

GREATER LOWELL TECHNICAL
HIGH SCHOOL



2019-2020

**SCHOOL IMPROVEMENT
PLAN**

APPROVED BY THE
GREATER LOWELL TECHNICAL
SCHOOL COMMITTEE
JUNE 13, 2019

GREATER LOWELL TECHNICAL HIGH SCHOOL

SCHOOL COUNCIL		SCHOOL IMPROVEMENT PLANNING (SIP) TEAM
<p data-bbox="478 344 695 375"><u>Staff Members</u></p> <p data-bbox="436 418 741 488">Jill Davis, Co-Chair Amanda Roy, Co-Chair</p> <p data-bbox="459 532 718 638">Rene Dion Cheryl Duarte Jennifer Parkhurst</p> <p data-bbox="464 682 714 712"><u>Parent Members</u></p> <p data-bbox="443 756 735 938">Danielle Luz John Petros, Sr. Denise Rocha Daniel Tgibedes Sean Farley-Turcotte</p> <p data-bbox="457 982 720 1013"><u>Student Members</u></p> <p data-bbox="468 1057 709 1162">Matthew Barbosa Zachary Day Mya Medina</p> <p data-bbox="436 1206 741 1237"><u>Community Member</u></p> <p data-bbox="470 1281 707 1312">Jonathan DaSilva</p>		<p data-bbox="1425 344 1659 375"><u>Team Members</u></p> <p data-bbox="1367 418 1713 1086">Jeff Albert Michael Barton Andrew Blatus Carol Chisolm Andrea Collins Jamie Costa Jill Davis Michelle doVale-Callahan Eileen Dufour Tracy Encarnacao Brenda Fisher Maureen Griffin Robert Jones Deborah Lagasse Richard Martin Kaitlin Monahan Elizabeth Often Amanda Roy</p>

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.

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.

GREATER LOWELL TECHNICAL HIGH SCHOOL

2019-2020 SCHOOL IMPROVEMENT PLAN

Goal 1: To develop equitable grading practices and policies school-wide.

Standard 1: Curriculum, Planning, and Assessment: 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 on-going basis, and continuously refining learning objectives.

Objectives	Initiatives/Activities	Timeline	Responsible Person(s)	Outcomes
<p>Develop criteria for creating effective grading policies and review grading comments for effectiveness.</p> <p>Improve current grading practices to include balance in categories, in weighting, in components, and the number of assignments to ensure consistency across academic grade level teams and technical programs.</p> <p>Develop and clearly communicate the criteria for success for all assignments/projects and provide, immediate, and constructive feedback.</p>	<p>Identify teacher leaders who are already improving policies to gather evidence and conduct a comparative analysis using exemplar, ineffective and current grading policy models in order to formulate a rationale for decision making to strengthen consistency school wide.</p> <p>Provide professional development to create categories and assignment descriptions that are parent and student friendly</p> <p>Develop rubrics and models for expected outcomes; utilize rubrics to provide ongoing feedback and opportunities for revision to students (i.e. comments on drafts before final assignment due.)</p>	<p>June 2019 - October 2019</p> <p>September 2019 - June 2020</p> <p>September 2019- June 2020</p>	<p>Director of Curriculum, Instruction & Assessment</p> <p>Academic and Technical Cluster-chairs</p> <p>Director of Special Education</p> <p>Director of Professional Development</p> <p>Instructors</p>	<p>Equitable opportunities for students to demonstrate content knowledge and skills</p> <p>Improved student performance/decrease in course failures</p>

Goal 2: Create a challenging learning environment focused on rigor and relevance in which all students are focused on the higher order thinking skills of: analyze, create, and evaluate.

