liaison services to help facilitate parents' understanding of school expectations. The Family/Parent Liaisons act as ambassadors for the school; they send out ConnectEd telephone calls and electronic messages in the parents' preferred language. GLTech develops and implements newsletters and surveys to determine parents' areas of interest to help determine engaging events. Some past Family Engagement Nights have included Coffee with the Counselors, College Planning, Drug Awareness, Homework Help, Parenting, Social Emotional Awareness, and Suicide Prevention. GLTech advertises these and other events on Facebook, local billboards, local newspapers, Parent Liaison telephone calls, the school website, and Twitter. Additionally, Greater Lowell Technical High School can make home visits as needed.

Due to the nature of parent engagement activities, the student groups identified in the SOA plan (English learners, Students with disabilities, students from low-income households, African American/Black, and Hispanic/Latino Students) will be targeted for inclusion. The ELPAC and SECPAC will directly address those student groups. The high representation of the Hispanic or Latino student group in the multilingual learner population helps amplify that. Additional family/parent engagement nights should provide a draw from the remaining groups. The Title I Parent Meetings are intentionally geared toward supporting parents, families, and students in low-income households to feel more welcome and connected to the school community. Lastly, adding technical program nights will garner student/family interest and allow students to demonstrate their technical knowledge to others in the larger community, supporting deeper learning at the same time as home/school connections.

Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan?

To craft the 2024 Student Opportunity Act (SOA) plan, Greater Lowell Technical High School employed diverse strategies to engage stakeholders effectively. Central to this effort was a comprehensive survey, allowing stakeholders to pinpoint key areas for school enhancement and student development. Through this survey, stakeholders could prioritize initiatives, shaping the scope of the SOA plan.

Internal stakeholders also contributed through data reviews and discussions, enriching the analysis with their insights. These data-driven dialogues validated student group-specific findings and unearthed additional data sources to support them. This collaborative process enabled a deeper exploration of supports, strategies, and resources aimed at enhancing student outcomes.

Regarding ongoing family engagement, GLTech employs annual surveys to gather feedback from parents and families, which is integral to the school's improvement planning. Post-engagement activities invite participants to provide feedback, fostering a continuous improvement loop. GLTech plans to host community-based parent activities to broaden engagement, extending reach to targeted groups. Moreover, partnerships with local organizations like the Chamber of Commerce and cultural groups are sought to bolster community ties and communication efforts.

GLTech aims to disseminate information about adult literacy, language classes, and social services by fostering open communication within sending cities and towns. Community events, including multicultural gatherings and parent English classes, will strengthen stakeholder connections. Importantly, these initiatives will specifically target students' families in identified student groups, ensuring inclusivity and equity in engagement efforts.

Confirm you engaged with the following stakeholder groups in the development of this plan: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district. Yes

Confirm that your school committee voted to approve this plan and provide the date of the vote. The School Committee voted to approve the Student Opportunity Act plan on Thursday, March 21, 2024.

Section 5: Select Evidence Based Programs to Address Disparities in Outcomes

Select the Focus Area that your district will prioritize over the next three years to address the academic disparities identified in your data analysis.

1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces

Which EBPs will your district implement within this Focus Area?

1.1B Enhanced Support for SEL and Mental Health: Expand capacity to address social-emotional learning (SEL) and mental health needs of students and families (e.g., build knowledge and skills of staff, add specialized support staff, partner with community-based providers, strengthen plans for responding to behavioral health medical emergencies, etc.)

Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).

Social-emotional Learning and Professional Development:

Greater Lowell Technical High School has strongly emphasized the importance of social-emotional learning. The district has a social-emotional learning committee that meets regularly to spearhead various social-emotional

