

Lynn Vocational Technical Institute School Improvement Plan

2012-2013

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EXECUTIVE SUMMARY

School Profile and Demographics

Lynn Vocational Technical Institute (LVTI) is the City of Lynn's non-regional career and technical high school that serves a student population of 728 students in grades 9 through 12. Below is the current enrollment data for LVTI.

Enrollment Data 2011-2012

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed
LVTI	728	9.8	9.9	60.4	0.8	17.2	1.9	61.4	17.7	89.7	24.9
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

LVTI's NCLB Accountability and Assistance Level is Level 3. Our NCLB Accountability Status in ELA is *Restructuring Year 2* and in Math is *Restructuring Year 2*. The 2011 Adequate Yearly Progress (AYP) data indicates that LVTI did not achieve AYP in the aggregate in ELA or in mathematics. LVTI's improvement rating is "No change" in ELA and "Declined" in Mathematics.

LVTI MCAS

Grade 10 ELA	Advanced		Proficient		Needs Improvement		Failing	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	2	8	20	35	47	37	31	20
2003	3	8	21	34	40	36	36	21
2004	2	6	24	35	50	38	25	22
2005	1	8	20	38	48	35	30	19
2006	0	5	34	45	47	36	19	15
2007	1	8	28	42	53	38	18	12
2008	2	10	38	47	45	33	15	9
2009	5	13	41	50	38	26	16	10
2010	2	13	49	53	37	27	13	8
2011	6	18	47	52	37	23	10	7

Grade 10 Math	Advanced		Proficient		Needs Improvement		Failing	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	1	6	9	19	33	36	56	40
2003	3	10	11	22	36	35	51	33
2004	3	10	12	25	41	37	45	27
2005	2	14	18	27	45	34	35	25
2006	12	22	22	27	37	29	29	22
2007	12	24	22	29	40	31	27	16
2008	10	27	22	30	40	27	28	15
2009	11	26	24	30	35	28	29	17
2010	14	33	24	28	42	26	20	13
2011	12	32	22	27	39	26	27	15

Graduation Rate

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.

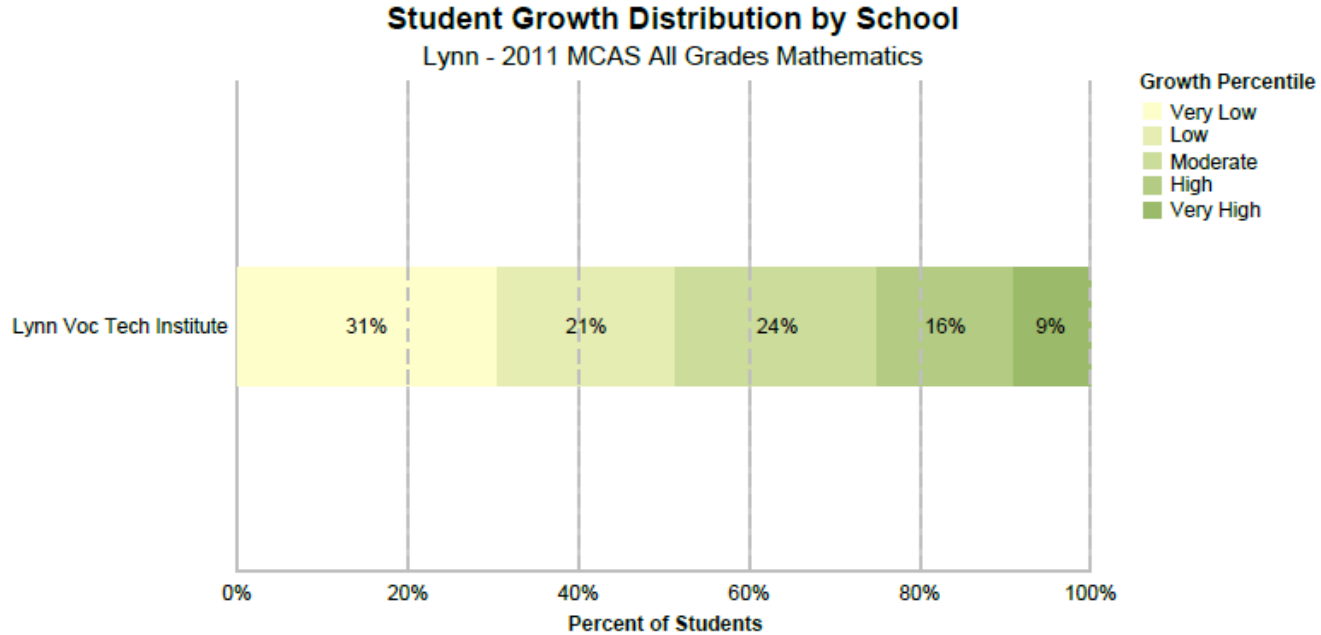
In order to make AYP, each high school must meet or exceed the graduation rate target for the aggregate and all subgroups. The following chart shows LVTI's graduation rate by aggregate and subgroups.