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

Objectives	Initiatives/Activities	Timeline	Responsible Person(s)	Outcomes
<p>Develop, revise and implement lessons and assessments that include evidence and examples of higher level thinking: analyzing, creating, and evaluating as outlined in Bloom’s taxonomy.</p>	<p>Develop a process/criteria to examine and determine the definitions of analyze, create and evaluate from Bloom’s taxonomy and communicate school-wide.</p> <p>Explore and revise areas of curricula where students can demonstrate their knowledge of analyze, create, and evaluate as evidenced by higher order thinking questioning, extensive student dialogue, and individual as well as group activities.</p> <p>Provide professional development and coaching on the following instructional practices:</p> <ul style="list-style-type: none"> • Increase complexity and level of student thinking processes in the classroom. • Learn and develop questioning strategies that foster thinking with increased rigor which may include the following: timing of questions, phrasing of questions, and modes of instruction (i.e. group work that produces effective student discourse). 	<p>October 2019 – June 2020</p>	<p>Assistant Superintendent/Principal</p> <p>Director of Curriculum, Instruction and Assessment</p> <p>Academic and Technical Cluster-Chairs</p> <p>Director of Special Education</p> <p>Director of Professional Development</p> <p>Instructors</p>	<p>Variety of formative and summative assessments that are creative, diverse and rigorous</p> <p>Increase in student performance as evidenced by summative and formative assessments that include higher order thinking level processes</p> <p>Share best practices among colleagues regarding improving student thinking processes (analyze, evaluate, and create)</p>

Goal 3: Increase student engagement as evidenced by students participating through projects, assignment completion, oral participation, presentation and other activities that are clearly linked to learning standards.

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

Objectives	Initiatives/Activities	Timeline	Responsible Person(s)	Outcomes
<p>Create classroom environments that promote high participation and high cognition activities through inquiry/problem based learning. (“minds-on,” and “hands-on”)</p>	<p>Provide professional development and coaching to instructors on the types (confirmation, structures, guided, and open) and components (clarity, context, challenge and culture) of inquiry/problem-based learning.</p> <p>Develop and implement inquiry based learning goals and success criteria for lessons/units in the curricula.</p> <p>Create and implement authentic learning experiences connections with practical/real world applications. (Staff members will identify points in scope and sequence where connections with practical/real world applications can be made.)</p>	<p>October 2019 – June 2020</p>	<p>Assistant Superintendent/Principal</p> <p>Director of Curriculum, Instruction and Assessment</p> <p>Academic and Technical Cluster-Chairs</p> <p>Director of Professional Development</p> <p>Instructors</p>	<p>Students have a better sense of purpose and connection to the curriculum</p> <p>Increase collaborative learning experiences within classrooms and shops</p> <p>Reduce student course failures/decrease retention rates</p>

Goal 4: To have consistent enforcement of rules and school policy and develop a clear expectation of student behavior.

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

Objectives	Initiatives/Activities	Timeline	Responsible Person(s)	Outcomes
<p>Develop a staff wide understanding of what progressive discipline looks like, including a focus on consistency of school expectations (cell phones, dress code, and disrespect).</p> <p>Increase student compliance to school rules (i.e. electronic devices, dress code, disrespect).</p> <p>Build SEL support into our tiered system of supports/interventions.</p>	<p>Provide PD on consistency of adhering to expectations regarding school wide policies (i.e. electronic devices, dress code, disrespect) and an overview on state discipline regulations.</p> <p>Formulate an integrated discipline committee to analyze discipline data quarterly to identify trends in infractions, student subgroups, teacher referrals (shop v. academic classes), different times of the day and effectiveness of consequences.</p> <p>Utilize discipline data to research best practices and revise our current progressive discipline procedures as well as to provide targeted professional development on classroom management.</p> <p>Promote and utilize our school core values to guide behavior of all those in the school community.</p> <p>Continue to provide PD for staff on social emotional learning/trauma strategies and share best practices</p> <p>Implement and model SEL/trauma strategies in daily classroom/shop instruction.</p> <p>Utilize data (Strengths and Difficulties Questionnaire, attendance, discipline etc.) to develop supports and interventions to address social emotional needs of students (Anxiety, Grief, Social skills Anger management, Coping skills, Substance Intervention).</p>	<p>August 2019-September 2019</p> <p>September 2019-June 2020</p> <p>September 2019-June 2020</p>	<p>Assistant Superintendent/Principal</p> <p>Senior Assistant Principal, Assistant Principal and Dean of Students</p> <p>Academic and Technical Cluster-Chairs</p> <p>Director of Special Education</p> <p>Director of Guidance & Counseling</p> <p>Director of Professional Development</p> <p>SEL Committee</p> <p>Instructors</p>	<p>Improve school climate</p> <p>Improve student behavior/decrease disciplinary referrals to office</p> <p>Decrease student retention rates</p>

