



# Greater Lawrence Technical School 2015-2016 School Improvement Plan



Massachusetts General Law Chapter 71, Section 59C outlines the role school councils play in the governance of public elementary, secondary, and vocational schools in the Commonwealth. The law states that the principal of each school, in consultation with the school council, shall on an annual basis develop and submit a plan for increasing student achievement. Greater Lawrence Technical School (GLTS) both recognizes, and embraces, the challenges of increasing student achievement while moving in a direction which focuses on the development of a positive school culture centered on support for staff and students.

Federal and state laws require schools to specify the areas in which the school fell short of required performance standards and to set measurable performance goals. The school must also outline a set of research-based strategies that are designed to meet those goals. For the fourth consecutive year, the results from the Conditions of School Effectiveness surveys, which are provided by the Massachusetts Department of Elementary and Secondary Education, guided the analysis of, and creation of, the School Improvement Plan (SIP). The analysis was completed by the School Council Sub-committee, using the "stoplight" evaluation model: where each question was given a rating based on the degree in which stakeholders felt the school had met the goal described in the "Conditions" surveys.

Specifically, the School Improvement Plan is the roadmap that outlines the changes the school needs to make in order to improve student performance and to close the achievement gap. The SIP shows how, and when, these changes will be made and who will be accountable for overseeing that each activity/action step is addressed. Most importantly, the SIP is a mechanism through which staff, parents, and the community as a whole, can hold the school accountable for student success through which improvement can be measured.

### **Measurement, Revision, and Communication:**

In order for the School Improvement Plan to be successful, it is imperative that the activities/action steps included herein are regularly assessed to determine the degree of implementation; as well as to assess possible revisions which need to be enacted in order for the goals to be met. Most importantly, consistent communication surrounding activity implementation must exist in order to foster a sense of shared ownership with the stakeholders.

For the 2015-2016 School Improvement Plan, the responsibility of assessing the effectiveness of the SIP activities/action steps will fall upon the Educational Administrative Team (EdAdmin), and the Instructional Leadership Team (ILT). Both EdAdmin, and the ILT, will meet regularly to ensure that the implementation of individual action steps is on target, and that these activities fulfill the School Improvement Plan as a whole. These status updates support the concept that the plan is a living document that is guiding our school improvement efforts.

Communication is vital in developing a positive school culture. On a quarterly basis the principal, EdAdmin, or ILT, will present a status update to the instructional staff as a whole. The quarterly status updates, as well as the yearly staff survey, will provide opportunities for discussion of the activities and implementation of the SIP. Using the feedback from these various reviews/assessments, the School Council will discuss changes that need to be made to the SIP and will annually develop a new SIP to guide the continued growth of Greater Lawrence Technical School.

## **Mission Statement**

Greater Lawrence Technical School provides the highest quality academic and technical education to all of its students while fostering high expectations of achievements - Demand More, Expect More, Achieve More.

## **Goals**

1. Students will reach high academic and technical standards that are aligned with national and state curriculum frameworks and standards.
2. Students will develop the capabilities to continue their academic and technical learning, and the skills to effectively compete in the 21st century workforce.
3. GLTS will provide students with the educational and social experiences that promote citizenship, communication, cooperation, and a respect and understanding of diversity.
4. GLTS will maintain a healthy and safe environment conducive to the academic and technical learning process.
5. GLTS will communicate with parents, industry, and the community at large to develop partnerships for the success of our students in the 21st century workplace.

## **School Philosophy**

The Greater Lawrence Technical School believes that its fundamental function is to develop each individual student to his/her highest potential. Students are entitled to an education in a supportive learning environment by highly qualified teachers who take advantage of current research in education, provide productive learning experiences and promote academic and technical excellence.

Greater Lawrence Technical School fosters a sense of individual empowerment, tempered by respect and responsibility. Each student shall be provided opportunities to gain the skills necessary to function in a diverse society, to develop personal and professional ethics and to meet the challenges of higher education and an evolving workforce.