4-Year Graduation Rate for 2010 AYP Determination (LVTI)

Cohort	AYP Year	Aggregate		LEP		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
2008	2009	61	71	51	63	46	44	59	68	59	67	68	77	64	66	55	74	67	77
2009	2010	62	71	50	62	54	47	62	69	66	67	67	75	63	68	60	74	50	70
2010	2011	54	69	40	54	49	44	55	66	39	65	52	70	52	63	62	75	71	86

Student Growth Percentile by School and Grade

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 District Growth Stacked Bar Chart, by school, shows how much students grew over the past year relative to their academic peers, with the individual data grouped by school. The District Growth Stacked Bar Chart, by Grade, shows how much students changed relative to their academic peers between grade level MCAS tests. Each chart shows the percentage of growth in the following categories: Very Low, Low, Moderate, High, and Very High.



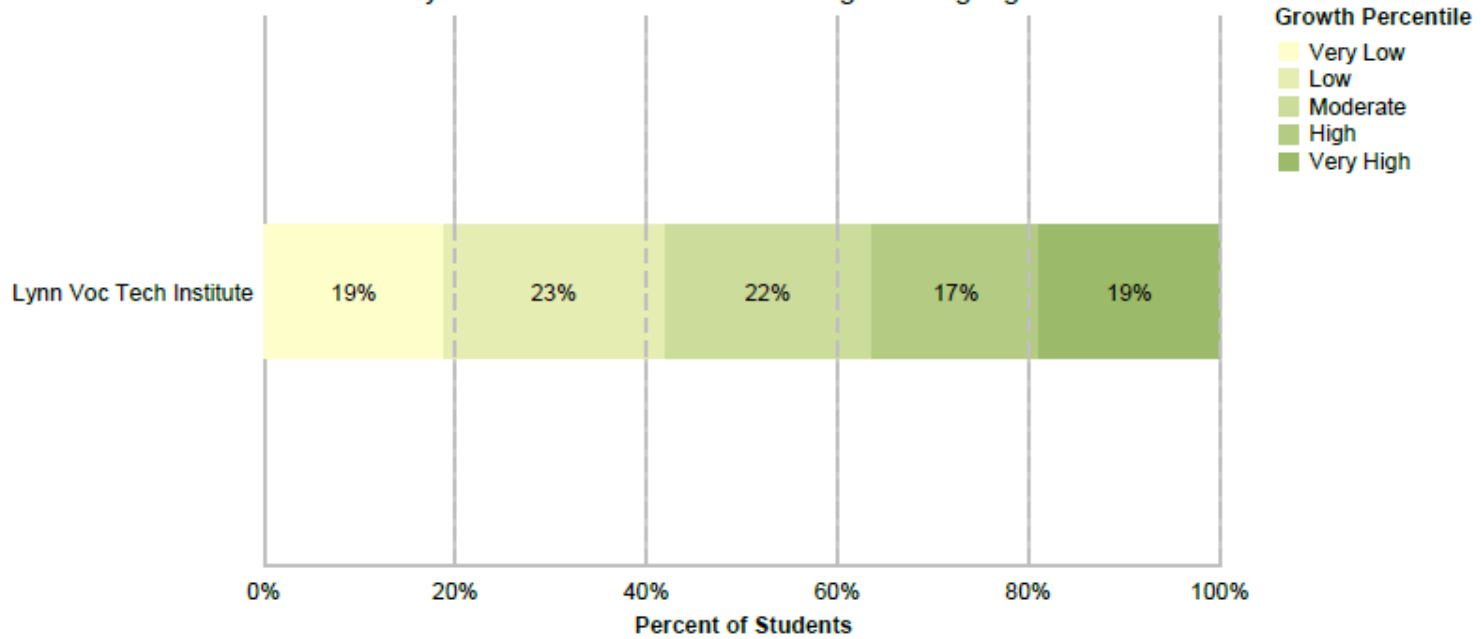
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Lynn Voc Tech Institute	144	44	30	34	23	13	34%

