

**School Name: Career Academy**  
**Principal: Megan O’Loughlin**  
**School-Site Council Members:**  
**Megan O’Loughlin- Principal- Co-Chair**  
**Lauren Campion- FSCS Coordinator Co-Chair**  
**Jennifer Drivas- Teacher**  
**Rachel Mendes- Parent**  
**Marsha Borges- Parent**  
**Rhea Gordon- Community Partner**

#### **School Mission**

The Career Academy continuously engages students to take control of their learning through student-led inquiry, positive relationship building, work-based learning, and wraparound supports. They acquire academic, social, emotional, and industry specific competencies that transfer to real-world scenarios in their community and professional futures.

Updated by SSC 1/21

#### **School Vision**

Students are in the driver’s seat on their road to success. They develop skills for personal, academic, and professional success beyond high school through a curriculum rooted in student-led inquiry, social-emotional development, and career connections. They will persevere toward their goals supported by positive relationships built with their peers, teachers, and mentors. They will explore college and career pathways through hands-on exposure to industry and fields of study, discovering their passion that will launch their post-graduation life. Graduates will continue as lifelong learners, with the relationship building, critical thinking, and field-based skills to make a positive impact on the world.

Updated by SSC 1/21

#### **Core Values/Commitments**

- Help students achieve goals through rigorous academics and exposure to career development
- Provide students with individually targeted supports to provide and on ramp to post-secondary opportunities
- Foster positive relationships with students and families
- Build the social-emotional skills to live a full and meaningful live
- Collaborate with community partners to provide comprehensive support and wrap-around services

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<b>School Strategic Objectives and Initiatives</b>			
<p align="center"><b><u>Leadership, Shared Responsibility, and Professional Collaboration</u></b></p> <p>Collective, distributed leadership structures and practices are apparent throughout the school building in the form of an active, well-represented instructional leadership team and grade-level and vertical teams. Administrators and teachers are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement.</p>	<p align="center"><b><u>Intentional Practices for Improving Instruction – Engaged Learning</u></b></p> <p>School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs. Administrative observations lead to constructive, teacher-specific feedback, supports, and professional development.</p> <p align="center">Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.</p>	<p align="center"><b><u>Student-Specific Supports and Instruction to All Students</u></b></p> <p>Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and supports.</p>	<p align="center"><b><u>School Climate and Culture</u></b></p> <p>Provide human and financial resources to support high quality, engaged learning.</p> <p align="center"><i>Student Safety</i></p> <p>Ensure two-way, respectful communication, with families, and the LPS community.</p>
<p>Various staff members perform leadership roles on committees such as the Climate Committee and Attendance Team.</p> <p>Staff members create and implement school-wide PD based on expertise.</p> <p>Staff continue to participate in data summits throughout the school year to analyze data to drive instruction.</p> <p>Continue to participate in Rethinking Discipline Initiative- Teachers on team</p> <p>Continue to participate in Dropout Prevention- teachers and various staff on team</p>	<p>Rigorous and targeted STEM intervention PD for staff - STEM teachers will implement the interventions resulting in students in the warning level will make 60% growth on STEM MCAS</p> <p>As based on the Staff Needs Assessment PD will be provided for the following areas:  Writing Across the Content  Utilizing Data to Drive Instruction</p> <p>Students will be provided with synchronous and asynchronous opportunities to access rich, standards and competency-based curriculum at their instructional levels.</p> <p>Each student will review their roadmaps 3 times per year with MassHire, Elevate and CA staff</p>	<p>Analyze 3 years worth of data to identify students to participate in an intensive STEM intervention targeting under-performing 9th and 10th graders as well as those who failed MCAS.</p> <p>As based on the Staff Needs Assessment PD will be provided for the following areas:  Writing Across the Content  Utilizing Data to Drive Instruction</p> <p>By the end of the first semester all staff will have created and implemented at least 2 artifacts demonstrating writing across the content areas.</p> <p>For each quarter staff will implement at least two formative and summative assessments and provide information as to how they utilized this data to drive instruction.</p> <p>Seniors will be targeted for intensive credit recovery interventions.</p>	<p>Student Centered PD for All Staff as Identified in Staff Needs Assessment  Training in SEL  Culturally responsive Relationship  Pbis  Diversity  Real World Learning</p> <p>School Climate and Culture Surveys will be administered three times per year.</p> <p>Every student will participate in weekly social and emotional learning provided in partnership with the social worker and classroom teacher. ONEder will be implemented in all classrooms.</p> <p>Staff will have two-way communication with families on an ongoing basis.</p> <p>Continuous creation, implementation and adaptation of the PBIS Model</p> <p>There will be increased opportunities for parents to participate in their students' education including but not limited to school-wide events, 1:1 meetings, quarterly surveys, class specific events.</p> <p>Intensive, reward-based and student driven attendance interventions will be</p>

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			<p>implemented in a tiered approach to improve the daily attendance of 75% of students.</p> <p>Increase post-secondary transitional support including college entrance, financial literacy, career pathways training and employment.</p>
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**School Data Profile**

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600515&orgtypecode=6>

87% High Needs  
80% Economically Disadvantaged  
18 Special Education Students  
9 Students with 504s  
17 English Language Learners

**Reflection on Current Practices**

1. What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?

Have strengthened the Attendance Team and increased the frequency of meetings and home visits as well as incentives.

