

Fecteau – Leary Junior / Senior High School

School Improvement Plan 2012-2013

PIM Team Members

Maura Durgin-Scully, Principal
Erica Campbell, Guidance Counselor
Kurt Barkalow, Science Teacher
Erin Doherty, English Teacher/Sped Certified
Ben Johnson, History Teacher

School Council Members

Maura Durgin-Scully, Principal
Rhonda Cormier, Community Liaison
Neal Ellis, Acting Assistant Director
Josephine O'Donnell, Community Liaison
Pamela Howard, Parent

EXECUTIVE SUMMARY

School Profile and Demographics

The Fecteau – Leary Junior / Senior High School (FLJSHS) is a school for students who have not found success in a traditional school. Many of the students are involved in the court system; all (FLJSHS) students are referrals from other Lynn Public Schools due to attendance issues, course failure or at-risk behaviors. Beginning in September 2008 Lynn closed all five alternative school programs and consolidated staff and students in forming the Fecteau –Leary Junior / Senior High School. There are approximately 168 students in grades 7 through 12. For the school year 2011-2012, demographically the student population is 25% African American, 9.5% Asian, 43.5% Hispanic, 0.0% Native American, 4.8% Multi Race, and 17.3% White.

The FLJSHS is composed of 46.3% of students whose first language is not English, 1.2% who are Limited English Proficient, 91.1% are low income, and 43.5% who receive services from the Special Education Department.

The faculty includes eleven regular education teachers, seven special education teachers, and six vocational teachers. There are two fulltime clinical directors, one guidance counselor, seven classroom aides, and one vocational counselor. Special education services at the FLJSHS include English, Mathematics, Social Studies, Science and Learning Center.

Enrollment Data 2011-2012

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed
Fecteau-Leary	168	25	9.5	43.5	0	17.3	4.8	39.3	1.2	91.1	43.5
Lynn	13,731	12	10	51	0.3	23.1	3.5	53.6	19.6	82.4	16.5
State	953,369	8.3	5.7	16.1	0.2	67	2.5	16.7	7.3	35.2	17

NCLB Status

The FLJSHS did not make AYP in either ELA or Mathematics in 2011 with a Composite Performance Index (CPI) of 61.8 in ELA and 37.9 in Mathematics. For ELA the NCLB Accountability Status is **Improvement Year 2** with an Improvement Rating of **No Change**. For Mathematics the NCLB Accountability Status is **Improvement Year 2** with an Improvement Rating of **Declined**. The district provides support that includes

- Technical assistance in data analysis
- Assistance in writing and implementing the school improvement plan

MCAS Results

Grade 7 ELA	Advanced		Proficient		Needs Improvement		Failing	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2010	NA	13	NA	53	NA	27	NA	8
2011	NA		NA		NA		NA	

Grade 7 Math	Advanced		Proficient		Needs Improvement		Failing	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2010	0	33	10	28	20	26	70	13
2011	NA		NA		NA		NA	

Grade 8 ELA	Advanced		Proficient		Needs Improvement		Failing	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2010	NA	5	NA	56	NA	25	NA	13
2011	0	6	8	57	31	25	62	12

Grade 8 Math	Advanced		Proficient		Needs Improvement		Failing	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2010	NA	8	NA	22	NA	32	NA	39
2011	0	9	0	21	9	32	91	39

Grade 10 ELA	Advanced		Proficient		Needs Improvement		Failing	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2010	0	13	33	53	58	27	8	8
2011	0	18	67	52	27	23	7	7