## Focus I: Culture of high expectations and collaboration

Goal	Activity Leader(s)	Action Steps	Target Date(s)
1.1- Create core values which represent the beliefs of the school.	Elizabeth Freedman	<ol style="list-style-type: none"> <li>1. During opening and September PD, determine core values which represent the beliefs of the school and drive school policy/procedure.               <ol style="list-style-type: none"> <li>a. Topics to explore include growth mindset, high expectations for staff and students, and cultural proficiency.</li> </ol> </li> <li>2. Connect the core values to the overall operation of the school, including professional development and student activities</li> </ol>	<ol style="list-style-type: none"> <li>1. 9/30/2015</li> <li>2. Ongoing</li> </ol>
1.2- Develop mission and vision statements tied to the core values	ILT	<ol style="list-style-type: none"> <li>1. Once core values have been developed, ILT will develop a tool for staff and students to assess the current mission, philosophy and goals to determine if they represent the purpose and vision of the school as a whole.</li> <li>2. Based on assessment data, ILT will draft new mission and vision.</li> <li>3. School-wide presentation of revisions, seeking input and vote.</li> </ol>	<ol style="list-style-type: none"> <li>1. 10/30/15</li> <li>2. 1/30/16</li> <li>3. 3/30/16</li> </ol>
1.3- Fully implement a three-tiered system for learning/student achievement and behavior for all grade levels.	Ed Admin	<ol style="list-style-type: none"> <li>1. Provide training and continuous supports to staff (strategies and resources) which can support students.</li> <li>2. Develop a data portfolio to further implement a universal screening system for academics, behavior and attendance.</li> <li>3. Schedule Tier 1 meetings (1st, 2nd, and 3rd quarter Report Cards, 4th quarter Progress Reports) for administration to review data portfolio and teacher journals.</li> <li>4. Schedule Tier 2 meetings (each Progress Report and Report Card) for stakeholders (guidance, involved teachers, administration, etc.) to review data portfolio.</li> <li>5. Continue Tier 3 meetings (monthly) and add specific data checks on all repeat students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing</li> <li>2. 9/30/15</li> <li>3. Ongoing</li> <li>4. Ongoing</li> <li>5. Ongoing</li> </ol>

1.4- Research a new master schedule in an effort to provide flexible supports for students' academic and behavioral needs	Isobel Gioia	<ol style="list-style-type: none"> <li>1. Reestablish a Scheduling Committee with all areas represented (SPED, ELL, Academic, CVTE).</li> <li>2. Collect research conducted by previous Scheduling Committee in terms of needs and feedback.</li> <li>3. Complete a revised needs assessment to identify areas of unfulfilled needs within the current schedule.</li> <li>4. Conduct research into strategies other districts employ to address the needs identified from the assessment.</li> <li>5. Develop possible revisions to the schedule in order to meet the needs of the school as a whole.</li> <li>6. Present and gather feedback from staff on revisions before passing on for consideration from Local 1707, District Committee and Superintendent with goal of implementation in the SY 17-18</li> </ol>	<ol style="list-style-type: none"> <li>1. 10/30/2015</li> <li>2. 11/30/2015</li> <li>3. 1/30/2016</li> <li>4. 3/30/2016</li> <li>5. 5/15/ 2016</li> <li>6. 6/15/2016</li> </ol>
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## Focus II: Rigor of curriculum, instruction, and assessment

Goal	Activity Leader(s)	Action Steps	Target Date(s)
2.1 Establish a common understanding of effective curriculum	ILT	<ol style="list-style-type: none"> <li>1. Continued training/support on curriculum development with focus on:               <ol style="list-style-type: none"> <li>a. Alignment to standards (content, WIDA/ELL and Common Core literacy)</li> </ol> </li> <li>2. Integration of assessments (aligned to standards) in ATLAS.</li> <li>3. Develop plan for vertical/horizontal alignment of curricula.</li> <li>4. Develop protocol to vet curricula for bias and cultural proficiency.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing during SY15-16</li> <li>2. 6/15/2016</li> <li>3. 6/15/2016</li> <li>4. 6/15/2016</li> </ol>
2.2 Establish a common understanding of effective instruction	Ed Admin and ILT	<ol style="list-style-type: none"> <li>1. Share and unpack criteria for effective instruction tied to focus elements (I-A-3, I-A-4, II-A-1 and II-D-3).</li> <li>2. Develop a flip chart tied to focus elements which includes a collection of best practices, digitally available strategies for teachers and sample evidence.</li> <li>3. Implement a peer observation protocol               <ol style="list-style-type: none"> <li>a. content → content (teacher selected and scheduled in advance)</li> <li>b. academic → career; and career → academic (teacher selected</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. 10/30/2015</li> <li>2. 3/30/2016</li> <li>3. 1/30/2016</li> </ol>