initiatives. Some include developing professional development opportunities for staff, offered after school and on professional development days. These offerings have included EdSert modules, the School-Connect curriculum with lesson plans, communication with teenagers, mental health first aid, and trauma sensitivity relative to brain science. Some professional development opportunities have been contracted with outside providers, and clinicians on staff have provided others. The committee has also worked on raising mental health awareness school-wide for staff and students by promoting Mental Health Awareness Month in May. This includes mindful moments over the loudspeaker and posters to increase awareness. The SEL committee has also launched a website that provides staff, students, parents, and guardians with various resources to support mental health. The committee regularly updates these resources, ensuring that all in the Greater Lowell Technical High School community have access to information on various topics relative to social-emotional learning. The district recently supported social-emotional learning by funding conference attendance for a team of four staff members to attend the National Mental Health Conference in New Orleans. The staff who attended brought back valuable information and helped the district remain abreast of the latest developments in the field. By the conclusion of the next three years, the district hopes to become a trauma-informed school. This would occur through research, training, and continuous professional development (cost included in the SOA plan). The district also continues to emphasize and educate staff regarding the CASEL competencies and infuse activities relative to those competencies into daily instruction. This has occurred in the digital literacy classes and will continue to be part of that curriculum. Another area for growth over the coming years is developing a threat assessment plan and team to respond to various challenging situations. Additionally, Greater Lowell Technical High School will implement the StudentSafe Early Intervention System, a component of Raptor Technologies' Safe Schools platform, to proactively address potential student issues before they escalate. It uses data analysis and risk assessment to identify students who may be at risk of various concerns such as self-harm, violence, or substance abuse. Monitoring behaviors and flagging concerning patterns through StudentSafe will allow GLTech to intervene early and provide necessary support to students, promoting a safer and healthier school environment.

School Opening Keynote Speaker:

Greater Lowell Technical High School has contracted with Brooklyn Raney to be the keynote speaker for the opening of the 2024-2025 school year. Brooklyn will present "*Be Who You Needed: Building Stronger Connections & Healthier Boundaries with Students,*" focusing on the value of students' trusting relationships with adults at school. The session is interactive and framed around research and evidence-backed strategies for building trust, maintaining healthy boundaries, avoiding burnout, meeting universal youth needs, and working together as teams of trusted adults to increase engagement and strengthen school connections. Speakers with similar messages related to relationship-building, SEL, etc., will be recruited for the 2025-2026 and 2026-2027 school years.

Cartwheel Counseling:

Another social-emotional support that the district has funded and has successfully provided outside support to students and families is a membership with Cartwheel. This organization quickly connects students with outside counseling and allows them to bypass the lengthy waitlists families encounter when seeking counseling. This is a valued resource, and the district would like to expand the seats in this contract to \$30,000, allowing 50 more students access.

RISE Program Adjustment Counselor:

Greater Lowell Technical High School has a transitional program called RISE, which supports the needs of students returning from hospitalization for medical or mental health reasons. This program was modeled after the BRYT program and provides academic and emotional support for students for 6-8 weeks as they transition back to school. The RISE Adjustment Counselor will help to bolster that program by providing additional clinical support for the mental health needs of students. Additionally, the RISE Adjustment Counselor will provide critical coordination for parents/families with outside providers and hospital staff to ensure a supported transition back to school and a continuum of care. It is essential to have a licensed adjustment counselor in this role to regularly assess for crises and ensure that students have access to the level of care required to meet their heightened social-emotional needs through coordination with our community partners such as Vinfen.

Main Office School Adjustment Counselor:

Additionally, to strengthen GLTech's school community and expand upon the positive behavioral intervention system and de-escalation strategies, we seek to add a School Adjustment Counselor (SAC) to the Main Office Team. The School Adjustment Counselor will report to the Senior Assistant Principal and work with the Dean of Students and two other Assistant principals to support an agreeable and effective climate. The SAC will also work 1-1 with students to support them in developing coping mechanisms and strategies to eliminate challenges before they occur.

Which schools will be impacted by these efforts (answer can be district-wide)?

Greater Lowell Technical High School

What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY25 + FY26 + FY27), across all funding sources? Total should be cumulative.

- \$741,000.00

Describe the anticipated allocation of funds to this EBP in more detail.

- **Guidance & Psychological:** \$690,000.00
 - Funds in this category will support the salary and benefits of a school adjustment counselor in the Main Office and a school adjustment counselor in the RISE program. Additionally, the contract with Cartwheel to provide counseling services for students is incorporated in the funding category
- **Instructional Materials, Equipment & Technology:** \$9,000.00
 - This category funds the contract with Raptor Technologies for the StudentSafe application, which will screen students for potential concerns related to mental health and student safety
- **Professional Development:** \$42,000.00
 - Funding in this category will be used for professional development relative to social-emotional learning. In part, funds will compensate the SEL Committee members for evaluating current SEL readiness, planning and implementing professional development, and supporting staff with implementation. Funds will also be used on outside contractors to provide professional development to staff.
- **Total:** \$741,000.00

Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?

Guidance & Psychological, Instructional Materials, Equipment & Technology, and Professional Development

What metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report on progress against these metrics in your annual update to DESE starting next year.