Identified areas of need through observation and created professional development to target these areas.

Scheduled an additional math course to address gaps in learning.

Increasing student access to MyCap and Roadmaps as well as real life learning opportunities.

2. What progress is your school making towards academic goals? What is data saying the priorities should be? Where there is not desired progress, what is holding up momentum that should be addressed?

Credit attainment and graduation totals continue to increase since the school has transitioned to a comprehensive school with longer periods of average enrollment and greater access to wraparound community supports and programming. Students who are more engaged in these programs--including college and career wellness, after school and summer enrichment, and health and wellness--have achieved higher rates of credit attainment over the past four years according to the UMass Lowell Center for Program Evaluation.

However, average daily attendance, dropout rate, and MCAS scores remain areas for improvement. These outcomes are likely influenced by history of attendance and behavior issues as well as various criteria for "at-risk" status (low socioeconomic status, DCF involvement, housing instability, etc), which have prevented learning in previous academic settings and contributed to major gaps in student achievement. During the pandemic and remote learning our chronic attendance rate increased by 20% despite a variety of interventions. As the school begins to re-open we are tasked with re-engaging the at-risk youth and creating an intensive credit recovery system as to make up for the lost time. Continuing to improve our whole-child wraparound services can help to mitigate some of these factors to get and keep students into classrooms, and targeted instructional interventions can help begin to close the gaps.

3. Where are students making the greatest academic gains and why? The least academic gains and why?

There is a significant discrepancy in students who fail the 10<sup>th</sup> grade ELA MCAS (5%) as opposed to those who have failed the 10<sup>th</sup> Grade Science and Math MCAS (35% and 42%, respectively). The failure rate in all areas differs drastically from the district's failure percentage that falls below 10%. An area of concern within the group of students who fail the MCAS is the effect attendance has on a student's ability to perform well on high-stakes tests is attendance. Research shows that having significant gaps in education greatly impact student achievement in mathematics and science, as concepts need to be taught in strategic order to grow upon each other. The Career Academy's enrollment criteria include "frequent truancy, poor academic record, school discipline issues, youth offender, and returned dropout" according to the state education agency's school profile. The school serves the district's highest risk students,

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87% identified as High Needs, who have not found success in the traditional academic setting. Students come to us from the areas in the city with the highest level of crime and poverty.

**Monitoring Progress - Process Benchmarks**

*What will be done, when, and by whom*

<b><u>Leadership, Shared Responsibility, and Professional Collaboration</u></b>	<b>Person Responsible</b>	<b>Aug 2021</b>	<b>Dec 2021</b>	<b>June 2022</b>	<b>Status</b>
Various staff members perform leadership roles on committees such as the Climate Committee and Attendance Team	All Staff, Chaired by Admin				
Staff members create and implement school-wide PD based on expertise.	All Staff, Chaired by Admin				
Staff continue to participate in data summits throughout the school year to analyze data to drive instruction.	Admin				
Continue to participate in Rethinking Discipline Initiative	M. O'Loughlin, G. McDonough, J. Drivas				
Continue to participate in Dropout Prevention- teachers and various staff on team	L. Campion, M. O'Loughlin				
<b><u>Intentional Practices for Improving Instruction – Engaged Learning</u></b>	<b>Person Responsible</b>	<b>Aug 2021</b>	<b>Dec 2021</b>	<b>June 2022</b>	<b>Status</b>
Rigorous and targeted STEM intervention PD for staff - STEM teachers will implement the interventions resulting in students in the warning level will make 60% growth on STEM MCAS	Admin and STEM Staff				
As based on the Staff Needs Assessment PD will be provided for the following area: Writing Across the Content Area	Chaired by Admin and All Staff				
Students will be provided with synchronous and asynchronous opportunities to access rich, standards and competency-based curriculum at their instructional levels.	All Staff				
Each student will review their roadmaps 3 times per year with MassHire, Elevate and CA staff	L. Campion				
<b><u>Student-Specific Supports and Instruction to All Students</u></b>	<b>Person Responsible</b>	<b>Aug 2021</b>	<b>Dec 2021</b>	<b>June 2022</b>	<b>Status</b>
Analyze 3 years worth of data to identify students to participate in an intensive STEM intervention targeting under-performing 9th and 10th graders as well as those who failed MCAS.	M. O'Loughlin				
As based on the Staff Needs Assessment PD will be provided for the following areas: Writing Across the Content Areas Utilizing Data to Drive Instruction	M. O'Loughlin				
By the end of the first semester all staff will have created and implemented at least 2 artifacts demonstrating writing across the content areas.	Teachers				
For each quarter staff will implement at least two formative and summative assessments and provide information as to how they utilized this data to drive instruction.	Teachers				