		<p>and scheduled in advance)</p> <p>4. Coaches, consultants, and leaders will model effective instruction (class, CPT, school-wide)</p> <p>a. Develop an electronic booking system to allow for scheduling of coaches and consultants.</p>	<p>4. 10/30/2016</p>
<p>2.3 Establish a common understanding of effective assessment</p>	<p>ILT and CPT Facilitators</p>	<p>1. Develop common understanding of effective Formative Assessment and Summative Assessment.</p> <p>2. Establish structure to collect and analyze assessments.</p> <p>3. Implement cycle of Assessment</p> <p>a. Analysis of assessment results</p> <p>b. Augmentation of curriculum/instruction</p> <p>c. Identify enrichment / remediation</p> <p>4. Identify strategies, and train teachers in supporting student self-assessment..</p>	<p>1. 9/30/2015</p> <p>2. 10/30/2015</p> <p>3. Ongoing</p> <p>4. 1/30/2016</p>

## Conditions of School Effectiveness Survey Results:

<b>Condition: II: Effective School Leadership</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
Staff Participation in Condition II	88 participants	97 participants	138 participants	152 participants	146 participants
(Average of “Providing” and “Sustaining” Responses)	<b>42%</b>	<b>48%</b>	<b>49%</b>	<b>58%</b>	<b>68%</b>

<b>Condition: III: Aligned Curriculum</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
Staff Participation in Condition III	116 participants	110 participants	125 participants	146 participants	131 participants
(Average of “Providing” and “Sustaining” Responses)	<b>40%</b>	<b>49%</b>	<b>46%</b>	<b>46%</b>	<b>54%</b>

<b>Condition: IV: Effective Instruction</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
Staff Participation in Condition IV	84 participants	81 participants	102 participants	147 participants	131 participants
(Average of “Providing” and “Sustaining” Responses)	<b>46%</b>	<b>53%</b>	<b>51%</b>	<b>60%</b>	<b>67%</b>

<b>Condition: V: Student Assessment</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
Staff Participation in Condition V	86 participants	86 participants	85 participants	138 participants	128 participants
(Average of “Providing” and “Sustaining” Responses)	<b>38%</b>	<b>42%</b>	<b>37%</b>	<b>48%</b>	<b>53%</b>

<b>Condition: VIII: Tiered Instruction</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
Staff Participation in Condition VIII	104 participants	84 participants	62 participants	138 participants	126 participants
(Average of “Providing” and “Sustaining” Responses)	<b>39%</b>	<b>42%</b>	<b>40%</b>	<b>45%</b>	<b>52%</b>

**District Measurements:**

<b>Measure:</b>	<b>SY2010</b>	<b>SY2011</b>	<b>SY2012</b>	<b>SY2013</b>	<b>SY2014</b>	<b>SY2015</b>
<b>Student Attendance</b>	<b>94.3%</b>	<b>95%</b>	<b>96.1%</b>	<b>95.8%</b>	<b>96%</b>	
<b>In School Suspension</b>	<b>7.8%</b>	<b>2.9%</b>	<b>3.1%</b>	<b>8.8%</b>	<b>6.1%</b>	
<b>Out of School Suspension</b>	<b>7.9%</b>	<b>9.8%</b>	<b>7.0%</b>	<b>8.2%</b>	<b>7.2%</b>	
<b>Student Retention Rate</b>	<b>2.3%</b>	<b>3.5%</b>	<b>1.5%</b>	<b>1.2%</b>	<b>1.4%</b>	
<b>Student Dropout Rate</b>	<b>2.3%</b>	<b>1.4%</b>	<b>2.1%</b>	<b>1.4%</b>	<b>1.0%</b>	
<b>Percent of Student Dropout (Four Year Cohort)</b>	<b>9.2%</b>	<b>7.0%</b>	<b>4.0%</b>	<b>5.7%</b>	<b>2.1%</b>	
<b>Student Graduation Rate (Four Year Cohort)</b>	<b>77.1%</b>	<b>82.4%</b>	<b>86.7%</b>	<b>89.3%</b>	<b>93.6%</b>	
<b>Student Graduation Rate (Five Year Cohort)</b>	<b>83.7%</b>	<b>82.9%</b>	<b>86.7%</b>	<b>91.1%</b>	<b>91.4%</b>	
<b>SRI Lexile (Mean)</b>	<b>8 - 818 9 - 857 10 - 906 11 - 997 12 - n/a All - n/a</b>	<b>8 - 822 9 - 914 10 - 949 11 - 1006 12 - 996 All - 967</b>	<b>8 - n/a 9 - 900 10 - 997 11 - 1030 12 - 1044 All - 990</b>	<b>8 - 882 9 - 935 10 - 1001 11 - 1066 12 - 1101 All - 1020</b>	<b>8-880 9 - 946 10 - 1018 11 - 1061 12 - 1119</b>	<b>8- 900 9 - 917 10- 976 11 -1068 12 -1068 All -1008</b>



