

GREATER LOWELL TECHNICAL HIGH SCHOOL



2025-2026

SCHOOL IMPROVEMENT PLAN

APPROVED BY THE
GREATER LOWELL TECHNICAL
SCHOOL COMMITTEE
June 12, 2025

GREATER LOWELL TECHNICAL HIGH SCHOOL

SCHOOL COUNCIL		SCHOOL IMPROVEMENT PLANNING (SIP) TEAM
<p style="text-align: center;"><u>Staff Members</u></p> <p style="text-align: center;">Michael Barton-Chairperson Cheryl Duarte Kimberly Febres Elizabeth Stewart-Miranda Michael Weitz</p> <p style="text-align: center;"><u>Parent Members</u></p> <p style="text-align: center;">James Finn Anna Kinyon Kristine Morrison Scott Santos</p> <p style="text-align: center;"><u>Student Members</u></p> <p style="text-align: center;">Gerdine Louis Jayda Rodriguez</p> <p style="text-align: center;"><u>Community Member</u></p> <p style="text-align: center;">Courtney McSparron</p>		<p style="text-align: center;"><u>Team Members</u></p> <p style="text-align: center;">Maggie Espinola Matthias Griecci Jacy Howard Grace Knight Kaitlin Monahan Carissa Mrouse Susan O'Hare Christia Ouellette Sarah Samaros Emily Smyth Connie Vergados Nicholas Villani Michael Weitz Instructional Leadership Team</p>

The Greater Lowell Technical High School does not discriminate on the basis of race, to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles, color, religious creed, national origin, limited English proficiency, sex, sexual orientation, age, gender identity, criminal record, disability, veteran status, genetic information, pregnancy or a condition related to said pregnancy, parental status and homelessness in the administration of its educational and employment policies, programs, practices or activities, as defined and required by state and federal law. In addition, Greater Lowell Technical High School is committed to providing a work and learning environment free from sex-based harassment and prohibits retaliation against any individual for making a complaint of conduct prohibited under this Notice, or for assisting or assisting in the investigation of such a complaint. The District's nondiscrimination policy and grievance procedures can be located at www.gltech.org. The following person has been designated to handle inquiries regarding educational non-discrimination policies: Name and Title: Tracy Encarnacao, Director of School Counseling/Title IX Coordinator Address: Greater Lowell Technical High School, 250 Pawtucket Boulevard Telephone: (978) 441-4955.

MISSION STATEMENT

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

VISION

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

PHILOSOPHY

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

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

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

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

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

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

GOALS

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

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

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

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

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

CORE VALUES

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

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

R.E.A.C.H.

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

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

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

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

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

SCHOOLWIDE LEARNING EXPECTATIONS

Academic and Career

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

Social

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

Civic

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

THEORY OF ACTION

If we...

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

Then we will...

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

STRATEGIC PRIORITIES

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

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

**GREATER LOWELL TECHNICAL HIGH SCHOOL
2025-2026 SCHOOL IMPROVEMENT PLAN**

Strategic Priority #1: Improving Student Academic and Technical Achievement

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

Goal 1: Provide clarity and guidance around the ethical, responsible, and effective use of Artificial Intelligence (AI) in educational settings

Strategic Objectives	Initiatives/Activities	Timeline	Responsible Person(s)	Outcomes
Establish an AI Awareness Committee to research AI ethics, privacy, bias, and tools	<ul style="list-style-type: none"> Form a representative committee including teachers, counselors, staff, and students Identify and curate resources on AI ethics, privacy, and bias 	September 2025 – June 2026	Instructional Leadership Team	<ul style="list-style-type: none"> Active AI Awareness Committee Shared resource guide for school community
Develop schoolwide guidelines for ethical AI use	<ul style="list-style-type: none"> Research and draft guidelines addressing academic integrity, privacy, creative use, and responsible tool selection Vet guidelines with stakeholder groups 	September 2025 – February 2026	AI Awareness Committee	<ul style="list-style-type: none"> Finalized and published AI use guidelines Consistent understanding of responsible AI use across school community
Promote AI integration through professional development and classroom initiatives	<ul style="list-style-type: none"> Offer two or more PD sessions on AI basics, ethics, and classroom applications Share resources, strategies, and best practices through internal PD channels (i.e. school-wide, cluster, department) 	October 2025 – June 2026	AI Awareness Committee Director of Professional Development Cluster Chairpersons	<ul style="list-style-type: none"> Increased teacher confidence with AI tools Visible integration of AI concepts in instruction At least two schoolwide PD sessions focused on AI
Embed AI literacy into student learning experiences	<ul style="list-style-type: none"> Integrate AI concepts and tool use into existing courses 	January 2026 – June 2026	Cluster Chairpersons Instructional Staff	<ul style="list-style-type: none"> AI tools and literacy embedded into multiple courses
Ensure the integration of AI-related assignments and projects aligns with current curriculum frameworks	<ul style="list-style-type: none"> Audit current curriculum maps to identify opportunities for AI integration that align with relevant state frameworks and content standards Develop exemplars to support consistent implementation 	September 2025 – June 2026	Cluster Chairpersons Instructional Staff	<ul style="list-style-type: none"> Curriculum documents reflect alignment between AI-related tasks and content standards