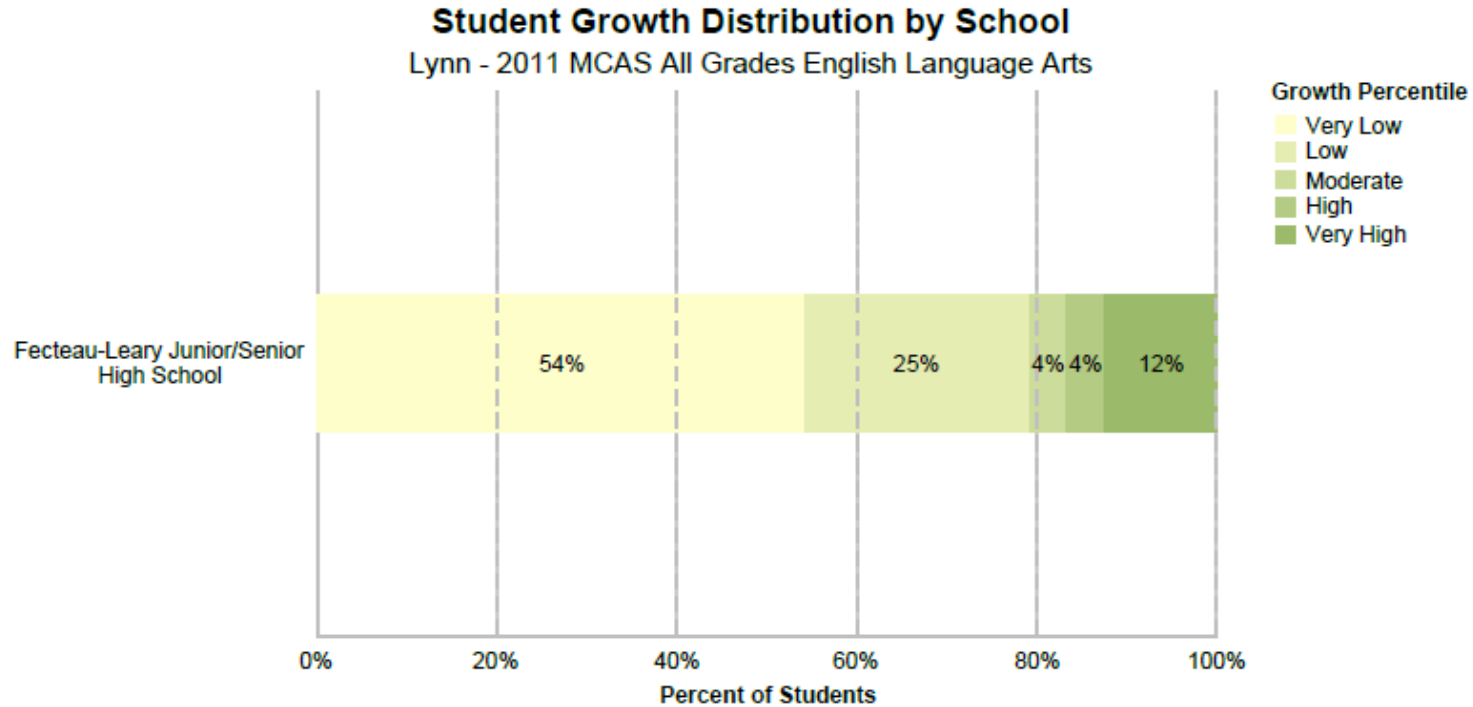
Grade 10 Math	Advanced		Proficient		Needs Improvement		Failing	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2010	0	33	30	28	20	26	50	13
2011	NA		NA		NA		NA	

Grade All ELA	Advanced		Proficient		Needs Improvement		Failing	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2010	0	5	25	43	50	36	25	16
2011	0	7	31	44	36	34	33	15

Grade All Math	Advanced		Proficient		Needs Improvement		Failing	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2010	0	13	22	27	17	34	61	26
2011	0	12	7	29	28	33	66	26

Student Growth Percentile

For K-12 education in Massachusetts, the phrase “Growth Model”, describes a method of measuring individual student progress on MCAS by tracking students from one year to the next. Each student receives a student growth percentile, which measures how much the student changed relative to other students statewide with similar score histories from one year to the next. The chart below shows individual student growth percentiles in both ELA and Mathematics:



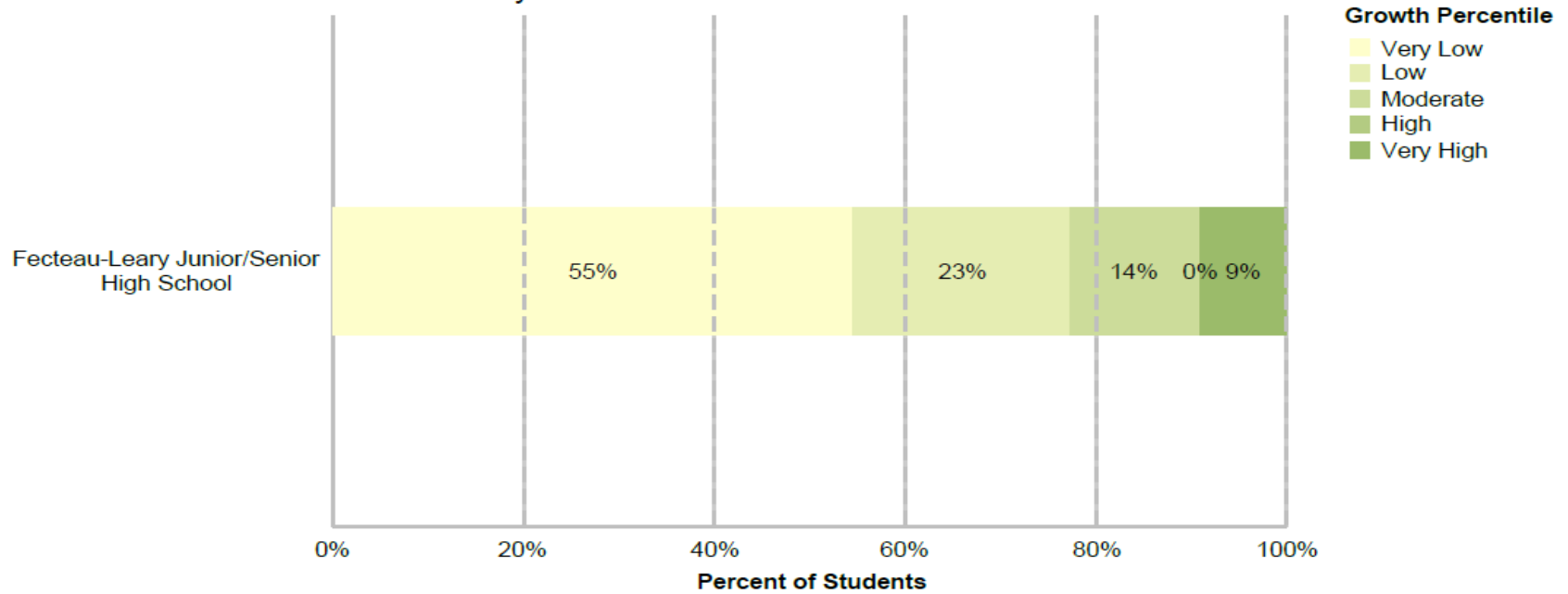
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Fecteau-Leary Junior/Senior High School	24	13	6	1	1	3	31%

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

Student Growth Distribution by School

Lynn - 2011 MCAS All Grades Mathematics



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Fecteau-Leary Junior/Senior High School	22	12	5	3	0	2	7%

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

Graduation Rates

Under NCLB, states are required to use the graduation rate to determine AYP for all high schools. For 2011 AYP determinations, all Massachusetts schools ending in grade 12 and districts at the grade 9-12 grade span will have to meet at least one of the following criteria:

- **A four-year graduation rate of 75 percent** applied to the 2010 graduation cohort, or
- **A two percentage point increase in the four-year graduation rate** from the 2009 cohort to 2010 cohort; or
- **A five-year graduation rate of 80 percent** applied to the 2009 graduation cohort.

In order to make AYP, each high school must meet or exceed the graduation rate target for the aggregate and all subgroups. The following chart shows Fecteau-Leary's graduation rate by aggregate and subgroups.