<b>MCAS Score - ELA</b>	<b>CPI - 78.3</b> A - 2 P - 46 NI - 46 F - 6 <b>SGP - 38.0</b>	<b>CPI - 87.6</b> A - 7 P - 58 NI - 33 F - 2 <b>SGP - 51.0</b>	<b>CPI - 93.0</b> A - 8 P - 72 NI - 19 F - 1 <b>SGP - 48.0</b>	<b>CPI - 94.4</b> A - 15 P - 69 NI - 14 F - 2 <b>SGP - 58.0</b>	<b>CPI - 93.1</b> A - 14 P - 67 NI - 18 F - 1 <b>SGP - 53</b>	Not Available
<b>MCAS Score - Math</b>	<b>CPI - 68.8</b> A - 11 P - 26 NI - 45 F - 18 <b>SGP - 40.0</b>	<b>CPI - 76.3</b> A - 16 P - 32 NI - 42 F - 10 <b>SGP - 57.0</b>	<b>CPI - 74.8</b> A - 16 P - 34 NI - 36 F - 14 <b>SGP - 37.0</b>	<b>CPI - 78.6</b> A - 20 P - 38 NI - 27 F - 15 <b>SGP - 44.5</b>	<b>CPI - 80.7</b> A - 26 P - 33 NI - 32 F - 10 <b>SGP - 55</b>	Not Available
<b>MCAS - Bio</b>	A - 1 P - 13 NI - 44 F - 44	A - 0 P - 16 NI - 75 F - 9	A - 1 P - 22 NI - 71 F - 6	A - 0 P - 20 NI - 75 F - 5	A - 1 P - 24 NI - 71 F - 4	Not Available
<b>Co-Op/Internship Eligibility</b>	<b>47%</b>	<b>50%</b>	<b>38%</b>	<b>59%</b>	<b>61%</b>	<b>65%</b> Gr. 12 as of 4/15/15 Gr 11 69%
<b>Co-Op/Internship Placement</b>	<b>39%</b>	<b>42%</b>	<b>42%</b>	<b>48%</b>	<b>43%</b>	<b>43%</b> Gr 12 as of 4/15/15 Gr 11 7%
<b>Post-Grad Employment Plans</b>	<b>17%</b>	<b>20%</b>	<b>13%</b>	<b>21%</b>	<b>21%</b>	
<b>Post-Grad Education Plans</b>	<b>72%</b>	<b>66%</b>	<b>71%</b>	<b>69%</b>	<b>71%</b>	
<b>Post-Grad Edu. Enrollment</b>	<b>50.6%</b>	<b>53%</b>	<b>56%</b>	Not Available	Not Available	

<b>SAT (Participation)</b>	<b>97</b>	<b>113</b>	<b>105</b>	<b>145</b>	<b>312</b>	
<b>SAT (Mean)</b>	<b>Reading - 382 Math - 397 Writing - 367</b>	<b>Reading - 372 Math - 392 Writing - 365</b>	<b>Reading - 388 Math - 393 Writing - 378</b>	<b>Reading - 368 Math - 358 Writing - 382</b>	<b>Reading 389 Math 393 Writing 371</b>	
<b>PSAT (Participation)</b>	Not Available	137 Juniors 88 Sophomores	Not Available	4 Juniors 177 Sophomores	222 Sophomores	
<b>PSAT (Mean)</b>	Not Available	Not Available	Not Available	<b>Reading 35.2 Math 34.5 Writing 32.6</b>	<b>Reading 34 Math 36.1 Writing 32.8</b>	

## Indicators

**Attendance:** Attendance rate indicates the average percentage of days in attendance for students enrolled in grades PK - 12.

**In-School Suspension Rate:** The percentage of enrolled students in grades 1-SP who received one or more in-school suspensions.

**Out-of-School Suspension Rate:** The percentage of enrolled students in grades 1-SP who received one or more out-of-school suspensions.

**Retention Rate:** The percentage of enrolled students in grades 1-12 who were repeating the grade in which they were enrolled the previous year.

**Dropout Rate:** Indicates the percentage of students in grades 9-12 who dropped out of school between July 1 and June 30 prior to the listed year and who did not return to school by the following October 1.

**Percent of Student Dropout (Four Year Cohort):** The percentage of students who drop out of the school within four years (their cohort). Dropouts are defined as students who leave school prior to graduation for reasons other than transfer to another school.

**Student Graduation Rate (Four Year Cohort):** Indicates the percentage of students who graduate with a regular high school diploma within 4 years.