- Increase in student perception of school culture and climate as measured by VOCAL and/or local data
- Increase in social and emotional competency rates as measured by local data.
- Decrease in chronic absenteeism for all students, with a focus on Students with Disabilities, Multilingual learners, students from Low-Income households, and students in our African American/Black, and Hispanic or Latino student group
- Decrease in discipline rates for all students, with a focus on Students with Disabilities, Multilingual learners, students from Low-Income households, and students in our African American/Black, and Hispanic or Latino student group

Select the Focus Area that your district will prioritize over the next three years to address the academic disparities identified in your data analysis.

1.3 Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities

Which EBPs will your district implement within this Focus Area?

1.3A Diverse Approaches to Meaningful Family Engagement: Train all staff on multiple strategies and tools to engage with families in meaningful two-way communication

1.3B Students and Families as Valued Partners: Create opportunities and systems for students and families to effectively participate as partners in authentic decision-making, with supports as needed

Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).

Family Resource Center:

Greater Lowell Technical High School has many initiatives in place to engage and support parents; however, GLTech plans to add a Family Resource Center to the school to support parent(s)/guardian(s) with having access to school-related materials as well as additional community resources and support in one centrally located location. The Parent/Family Liaisons will relocate to the new centrally located area to strengthen their visibility as a resource. The Parent/Family Liaisons will also be available for interpretation and translation services, expanding on the current welcoming environment. Creating a centrally located space works two-fold: it allows for a common space that all parents can go to for assistance, and the Parent/Family Liaisons can continue their work as school representatives in a more accessible manner.

Parent/Family Liaison:

Greater Lowell Technical High School currently has two Parent/Family Liaisons to engage and support families of multilingual learners. The increased spoken languages and student needs necessitate another Parent/Family Liaison. This individual would assist with interpretations and translations (especially in Portuguese) and work with parents/guardians to strengthen the school-home connections.

Technical Program Interactive Showcase Events:

As an additional engagement opportunity, Greater Lowell Technical High School will offer Technical Program Interactive Showcase Events to unite students, families, and faculty in celebrating career and technical education. Through engaging workshops and hands-on demonstrations in programs such as robotics, carpentry, culinary arts, and automotive technology, attendees will experience the breadth of GLTech's career and technical programs. Students will take center stage, showcasing their knowledge and developing leadership skills through real-world demonstrations of learning. Families will deepen their understanding of their students' education, strengthening school-to-home connections. These events will highlight the practical applications of learning and the value of project-based education.

Supporting Two-Way Communication and Professional Development:

Greater Lowell Technical High School has utilized a variety of resources to help support two-way communication. In addition to the in-house interpretation services in six languages, GLTech has partnered with two outside agencies to help service parents and families for whom we do not have in-house services. A clear protocol for accessing the interpretation services is reviewed with faculty and staff members annually. GLTech has also partnered with TalkingPoints to connect with our parents and families. Additional professional development/training on TalkingPoints will expand parent/guardian and teacher communication and collaboration, which is especially impactful for engaging multilingual learners.

Family Engagement in Education Institute Professional Development:

Greater Lowell Technical High School has prioritized professional development relative to family engagement strategies and resources. As part of the SOA plan, GLTech will contract professional development with Harvard University to enhance these efforts further. Administrators, counselors, and teachers will participate in a workshop titled "Family Engagement in Education: Creating Effective Home and School Partnerships."

Which schools will be impacted by these efforts (answer can be district-wide)?

Greater Lowell Technical High School

What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY25 + FY26 + FY27), across all funding sources? Total should be cumulative.

- \$350,765.00

Describe the anticipated allocation of funds to this EBP in more detail.

- **Classroom & Specialist Teachers:** \$48,000.00
 - Teachers, especially those in career and technical programs, will be a key factor in the success of the Technical Program Interactive Showcase events. Funding in this category will go toward curriculum development, lesson and activity planning and implementation, and supporting student presentations/leadership at events.
- **Operations & Maintenance:** \$50,000.00
 - The development of a Family Resource Center comes with construction-related costs represented in this category.
- **Professional Development:** \$27,765.00
 - Professional Development costs are primarily allocated to the Harvard University family engagement workshop, with additional funding for in-house training to expand the use of TalkingPoints as a tool to engage multilingual families.
- **Pupil Services:** \$225,000.00
 - Funding in this category is to cover the salary and benefits of the new Parent/Family Liaison Position
- **Total:** \$350,765.00

Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?

Classroom & Specialist Teachers, Operations & Maintenance, Professional Development, and Pupil Services

What metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report on progress against these metrics in your annual update to DESE starting next year.

