

GREATER LOWELL TECHNICAL HIGH SCHOOL



2026-2027

SCHOOL IMPROVEMENT PLAN

APPROVED BY THE

GREATER LOWELL TECHNICAL
HIGH SCHOOL COMMITTEE

June 18, 2026

GREATER LOWELL TECHNICAL HIGH SCHOOL

SCHOOL COUNCIL

Staff Members

Michael Barton-Chairperson
Maggie Espinola
Elizabeth Stewart-Miranda
Patrick Tarallo
Nick Villani

Parent Members

Bob Sullivan
Paul Sullivan
Dan Tgibedes
Kacy Zurkus

Community Member

Kennes Mor

Student Members

Joseph Antwi, Jr.
Julie Oum

SCHOOL IMPROVEMENT PLANNING (SIP) TEAM

Team Members

Timothy Duby
Matthias Griecci
Tammy Johnson
Kaitlin Monahan
Carissa Mrouse
Susan O'Hare

Stephanie Oliva
Christia Ouellette
Elizabeth Stewart-Miranda
Connie Vergados
Michael Weitz
Instructional Leadership Team

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 sexual 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 to Ensure a Safe and Supportive School Climate

GREATER LOWELL TECHNICAL HIGH SCHOOL 2026-2027 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: Strengthen clarity and consistency in assignment design, assessment, and feedback to improve student achievement

Strategic Objectives	Initiatives/Activities	Timeline	Responsible Person(s)	Outcomes
Standardize expectations for assignments and independent practice	<p>Develop and communicate clear, cluster/department-specific assignment practices that emphasize learning goals and purpose</p> <p>Use rubrics and clear criteria for success to support understanding and ownership of learning</p>	September 2026 – June 2027	<p>Director of Curriculum, Instruction, and Assessment</p> <p>Directors/Cluster Chairpersons</p> <p>Instructional Staff</p>	<p>Increase in students understanding the purpose and value of assignments</p> <p>Increase in assignment completion rates schoolwide</p>
Promote student self-assessment, reflection, and revision within activities and projects	<p>Embed opportunities for student reflection and self-assessment in academic and technical courses</p> <p>Shift feedback from justification of a grade to actionable steps for continued learning and improved performance</p> <p>Review and revise Progress Report and Report Card comments to ensure clear, actionable, growth-oriented feedback</p>	September 2026 – June 2027	<p>Director of Curriculum, Instruction, and Assessment</p> <p>Directors/Cluster Chairpersons</p> <p>Instructional Staff</p>	<p>Increase in students demonstrating growth through reflection and revision</p> <p>Improved feedback that supports learning and skill development rather than justification of grades</p>
Provide students with multiple ways to demonstrate mastery	Offer multimodal assessments (presentations, demonstrations, portfolios) and student choice in format when appropriate	September 2026 – June 2027	<p>Directors/Cluster Chairpersons</p> <p>Instructional Staff</p>	<p>Assessments reflect diverse learning styles and strengths</p> <p>Increase in student engagement and ownership of learning</p>

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Goal 2: Improve student performance through increased access to support resources and development of self-advocacy and executive functioning skills

Strategic Objectives	Initiatives/Activities	Timeline	Responsible Person(s)	Outcomes
Increase student use of support resources through DCAP and RTI	Utilize DCAP (District Curriculum Accommodation Plan) strategies to provide universal classroom accommodations Implement RTI (Response to Intervention) framework elements to identify and provide targeted support for students during and after school	September 2026 – June 2027	Directors/Cluster Chairpersons Instructional Staff School Counselors/School Adjustment Counselors	More students seeking proactive assistance Higher student confidence in challenging subject areas
Promote self-advocacy, time management, and organizational skills	Embed self-advocacy, time management, and executive functioning content and coursework into MyCAP and other applicable instruction	September 2026 – June 2027	School Counselors Instructional Staff Support Staff/Teams (e.g. Student Assistance Teams, Credit Recovery, etc.)	Students can articulate their needs for support more effectively Reduction in late or missing assignments. Improved student organizational and time management skills