Strategic Priority #1: Improving Student Academic and Technical Achievement

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

Goal 2: Continue to assess and improve employability related instruction, assessment, and rubric development/implementation

Strategic Objectives	Initiatives/Activities	Timeline	Responsible Person(s)	Outcomes
Analyze student performance on employability skills	<ul style="list-style-type: none"> Review and compile existing assessment data across academic and technical programs Identify trends in student strengths and areas for growth related to employability criteria 	September 2025 – June 2026	Director of Curriculum, Instruction, and Assessment Cluster Chairpersons Employability Working Group	<ul style="list-style-type: none"> Comprehensive data report highlighting employability skill development Clear identification of program-level and schoolwide trends
Gather stakeholder feedback on employability instruction and assessment	<ul style="list-style-type: none"> Conduct surveys, focus groups, and interviews with students, teachers, and employers Analyze feedback on clarity, fairness, and relevance of current employability rubrics and instructional strategies 	September 2025 – June 2026	Director of Cooperative Education Director of Curriculum, Instruction, and Assessment Employability Working Group	<ul style="list-style-type: none"> Summary report of stakeholder feedback Insights into rubric effectiveness and instructional alignment with industry expectations
Refine rubrics and instructional strategies based on findings	<ul style="list-style-type: none"> Revise employability rubrics for clarity, relevance, and consistency across departments Provide professional development on revised rubrics and best practices for embedding employability skills into instruction 	January 2026 – June 2026	Director of Curriculum, Instruction, and Assessment Cluster Chairpersons Employability Working Group	<ul style="list-style-type: none"> Updated and aligned employability rubrics PD session(s) delivered to staff Increased staff and employer confidence in employability assessments

Strategic Priority #1: Improving Student Academic and Technical Achievement

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

Goal 3: Expand and Refine Authentic, Inclusive, and Adaptive Assessments

Strategic Objectives	Initiatives/Activities	Timeline	Responsible Person(s)	Outcomes
Increase use of authentic and performance-based assessments	<ul style="list-style-type: none"> Expand project-based, performance-based, and real-world assessments across academic and technical programs Provide continued professional development on designing and evaluating project-based learning experiences 	September 2025– June 2026	Director of Curriculum, Instruction, and Assessment Director of Professional Development Cluster Chairpersons Instructional Staff	<ul style="list-style-type: none"> Broader implementation of PBL and authentic assessments Teachers report stronger capacity to assess deeper learning and real-world skills
Ensure assessment accessibility for all students through DCAP implementation	<ul style="list-style-type: none"> Review and share the updated District Curriculum Accommodation Plan (DCAP) with staff Ensure diverse assessments are aligned with DCAP supports and are accessible to all learners 	September 2025– December 2025	Instructional Leadership Team Instructional Staff	<ul style="list-style-type: none"> Increased staff awareness of accommodations and supports Consistent use of inclusive assessment practices schoolwide
Provide students with multiple ways to demonstrate mastery	<ul style="list-style-type: none"> Incorporate multimodal assessments (e.g., presentations, demonstrations, portfolios) Offer student choice in assessment formats and success criteria when appropriate 	September 2025 – June 2026	Instructional Staff	<ul style="list-style-type: none"> Increased student engagement and ownership of learning Assessments reflect diverse learning styles and strengths
Integrate digital and adaptive assessment tools	<ul style="list-style-type: none"> Pilot use of adaptive platforms and gamified tools (e.g., AI quizzes, simulations) Support teachers with training on digital assessment best practices 	October 2025 – June 2026	Director of Special Education Cluster Chairpersons Instructional Staff	<ul style="list-style-type: none"> More personalized learning experiences through adaptive assessment Higher student engagement

Strategic Priority #2: Improving Student College and Career Planning

Standard 2: Teaching All Students: The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, demonstrate cultural proficiency.