4-Year Graduation Rate for 2010 AYP Determination (Fecteau-Leary)

Cohort	AYP Year	Aggregate		ELL		SPED		Low Income		Black		Asian		Hispanic		White		Multi-race Non -Hispanic	
		School Lynn	School Lynn	School Lynn	School Lynn	School Lynn	School Lynn	School Lynn	School Lynn	School Lynn	School Lynn	School Lynn	School Lynn	School Lynn	School Lynn	School Lynn	School Lynn	School Lynn	
2008	2009	NA	71	NA	63	NA	44	NA	68	NA	67	NA	77	NA	66	NA	74	NA	77
2009	2010	25	71	NA	62	NA	47	NA	69	NA	67	NA	75	NA	68	NA	74	NA	70
2010	2011	21	69	NA	54	0	44	27	66	27	65	NA	70	15	63	9	75	3	86

Implementation Summary of 2011-2012 School Improvement Plan

The following chart gives the goals from FLJSHS 2012-2013 school improvement plan, the strategies that were put in place, the implementation activities to support the strategies, and the results thus far.

Measurable Goals	Strategies	Implementation Status/Results
To have all students pass both English Language Arts and Mathematics MCAS	Draft ELA Standards Based Assessments for 9 th and 10 th grade students; Create scoring rubrics.	DESE generated rubrics in use; however students need more practice in understanding and applying them to specific assignments.
	Review student work from Assessments	No common planning time available. Yet student work will be periodically reviewed by individual teachers.
	Identify what instructional corrections might improve student outcomes and involve students in self evaluations to engage students in self-actualization of their own learning.	Students reviewed DESE rubrics individually to enhance writing and test-taking skills.
Students will pass Mathematics/MCAS	Draft mathematics standards based assessments for 9 th and 10 th grade students; create scoring rubrics	If students fail then the failing rate and mean failing scores will be calculated to measure progress toward goal.
Reduce the possible dropout rate school wide	Use APEX Online Credit Recovery, in school credit recovery and LEEP night school to give potential drop-outs a “light at the end of the tunnel.”	Compare 2012 NCLB report card to 2013

Fecteau-Leary Junior/Senior High School SY 2012-2013 School Improvement Plan

Goal /2012-2013

- **To have all students pass the English Language Arts and Mathematics MCAS and successfully complete their Educational Proficiency Plan.**
- **To reduce dropout rate**

Data Analysis – Strengths and Weaknesses

Data analysis and teacher observation clearly show that our students need a structured learning environment with quality instruction and supports in place to modify student negative behaviors.

Weaknesses in All Content Areas:

- As an alternative school; Fecteau-Leary is isolated from the mainstream comprehensive high schools.
- Many students lack grade level vocabulary and comprehension.
- Students have limited life experiences that broaden and inform classroom learning.
- Students have limited prior content knowledge.
- Students' ability to identify the main idea and find supporting details across content areas is limited.
- Students struggle to comprehend and respond to open response questions.
- Behavioral and self-control issues along with emotional disabilities within the classroom inhibit instruction and student learning.
- At risk factors inhibit self-motivation negatively impacting the level of academic engagement.
- Past high student absenteeism has resulted in gaps in education placing students below graded level in achievement.
- Students have limited prior access to a variety of reading materials beyond materials provided at school.

Weaknesses in ELA:

- Reading comprehension including main idea, synthesizing and summarizing information, author's purpose, abstract reasoning and inferred meaning
- Providing relevant evidence from text to support findings in open response questions
- Standard grade-level vocabulary effects comprehension.
- Standardized test vocabulary.
- Literary terms and devices
- Poetic language and meaning

Weaknesses in Mathematics:

- Many students come to the FLJSHS with learning gaps in mathematical skills and the inability to apply current skills such as simple multiplication.
- Comprehending and using math vocabulary
- Reading and interpreting graphs, completing fractions
- Calculating linear equations
- Geometry skills including interpretation and use of mathematical formulas
- Reading and comprehending multi-part word problems
- Factoring polynomial expressions including quadratics
- Number sense
- Students struggle to apply mathematical reasoning and logic to real life situations.
- Students lack advanced geometry concepts and skills in plane, coordinate, and measurement geometry.