**Student Graduation Rate (Five Year Cohort):** Indicates the percentage of students who graduate with a regular high school diploma within 5 years.

**SRI Lexile (Mean):** Lexile measures represent the level of reading ability. A Lexile measure can range from below 200L for beginning readers to above 1600L for advanced readers.

**MCAS:** Massachusetts Comprehensive Assessment System (MCAS)

- **CPI (Composite Performance Index):** 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS Assessment tests based on their performance. The total points assigned to each student are added together and the sum is divided by the total number of students assessed. The CPI is a measure of the extent to which students are progressing toward proficiency (a CPI of 100) in ELA and mathematics.
- **Percent of Students at Each Performance Level:** Percent of students at each performance level.
- **SGP (Student Growth Percentiles):** A measure of student progress that compares changes in a student's MCAS scores to changes in MCAS scores of other students with similar scores in prior years. A student growth percentile measures student progress by comparing one student's progress to the progress of other students with similar MCAS performance histories.

**Co-Op/Internship Eligibility:** The percentage of students eligible to participate in co-op/internship placement.

**Co-Op/Internship Placement:** The percentage of eligible students participating in co-op/internship placement.

**Post-Graduate Employment Plans:** Indicates the post-graduate intentions of high school graduates.

**Post-Graduate Educations Plans:** Indicates the post-graduate intentions of high school graduates.

**Post-Graduate Higher Education:** The Graduates Attending Institutions of Higher Education report provides information about the enrollment of Massachusetts public high school graduates into institutions of higher education within 16 months of graduating high school. The source of higher education information is the National Student Clearinghouse.

**SAT (Participation):** The SAT participation report provides SAT participation at the district level.

**SAT (Mean):** The SAT performance report provides SAT data (mean scores) at the district level.

## Appendix A

### *Connecting Title I Programming to GLTS School Improvement Planning*

#### 1. Comprehensive Needs Assessment

The district conducts an annual comprehensive needs assessment each year using the MA DESE *Conditions for School Effectiveness Survey* to obtain the widest contribution of instructional, leadership, and support staff ideas. This information is then assembled as data that is analyzed by the School Council, Educational Administrative Team (Ed Admin) and Instructional Leadership Team (ILT), composed of teachers, support and guidance staff, and a few administrators, which provides a description of what appears as identified school-wide needs that are priorities for the district. The results are then shared with faculty and staff as well as participation rates and other related data that will go into the assembly of the School Improvement Plan.

Priorities are correlated with the School Improvement Plan so that as the plan is developed for that year, the School Council, Ed Admin and ILT can cross reference where the priority came from and to what it is connected as the year goes on. As the School Improvement Plan takes shape, the leadership team identifies the person from their group who should be in charge of that priority. Lastly, they formulate a reasonable timetable as to when activities should be completed if the plan is to be successful.

During the course of the school year, Ed Admin and the ILT check on the running and effectiveness of the initiatives identified in the School Improvement Plan. There are indicators built into the document that enable both groups to monitor the elements for which they are responsible as the year progresses. The full progress of each measure will again be assessed in the following year's CSE and the whole process repeated.

#### 2. School-wide reform strategies that --

##### **a. Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D).**

In the current School Improvement Plan, SIP 2015-2016, under Focus 1: *Culture of high expectations and collaboration*, Activity 1.3 calls for full implementation of a three-tiered system for learning/student achievement and behavior for all grade levels, there is the expressed intent to provide opportunities for all student to learn and to meet the Commonwealth's defined levels of proficiency and advanced standing in student academic achievement and growth.

Title I funds at Greater Lawrence Technical School provide school-wide programs in the areas of:

- Developing initiatives in literacy and differentiated instruction for the classroom
- Reducing class size to target student learning
- Collecting, analyzing, and distributing student data in a universal screening process to the teacher's desktop through the work of the data specialist
- Organizing and supporting parental contact through the parent liaison and the development of the parent information center
- Providing professional development for all faculty and staff with coaching in literacy, mathematical practice, science engagement, and differentiation of instruction as to support the teacher in the classroom who then can support each learner in their classroom

Each of these school-wide initiatives were developed measures over time intended to improve student achievement, increase growth in the district, and enable more students to be successful in their high school work, in their preparation for a career, and their entry into college.

**b. Use of effective methods and instructional strategies that are based on scientifically based research that**

**i. Strengthen the core academic program in the school**

Greater Lawrence Technical School has collaborated with consultative and collaborating partners who support research based methodologies and strategies in the contribution of professional development to the district. These partners include, or have included: *Teachers21*, *Keys to Literacy*, *Write Boston*, *Research for Better Teaching (RBT)*, and *independent contractors*. The relationships have developed over time and their participation in the district has been both adaptive, continuous over several years, and renewed as appropriate. The partner for development of professional development to specific targets on leadership has been *Cambridge Leadership Associates*.