Goal 4: Implement and enhance the My Career and Academic Plan (MyCAP) process to support comprehensive college and career planning for all students

Strategic Objectives	Initiatives/Activities	Timeline	Responsible Person(s)	Outcomes
Implement a consistent and student-centered MyCAP process across all grades	<ul style="list-style-type: none"> Provide structured time in the schedule for students to complete interest inventories, goal setting, college and career research, and course planning Use the designated MyCAP digital platform to document student progress, artifacts, and reflections 	September 2025 – June 2026	Director of School Counseling MyCAP Implementation Team	<ul style="list-style-type: none"> All students maintain a completed, annually updated MyCAP including academic, career, and personal/social goals
Establish a team to support students in their college and career planning	<ul style="list-style-type: none"> Assign a trained school staff member to serve as a MyCAP mentor for each student Conduct regular check-ins to review goals, progress, and reflections 	September 2025 – June 2026	Director of Cooperative Education Director of School Counseling MyCAP Implementation Team	<ul style="list-style-type: none"> Increased student engagement in planning activities Students show improved ability to articulate postsecondary goals and action steps
Engage families in the MyCAP planning and reflection process	<ul style="list-style-type: none"> Host family engagement events (e.g., student-led conferences, MyCAP review nights) Encourage parent/guardian contributions to student goal-setting and annual reflections 	September 2025 – June 2026	Director of School Counseling School Counselors Family Liaisons	<ul style="list-style-type: none"> Greater family involvement in college and career planning Strengthened support systems for students across school and home
Align MyCAP with broader school supports and planning efforts	<ul style="list-style-type: none"> Connect MyCAP to course selection, IEP transition planning, and academic supports Use aggregate MyCAP data to inform schoolwide program design and improvement 	September 2025 – June 2026	Instructional Leadership Team MyCAP Implementation Team	<ul style="list-style-type: none"> MyCAP insights drive curriculum and support decisions Enhanced alignment of student goals with school offerings

Strategic Priority #2: Improving Communication, Collaboration, and Community Engagement by Implementing Strategies and Practices that Ensure a Safe and Supportive School Climate and Culture for All Community Members

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

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

Goal 5: Continue to celebrate diversity, foster inclusivity, and strengthen school community connections by implementing community and cultural fairs

Strategic Objectives	Initiatives/Activities	Timeline	Responsible Person(s)	Outcomes
Provide meaningful opportunities for students to explore and share diverse cultures	<ul style="list-style-type: none"> Host annual Cultural Fair with hands-on activities (music, food, crafts, performances, storytelling) Invite students and families to contribute presentations and artifacts 	October 2025 – June 2026	Instructional Leadership Team	<ul style="list-style-type: none"> Increased student and family participation Broad representation of cultures and identities in schoolwide events
Embed cultural awareness into curriculum and instruction	<ul style="list-style-type: none"> Integrate global traditions and cultural content into academic courses Provide resources for respectful classroom conversations about culture and identity 	September 2025 – June 2026	Instructional Staff	<ul style="list-style-type: none"> Improved student understanding of cultural diversity Positive shifts in school climate and cultural
Empower students as leaders and event organizers	<ul style="list-style-type: none"> Form a Student Cultural Fair Planning Committee Assign student roles in marketing, logistics, and event programming 	September 2025 – May 2026	Student Activities Coordinator Cultural Fair Planning Committee	<ul style="list-style-type: none"> Student ownership of planning process Increased leadership opportunities and engagement
Strengthen school-community partnerships to enhance authenticity	<ul style="list-style-type: none"> Partner with local cultural organizations, businesses, and leaders to participate in events Offer vendor and presentation space at school fairs Showcase student identity and community narratives through digital storytelling, podcasting, or other technology-based projects 	September 2025 – May 2026	Cultural Fair Planning Committee Students	<ul style="list-style-type: none"> Stronger ties with local cultural groups Richer, more authentic experiences for students