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Junior and seniors will be targeted for intensive credit recovery interventions.	M. O'Loughlin and Teachers				
Increase post-secondary transitional support including college entrance, financial literacy, career pathways training and employment.	L. Champion				
<b><u>School Climate and Culture</u></b>	<b>Person Responsible</b>	<b>Aug 2021</b>	<b>Dec 2021</b>	<b>June 2022</b>	<b>Status</b>
Student Centered PD for All Staff as Identified in Staff Needs Assessment Training in SEL Culturally responsive Relationship Pbis Diversity Real World Learning	M. O'Loughlin				
School Climate and Culture Surveys will be administered three times per year.	L. Champion				
Every student will participate in weekly social and emotional learning provided in partnership with the social worker and classroom teacher. ONEder will be implemented in all classrooms.	O.Guerrero				
There will be increased opportunities for parents to participate in their students' education including but not limited to school-wide events, 1:1 meetings, quarterly surveys, class specific events.	L. Champion, M. O'Loughlin				
Increase post-secondary transitional support including college entrance, financial literacy, career pathways training and employment.	L. Champion				
Staff will have two-way communication with families on an ongoing basis.	All Staff				
Continuous creation, implementation and adaptation of the PBIS Model	J. Drivas, M. O'Loughlin				
Intensive, reward-based and student driven attendance interventions will be implemented in a tiered approach to improve the daily attendance of 75% of students.	AT and CC				
Each student will meet with Pathways Coach and utilize their MyCAP	L. Champion				

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<b>Measuring Impact</b>			
<i>Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.</i>			
<b>Leadership, Shared Responsibility, and Professional Collaboration</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
All staff members will take a leadership role in at least one staff, PD or committee meeting.	M. O'Loughlin	4/22	
All staff will utilize data to drive their curriculum and instruction as evidenced through lesson plans and observations.	J. Drivas	1/22	
Suspension and detention rates will decrease from the 18/19 SY by 10%	M. O'Loughlin	6/22	
Three dropout preventions strategies will be implemented	M. O'Loughlin, O. Guerrero, L. <b>Campion</b> , CC	1/22	
<b>Intentional Practices for Improving Instruction – Engaged Learning</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Students will demonstrate a 25% improvement on Open Response questions on MCAS	All Staff	6/22	
Student work production will increase by 25%	All staff	6/22	
Students in the Warning and Needs Improvement category will demonstrate growth towards Proficiency, and students in the Proficient and Advanced category demonstrate growth as measured by the annual Math, ELA and Science MCAS exam through changing the STEM scheduling to provide intensive, targeted instruction.	All Staff chaired by Admin	6/22	
Credit attainment will increase by 5%	All staff	6/22	
<b>Student-Specific Supports and Instruction to All Students</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Students who participate in the STEM intervention will demonstrate 25% growth on the STEM MCAS.	B. Chandler- Petrovick	5/22	
For each quarter staff will implement at least two formative and summative assessments and provide information as to how they utilized this data to drive instruction.	Teachers	6/22	
Students will have created at least one piece of writing in all content areas.	Teachers	4/22	
There will be a 5% decrease in 5-year seniors.	All Staff	6/24	
<b>School Climate and Culture</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
When surveyed in the 2021-2022 SY the subgroup's feeling of connectedness will increase by 50% - we are cautioning the scores due to the participants	L. <b>Campion</b> , J. Drivas	6/22	
DESSA scores will improve throughout the 21/22 SY	O. Guerrero	6/22	
Staff outreach will continue to improve as based on data submitted through evaluations.	All Staff	5/22	
Students will have decreased behaviors, increased attendance, increase building positive relationships home visits will increase, students serviced with social worker counseling will increase	M. O'Loughlin	6/22	
80% of students will identify and participate in community partner programs of interest	L. <b>Campion</b>	6/22	
80% of all graduating students will be engaged in a post-secondary pathway prior to graduation	L. <b>Campion</b>	5/22	
75% of students will see an increase in their average daily attendance	AT	6/22	