The primary areas of involvement include: 1) literacy, 2) differentiated instruction, 3) implementing the math practices of curriculum of the Common Core, 4) revamping the science curriculum and assessment sequencing and 5) restructuring the sharing of information and data about students with their teachers in the classroom. The newest element anticipated in the upcoming school year is that of formative assessment which further tailors an instructor's understanding of student learning to a lesson by lesson and at times moment by moment time frame in the classroom.

Greater Lawrence Technical School further implemented the development of a complete and integrated system of curriculum using the Atlas software product that has enabled instructional, supervisory, and administrative staff to have a clear and accurate picture in terms of what is being taught in the classroom. This includes both academic and career-technical areas of the building. It has clarified the roles of learning goals and expectations in the classroom (SIP goal 2.1, and 2.2). It will further support the work being done on formative assessments (SIP goal 2.3) in summer workshops for instructors.

**ii. Increase the amount and quality of learning time, such as providing an extended school year and before and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum.**

Changes made, during SY14-15, to the schedule for the student day has built extended minutes to conform to all of the state requirements for time in learning. There is further two afternoons per week a homework help program which includes specialists in English/language arts, mathematics, and special needs support. The after school programs also include support for students who have had previous difficulty with MCAS at the sophomore level or students at the freshman or sophomore levels who want extra help in anticipation of the statewide assessments in the tenth grade. There are five to six week added tutorial sessions after school to support students in preparation for these assessments.

The teachers school year has been extended for one hundred and eighty three (183) days and new teachers (188) in order to allow for professional development, focus on this year's initiatives, and training on new and updated software to take place without having to disrupt the learning cycle at the start of the school year.

There is after-school bus transportation on each day of homework help and on days of MCAS support.

An additional period of extended or pre-learning takes place for freshman in a program called Freshman 101 which occurs four weeks in the summer prior to their entering their first term in the fall. Their placement in this program results from their scoring below basic in the SRI reading inventory and their work in this program includes reading, study skills, and a developed review of math which will better prepare students for their entry into Integrated Math I (algebra, geometry) in the fall. Students say that the program is helpful; parents approve as well as indicated in a survey from last summer where parents noted positive change in attitude toward school even in these summer weeks.

Also, the consideration of a new student schedule (SIP goal 1.4) was included in the current SIP in an effort to further explore opportunities to support student learning.

**iii. Include strategies for meeting the educational needs of historically underserved populations**

Greater Lawrence Technical School has always represented a district where thinking about how to better serve the educational needs of historically underserved populations represents what we do. Eighty percent of the students at Greater Lawrence Technical School qualify for free and reduced lunch. An equal percentage represents the Hispanic ethnicity and cultural

diversity for which the school is well-known. And it is this exact same population with whom the school has worked with, and succeeded with, to promote Greater Lawrence Technical school from a Level III to now Level I district in the state.

The strategies include the most basic premise that *all students can learn*, but it offers this simple statement from the perspective of an effort-based model that believes it is the effort of every teacher, every parent, and every student that makes for successful outcomes. This effort-based concept is supported in the *Research for Better Teaching* models of instruction where the language of the teacher in the classroom changes to support the student in new ways (many of which may or may not have been there before, as it is expressed in the instructional adage that “Yes ... you can do it; I now it is difficult (and that’s why it takes effort); and I will be here to support you as we work hard together.” The students attribute this single-line, quotation to our principal because she repeats it to them in some form or another almost every day: *Smart isn’t you are, it is something you get.*

One of the most important elements of improvement in student learning is a change in everyone's attitude over the years and the creation of a culture that believes that each of us can change with effort and energy in what we do. The focus of SIP goal 1.1 is to develop a set of core values, which include the belief that every student can learn, and that *every student can learn to a level of proficiency*

In order to make that process viable, Greater Lawrence Technical School has implemented a process of universal screening which collects data from multiple sources and compiles it for teachers, guidance staff, and other support personnel. Beginning with the initial assessment in the May prior to entering the building in the fall, adding data and demographics from the sending school, and then adding state available data such as eighth grade and earlier MCAS results creates a composite picture or profile of every student who enters the building.