- Increase in participation rates at family events
- Decrease in chronic absenteeism for all students, with a focus on Students with Disabilities, Multilingual learners, students from Low-Income households, and students in our African American/Black, and Hispanic or Latino student groups

Select the Focus Area that your district will prioritize over the next three years to address the academic disparities identified in your data analysis.

2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning

Which EBPs will your district implement within this Focus Area?

2.2A Effective Use of WIDA Framework: Train all staff to effectively employ the WIDA framework so they can provide effective scaffolds and supports for multilingual learners

2.2B High Leverage Practices for Students with Disabilities: Train all staff in high-leverage instructional practices designed for students with disabilities. (e.g., providing scaffolded supports, explicit instruction, flexible grouping, and adapting curriculum and tasks based on students' specific learning goals)

2.2C Collaborative Teaching Models: Develop or expand co-teaching and other evidence-based models that leverage collaboration to best-serve students with disabilities and multilingual learners

2.2D Targeted Academic Support and Acceleration: Implement academic intervention and acceleration opportunities targeting student groups demonstrating the largest gaps in achievement (e.g. high dosage tutoring, Acceleration Academics, and summer learning)

Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).

Co-Teaching Program and Professional Development:

Students with Disabilities:

The district continues prioritizing co-teaching to support the inclusion of students with disabilities. This commitment includes funding high-quality professional development to ensure teachers are equipped with strategies to help this model and increase differentiation of instruction. Effective co-teaching requires

collaboration; GLTech will provide teacher teams with compensated hours at their contractual rate to support their planning, lesson and accommodation design, and data analysis.

Multilingual Learners:

For the 2022-2023 school year, Greater Lowell Technical High School piloted a co-teaching model in Biology, English language arts, and mathematics to increase the MLL student achievement. This expanded in the 2023-2024 school year to where all Multilingual Learner teachers co-teach with core academic teachers spanning all grades. GLTech has partnered with Dr. Andrea Honigsfeld, author of Collaborating for English Learners, to work with co-teaching teams to continue strengthening the utilization of the seven different co-teaching models and how they impact Multilingual Learners. Dr. Honigsfeld will work on-site at Greater Lowell Technical High School to support the expansion and strengthening of MLL co-teaching. Effective co-teaching requires collaboration; GLTech will provide teacher teams with compensated hours at their contractual rate to support their planning, lesson and accommodation design, and data analysis.

Instructional Tutors:

Starting in the 2021-2022 school year, Greater Lowell Technical High School added instructional tutor positions to both the English and mathematics departments. These additional positions allowed for both in-class and pull-out support and acceleration. The impact of the instructional tutors quickly became apparent as the percentage of students meeting or exceeding expectations on the ELA MCAS increased from 48% in 2021 to 51% in 2022 and 56% in 2023. Additionally, there were also gains in SGP for ELA, 45 (2021), 51 (2022), and 56 (2023). In Mathematics, the percentage of students meeting or exceeding expectations on the MCAS increased from 32% in 2021 to 37% in 2022 and 49% in 2023. Additionally, there were also gains in SGP, 25.7 (2021), 47 (2022), and 48 (2023).

38% of GLTech students met or exceeded expectations on the Biology MCAS in 2022, with 40% meeting or exceeding in 2023. While there has been growth, the gains seen in ELA and mathematics, both programs with instructional tutors available, exceed those in Biology. Given this, GLTech seeks to expand its successful tutoring model, expanding into the Science Department. Two Science Tutor positions (focusing on Biology) will be added for the 2024-2025 school year.

Instructional Coach:

GLTech aims to enhance its support for multilingual learners by introducing an instructional coach. The school has been developing staff capacity to address the needs of MLL students through professional development, and by combining that with the guidance of an instructional coach, GLTech can take a proactive approach to identifying instructional challenges and potential student issues. The instructional coach will collaborate across academic and technical programs to assist instructors in effectively conveying content and exploring innovative delivery methods tailored to multilingual learners. Through these concerted efforts, GLTech anticipates improved academic and technical outcomes for multilingual learners in class participation/engagement and on assessments.