Weakness in Credit Recovery work

- The successful completion of APEX Credit Recovery requires independent work.
- Students lack consistent effort and follow through on their credit recovery work
- Student time management
- Incapable of completing the school work without teacher interaction
- Not all students do not have access internet from their home
- Only students that are under-credited will benefit from credit recovery

Student Learning Objectives- Academic

- Students will use effective language requiring and extending thinking.
- Students will search for the methods to solve problems, understand relevant concepts and procedures, and make connections in both mathematical and everyday contexts.
- Students will successfully complete APEX Online courses.

Student Learning Objectives- Behavioral

- The school community will assist students in developing self-management skills to improve behavior within a positive, supportive environment.

Fecteau-Leary Junior / Senior High School - SY 2012-2013 School Improvement Plan

Goal	Students will pass English Language Arts / MCAS
Identified Student Weakness	The ability to combine thinking and language together through interactive learning.
Student Learning Objective	Students will use effective language requiring and extending thinking.

Strategy/Action (What, Who, How)	Timeline (When) Beginning / End	Resources Needed	Method of Collecting Evidence
Provide bi-weekly samples of various types of ELA Open Response Prompts for practice and review along with DESE rubric. Every teacher includes at least one open response question on each test.	9/12-6/13	Professional development Copies of previous Open Response Questions (DESE website) Staff – State frameworks – Common planning time	Folders with samples of student writing graded with rubric
Provide monthly examples of Long Essay Prompts with DESE rubric	9/12-6/13	Copies of previous Long Essay Prompts from DESE	Folders with samples of student writing graded with rubric
Review student work from quarterly assessments and classroom tests.	9/12-6/13	Common planning time	Student work / collaborating teacher input

Goal	Students will reach proficient in Mathematics / MCAS
Identified Student Weakness	The ability to problem solve, communicate, reason and proof, and make connections
Student Learning Objective	Students will search for the methods to solve problems, understand relevant concepts and procedures, and make connections in both mathematical and everyday contexts.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Provide examples of sample open response math questions weekly and review work from MCAS assessments while students self-correct.	9/12-6/13	Smart Board MCAS results Sample open response questions	Folders with samples of student work.
Small group review of exemplars from other students.	9/12/-6/13	Overhead projectors/ Smart Boards	Student work based on exemplars.
Use Smart Board technology for visual learners daily	9/12-6/13	Two additional Smart Boards	Collect student work in individual folders as well as save examples in software folders.

Goal	Students will pass ELA/MATH MCAS
Identified Student Weakness	Behavioral issues (Social / Emotional) interfere with accessing curriculum.
Student Learning Objective	Students and School staff will work to assist students to develop self-management skills to improve student behavior, increase engagement to improve student outcomes.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
To collaborate PBS May Institute	9/12-6/13	May Institute consultants and information from school wide information system (SWIS)	Staff summaries, incident reports, student surveys and daily behavior charts. (SWIS)
The team will meet monthly to review SWIS data	9/12-6/13	May Institute consultants Assistant Director, staff and PBS team	Weekly and monthly SWIS data PBS Meeting

Goal	To reduce drop out rate school wide
Identified Student Weakness	Any student with at risk behavior, attendance, behavior issues and course failures.
Student Learning Objective	To recover credits lost due to at risk behavior

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Students will effectively use APEX Online Credit Recovery, in-school credit recovery, and LEEP Night School to successfully get “back on track.”	9/12-6/13	APEX online learning Computer Lab access LEEP	NCLB Report Card 2013 compared to previous years. Eschools Cognos Drop out report
To provide wireless internet service and laptops	6/12-6/13	Server and laptops	Compare the 2012 Apex completion rate to the 2013 rate

Parent Involvement

- Twice a year parents (October 2012/ April 2013) are included in school open houses and parent / teacher conferencing.
- Weekly calls are made to the parents by homeroom teachers to ensure communication.
- Parents of students in City Academy will be included in proactive positive school-family meetings.
- Quarterly progress reports and report cards will be given out.
- Fecteau-Leary parents are able to attend a senior parent Financial Aid Night at the other three high schools .
- In April 2013, FLJSHS and City Academy will host a celebration of student academic and vocational work.
- Weekly written reports to City Academy parents.
- Communication between students, parents and APEX Credit Recovery coaches.