The information that is included has changed over time, but the intent has always been the same to: 1) understand the student who is coming into the building, 2) to identify areas of strength and weakness, and 3) to use this understanding of strength and weakness and the student as a growing and maturing adolescent to adapt their learning to increase success in the classroom. This may be easier said than done, but it is the intent of the district to accept every child as a different learner in a community that cares about them and will do whatever is humanly possible to bring about success for that student. This is reflected in the three-tiered system of learning and behavioral support identified in the School Improvement Plan (SIP goal 1.3).

**3. Instruction by highly qualified teachers.**

At Greater Lawrence Technical School, all academic teachers at each grade level (ninth, tenth, eleventh, and twelfth) meet the highly qualified standard in the core academic subject areas. There are no identified waivers for major subject area instructors at these grade-levels and each instructor currently meets all of the conditions for highly-qualified status.

There is a letter that the district must send to parents under the MA DESE stipulations of right-to-know if there are circumstances where a non-highly qualified instructor is in their son's or daughter's classroom.

**4. Highly quality and ongoing professional development (for teachers, principals, and paraprofessionals, and if appropriate parents and other staff to enable all children in the school to meet the State's student academic achievement standards.**

Several years ago, Greater Lawrence adopted a model for professional development that included: 1) a single, primary focus for each school year (at times extending over more than one year as with literacy), and 2) a system of supportive coaching for instructional and supportive staff to help insure that what is taught may be practiced, tested in the classroom, and incorporated into teacher repertoire in the classroom.

The district further supports this developmental model for professional learning by the adoption of the new, MA DESE system of teacher and staff evaluation. In it, the concept of interaction between the evaluator and the teacher (or staff member) being evaluated is intended to be collegial in its development throughout the year so that understandings of instructional success and expectations for improvement in the classroom are clear for everyone beginning with the state-framed, rubric model for good teacher performance, but even more so through the dialog of a teacher with their supervisor. The same effort-based model that is held up for students is the same model that supervisors expect from the professional staff that they are evaluating.

Perfection is never the end in mind, but improvement always is. Everyone is expected to put forth good professional effort each day to grow and improve their practice. This gets reflected in what supervisors observe in the classroom and what teachers and staff can bring forth as evidence to show that they are maintaining and growing in their work. It should be further noted that through Title I support, supervisory and administrative staff who perform evaluations were instructed through *Research for Better Teaching* instruction for the implementation of the state model of evaluation.



5. **Strategies to attract high-quality highly qualified teachers to high need schools.**

Greater Lawrence Technical School is one school in a single-school district. Therefore, there is no differentiation between high and low need schools in the district.

6. **Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.**

Through Title I, Greater Lawrence Technical School funds a parent liaison who maintains parent contact and family support on a day to day basis. Her work further has included: a) setting up a parent center, b) arranging for parent trainings in the use of the school website, and c) facilitating parent ability to make contact with their student's instructors via the school website and the direct-connect application that is activated by a single button on the parent page. This winter we had our first series of parent trainings on the use of the school's website for keeping track of their student's learning (and for contacting instructors).

Parents are further involved even before their student enters the school as a freshman. It begins with a half-day program on the second Saturday in May which runs simultaneously with a half-day of assessment day for their child as an entering freshman. This takes place each year, and gives time for the principal and members of the leadership team to speak briefly with the parents in a presentation followed by discussion format.

It is the first formal meeting for all parents and reflects the first direct opportunity for parents to be invited to participate in their student's learning at Greater Lawrence Technical school. The next formal session of coming to school with their students is Back to School Night, where the next step is taken for parents to sit down and talk with the teachers and support staff who are working with their students. By this time, though in mid-September, the results of summer reading and reading projects are in, and instruction has occurred for three weeks. This second night is open to all parents for all grade levels and enables parents to interact with all of their student's academic and career and technical instructors.

Students who are freshmen at Greater Lawrence Technical School go through a five period academic schedule and a three period career-technical schedule each day. The first twenty weeks are exploratory so each week the student is engaged in a different career and technical area until they have cycled through all nineteen shop areas. Once students have made their shop selection, parents and guardians return to spend a night in February with their career and technical instructors from their student's chosen area.

During January and continuing into February as well, all parents and students at eleventh and twelfth grade levels are invited to participate in the *uAspire* presentations which enable families to receive support during the college and financial aid application process.

In addition to parent participation as these preceding levels, the district's School Council includes four parents who take an active role in determining the course of their child's education and the education of all of the students here at Greater Lawrence. They are part of the first group to sit down with the data from the Conditions for School Effectiveness Survey each year and to begin to formulate what it means for the district and how it might be used to improve learning.