Project-based Learning Professional Development:

Greater Lowell Technical High started a multi-year initiative at the start of the 2022-2023 school year to expand student access to project-based learning (PBL). PBL provides collaboration, communication, and teamwork opportunities to help students build social connections and develop essential SEL skills such as resilience and empathy. PBL also readily allows for differentiated learning experiences and addresses learning gaps through targeted interventions or other factors unique to students' learning needs. PBL projects are designed to mirror real-world challenges and scenarios, making academic skills more meaningful and applicable to students' future careers in technical fields. This relevance fosters deeper engagement and motivation to learn. Currently, 55% of the school's teachers have participated in PBLWorks' PBL101, setting a foundation for understanding and implementing high-quality PBL. The goal is to expand and enhance PBL through additional workshops, specifically PBLWorks' PBL201 – Improving the Quality of Student Work for up to 70 participants. PBL201 will support educators with developing lessons/projects aligned to a clear vision and rigorous goals, establishing scaffolding and coaching strategies to support all learners, and establishing critique, revision, and reflection processes that foster student ownership of their academic and technical learning and growth.

SEI/WIDA Professional Development:

Given the rising number of student needs and linguistic diversity, there is a need to bolster SEI/WIDA professional development initiatives. Consequently, the Multilingual Learner Department has introduced a range of professional development topics this year. The plan is to expand the scope and frequency of SEI/WIDA-related professional development sessions in the coming years. This proactive approach aims to better equip educators with the tools and strategies to effectively support students' diverse linguistic needs.

GLTech plans to expand upon the partnership with Dr. Honigsfeld to offer all instructors school-wide professional development opportunities related to academic language and literacy. These professional development opportunities will complement the support offered to MLL co-teaching teams yet be more focused on instructional strategies in academic and career/technical classes.

Foreign Language and the State Seal of Biliteracy:

Greater Lowell Technical High School understands and values multilingualism and seeks to expand student opportunities to develop/highlight fluency. While many of GLTech's students come from multilingual households, the school also desires to expand language fluency by offering two-year programming in Chinese, French, German, and Spanish, partially based on student interest/demand, but also to meet the needs of the ever-diversifying workforce.

There are 1060 students in the current junior and senior class (YOG 2024 and 2025) that meet the English MCAS assessment requirements for the Massachusetts State Seal of Biliteracy; 564 of those students meet the ELA requirements to earn the State Seal of Biliteracy with Distinction. Of those students, approximately 35% come from households where English is not the primary language, underscoring the value of multilingualism.

Greater Lowell Technical High School plans to implement the Massachusetts State Seal of Biliteracy starting in the 2024-2025 school year. GLTech plans to contract with Avant Assessment to use the STAMP (Standards-based Measurement of Proficiency 4S) assessment for American Sign Language (ASL), Arabic (bilingual), French, Mandarin, Portuguese (Brazilian), Russian, and Spanish (bilingual).

Greater Lowell Technical High School will partner with ALTA Language Services to provide partial-domain assessments in Cambodian, Farsi (Persian), Greek (modern), Gujarati, Laotian, and Twi (Akan).

Which schools will be impacted by these efforts (answer can be district-wide)?

Greater Lowell Technical High School

What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY25 + FY26 + FY27), across all funding sources? Total should be cumulative.

- \$1,016,715.00

Describe the anticipated allocation of funds to this EBP in more detail.

- **Classroom & Specialist Teachers:** \$600,000.00
 - Funding in this category is to cover the salary and benefits of the new Instructional Coach position as well as the two new Science Tutor positions
- **Instructional Materials, Equipment, & Technology:** \$33,705.00
 - Funding in this category is to cover the contract fees for the STAMP and ALTA language assessments to support the State Seal of Biliteracy
- **Professional Development:** \$383,010.00
 - Professional development funding for this focus area is primarily allocated to expanding and strengthening the co-teaching model for students with disabilities and multilingual learners. Funding is also allocated to expand professional development related to project-based learning and SEI/WIDA. The funds are to cover both contracts with service providers as well as stipend/hourly work for teacher participants.
- **Total:** \$1,016,715.00

Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?

Classroom & Specialist Teachers, Instructional Materials, Equipment, & Technology, Professional Development

What metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report on progress against these metrics in your annual update to DESE starting next year.

- Increase in the % of students meeting or exceeding on Math, ELA, and Science MCAS of all students, with a focus on Students with Disabilities, Multilingual learners, students from Low-Income households, and students in our African American/Black, and Hispanic or Latino student group
- Increase in MCAS SGP in Math and ELA of all students, with a focus on Students with Disabilities, Multilingual learners, students from Low-Income households, and students in our African American/Black, and Hispanic or Latino student group
- Increase in the % of English learners making progress on the ACCESS
- Increase in language achievement of all students, with a focus on Multilingual learners as measured by local data
- Increase in the academic achievement of all students, with a focus on Students with Disabilities, Multilingual learners, students from Low-Income households, and students in our African American/Black, and Hispanic or Latino student group as measured by exam and class scores