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Goal 3: 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
Continue to promote AI integration through professional development and classroom initiatives	<p>Research the integration of AI, robotics, and automation to understand evolving industry trends and applications</p> <p>Share resources, strategies, and best practices through internal PD channels (school-wide, cluster, department)</p>	Summer 2026 – June 2027	<p>AI Awareness Committee</p> <p>Director of Professional Development</p> <p>Directors/Cluster Chairpersons</p> <p>Instructional Staff</p>	<p>Participation in coursework and partnerships with higher education and industry aligned to AI</p> <p>Increased teacher confidence with AI tools</p> <p>Ongoing sharing of effective practices across departments</p>
Embed AI literacy into student learning experiences	Integrate AI concepts and tool use into applicable coursework, emphasizing ethical and responsible use	August 2026 – June 2027	<p>Directors/Cluster Chairpersons</p> <p>Instructional Staff</p>	<p>AI tools and literacy embedded into multiple courses</p> <p>Students engage with AI aligned to current and emerging industry practices</p>
Review and revise curriculum maps schoolwide to intentionally integrate AI-related content, tools, and learning experiences	<p>Audit current curriculum maps to identify opportunities for AI integration</p> <p>Develop exemplars to support consistent implementation</p>	Summer 2026 – June 2027	<p>Directors/Cluster Chairpersons</p> <p>Instructional Staff</p>	Curriculum documents reflect integration of AI, robotics, and automation as applicable

Strategic Priority #2: Improving Student College and Career Planning

Standard 4: 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	<p>Provide structured time in the schedule for students to complete interest inventories, goal setting, college and career research, and course planning</p> <p>Use the designated MyCAP digital platform to document student progress, artifacts, and reflections</p>	September 2026 – June 2027	<p>Director of School Counseling</p> <p>School Counselors</p>	All students maintain a completed, annually updated, MyCAP including academic, career, and personal/social goals
Engage families in the MyCAP planning and reflection process	<p>Host family engagement events (e.g., student-led conferences, MyCAP review nights)</p> <p>Encourage parent/guardian contributions to student goal-setting and annual reflections</p>	September 2026 – June 2027	<p>Director of School Counseling</p> <p>School Counselors</p> <p>Family Liaisons/Family Engagement Team</p>	<p>Greater family involvement in college and career planning</p> <p>Strengthened support systems for students across school and home</p>
Align MyCAP with broader school supports and planning efforts	<p>Connect MyCAP to course selection, IEP transition planning, and academic supports</p> <p>Use aggregate MyCAP data to inform schoolwide program design and improvement</p>	September 2026 – June 2027	<p>Director of School Counseling</p> <p>School Counselors</p> <p>Instructional Staff</p>	<p>MyCAP insights drive curriculum and support decisions</p> <p>Enhanced alignments of student goals with school offerings</p>

Strategic Priority #3: Improving Communication, Collaboration, and Community Engagement to Ensure a Safe and Supportive School Climate

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

Goal 5: Promote student well-being by providing education on healthy relationships, the risks of teenage gambling, and the impact of digital environments

Strategic Objectives	Initiatives/Activities	Timeline	Responsible Person(s)	Outcomes
Increase staff, student and family awareness of teenage gambling risks and addiction	<p>Partner with local health organizations to provide workshops on the psychology of gambling and its link to addiction and substance abuse</p> <p>Provide families with resources on identifying the signs of underage gambling, financial risk, and addiction</p>	October 2026 – June 2027	<p>Instructional Leadership Team</p> <p>School Counselors/ School Adjustment Counselors</p> <p>Main Office Team</p> <p>Instructional Staff</p>	<p>Reduction in known incidents of gambling on school grounds</p> <p>Establishment of student support groups for gambling/financial risks</p> <p>Completion of student awareness surveys regarding the risks of gambling</p>
Enhance education on healthy relationships, social media, and AI use and reliance	<p>Facilitate small group seminars on consent, communication, and healthy peer/romantic relationships</p> <p>Host guest speakers to discuss the “loneliness epidemic” and the link between social media addiction, and other unhealthy online behaviors, social media impacts, self-esteem, and digital boundaries</p> <p>Provide families with tools and resources to support safe digital use and healthy peer connections.</p>	September 2026 – June 2027	<p>Director of School Counseling</p> <p>School Counselors/ School Adjustment Counselors</p> <p>Family Liaisons/Family Engagement Team</p>	<p>Improved student understanding of the connection between digital isolation and addictive habits</p> <p>Qualitative data from focus groups regarding social medias impact on mental health</p>
Align counseling programs with health curriculum to support holistic wellness	<p>Integrate gambling prevention and digital relationship lessons into Teen Health and Upper Health courses</p> <p>Coordinate school counseling programs with health courses to ensure consistent messaging on digital wellness, gambling, addiction, etc.</p>	September 2026 – June 2027	<p>Director of Curriculum, Instruction, and Assessment</p> <p>Director of School Counseling</p> <p>Athletic Director/Chairperson</p> <p>Health Education Staff</p>	<p>Consistent wellness messaging across school programming and health courses</p> <p>Students experience integrated counseling and health education</p>