Lastly, all parents are invited to use any and all of the services available through the district: a) casual and fine dining at our café and full-service restaurant, b) banking services at our own branch of the Andover Credit Union and ATM, c) gift purchases at the school store, and d) hair and cosmetic services at the cosmetology and barbering departments.

To further complete this section, Greater Lawrence Technical School anticipates that prior to the start of the 2015-2106 school year, the school will complete:

- A new Title I parent compact
- A new survey of parent/guardian identified Title I needs
- A few enhancements to the parent center

**7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Reading First, or a State-run preschool program, to local elementary school programs.**

Not applicable in that Greater Lawrence Technical only serves students that are in high school.

**8. Measures to include teacher in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**

Greater Lawrence uses a distributive process for the study and analysis of data.

While there is the initial coordinated work of a data team to collect, collate, and perform initial analysis of MCAS, SRI, benchmark, and additional demographic data, the real work of taking student data apart and applying it to learning occurs after its distribution to the Assistant Principals, Academy Supervisors, lead teachers and instructors in the work they do during their common planning periods.

By schedule, and by contract, each academic instructor has a structured common planning time scheduled for one period during the scheduled week and a second period after school on Wednesday. Further, the career and technical area has just the one period each week after school on Wednesday (as their work day typically includes eight consecutive instructional periods). The contract further stipulates that these structured periods of common planning should include: minutes, focused concentration on student learning, and the results contribute to the next planned lesson or solidifies the group's position on what needs to be modified in next year's structure of the lesson. The information is recorded in minutes as notes, and teacher participation and contribution in these time periods is assessed and may be used as part of teacher evaluations.

Because these common planning periods include those other instructors who teach the same subject, at the same grade level, teachers are able to look at how their classes are progressing and how the students in other sections are doing in terms of understanding and growth. Common problems can be addressed and pacing issues can be ironed out for later learning objectives and course goals. These sessions coincide well with instructors being able to hash out questions that they themselves may have with regard to differentiated instruction and supporting students at all levels of learning.

9. **Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

The concept of targeted and adaptive instruction across the curriculum is a basic tenet of the school's model of instruction. It is entailed in the focused objective of fully implementing a three-tiered model of instruction and behavioral support and is identifiable in the classroom in the way that each teacher differentiates learning. It is further identifiable in the various activities funded under the Greater Lawrence Technical School Title I budget which are included in section one of this report.

It has become a part of the Greater Lawrence Technical School culture at least in part because it is so deeply ingrained in the fiber and core rubrics of the DESE's teacher and staff evaluative tools. Thus, all of the data provided for instruction, all of the professional development over the past several years, and all of the coaching activities related to the classroom contribute to this focusing of instruction.

In the math department at the freshman level, there is a program called *Flexible Friday* which is intended to create a unique adaptability to the freshman program whereby Friday is the day to support the back-up learning that is needed by the student in their ninth grade learning. It extends the concept of adaptive instruction.

Every teacher further has on their desktop all of the data and information about their students differentiated by class and differentiated by individual student. If a teacher needs more information about a student the data specialist and/or the special education support specialist

will work to provide the information as soon as they are able, and this information can then be integrated with the other information on their desktop.

10. **Coordination and integration of Federal State, and local services and programs, including programs supported under this ACT, violence preventions programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Specific description of how the educational needs of students experiencing homelessness will be addressed.**

Title I programming has enabled the district to look beyond classroom learning to support the achievement and growth of students in the district.

The district has found that it has required a change in the culture of the building to help people feel different about their work. This has resulted in changes in behavior and the way that things have been done. One department that has undergone a great deal of changes is that of guidance and student services. The director of that area has changed the culture from one of waiting for students to bring their problems to the office to finding students, understanding their problems by talking to them individually and in groups, and understanding how to generate support and motivation by talking positively to students and informing them about opportunities and avenues of support that are available to them as they are engaged in their academics and as they are engaged in their day to day lives.

There has been an effective identification of homelessness, a better identification ELL student in need of support, a more responsible and inclusive admissions policy, and a more effective outreach to students and their parents as students make decisions about their lives.

Each of these social-behavioral means of support are described in the current School Improvement Plan, SIP 2015-2016, under Focus 1: *Culture of high expectations and collaboration*, Activity 1.3 which calls for full implement of a three-tiered system for learning/student achievement/behavior for all grade levels.

First is the searching and finding; then there is the connection to the services and support. Many of the supports are supported through Title I.

Grants including Title II, Students with Disabilities, Academic Support, and Perkins are the other means of identifying additional school and student needs and extending the needed support to meet what may have previously been unknown or unattended to. The School Improvement Plan is a means whereby the district makes adjustments and changes its course in order to provide greater student support.