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 English Language Arts



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
Lynn Voc Tech Institute	143	27	33	31	25	27	53%

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

Implementation Summary of 2011-2012 School Improvement Plan

The following chart gives the goals from Lynn Vocational Technical Institute’s SY 2011-2012 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
1. To Make AYP in ELA	<i>Reading across the curriculum.</i> All teachers (Academic/Technical) will use the 6 basic reading comprehension strategies in the classroom (Making inferences, Main Idea, Making Connections, Visualizing, Asking Questions and <i>Fix up/Review</i>)	ELA teachers required one reading strategy per week while all other academic and career/technical areas required one monthly. Uniform graphic organizers were provided for all teachers. In the classroom, teachers used reading material, print and non print, and utilized the 6 basic reading strategies. ELA MCAS scores have consistently risen since the introduction of Reading Across the Curriculum at LVTI—since 2008 LVTI has seen a 28% increase in proficiency in ELA. Status: CONTINUE
	All teachers (Academic/Technical) will include MCAS style inference multiple choice questions on tests and assignments.	This type of assessment happens on a daily basis in the ELA classrooms. ELA MCAS scores have consistently risen as indicated above. One obstacle to this initiative for all teachers is <i>time</i> . With the demands of the curriculum and time out of the classroom (weather, testing, etc...) teachers often find it difficult to incorporate this strategy. Efforts are in place to offer more help to teachers in SY 2012-2013. Status: CONTINUE

Measurable Goals	Strategies	Implementation Status
1. To Make AYP in ELA	A list of tier three vocabulary words will be established and distributed for common use among all classrooms.	In 2011-2012 this was not a school-wide strategy. Any implementation was isolated and teacher driven. Administration is aware that this strategy is weak and plans to improve upon this initiative in SY 2012-2013. Status: CONTINUE
	All teachers (Academic/Technical) will give common open response benchmarks and assessments to ensure quality MCAS assessment and practice. Common rubrics will be used for assessment	In 2011-2012 LVTI utilized the Galileo Assessment system to ensure that our current students were tested followed by test item analysis. Students were given a pre MCAS style test in Math and ELA early in the year to assess strengths and weaknesses. Additionally teachers had the ability to use the online tool to create formative assessments. We plan to continue in the school year 2012-2013 and to include a benchmark assessment for Biology. Status: CONTINUE
	All students will be given more opportunity to read (Expanded school vacation reading component)	Though this strategy was DISCONTINUED in last year's SIP, plans are underway for an all school read and numerous activities are planned around this endeavor (see SIP 2012-2013). Status: CONTINUE
	Academic/Vocational Process Explanation Paper (Integration Project)	The academic/vocational integration paper (aka process explanation paper) was a department requirement in all senior English classes. Most teachers had students complete this assignment during 4 th quarter while others chose to assign the paper during 3 rd quarter. Next year, all senior English teachers will have students complete the process explanation paper in the 3 rd quarter Status: CONTINUE
	AP English	LVTI offered AP courses in math and English for the first time in SY 2011-2012. Data is not yet available to determine success/failure of this strategy. And, although we will continue these classes, they do not affect MCAS scores and thus will not appear as strategies in future SIPs. Status: CONTINUE

Measurable Goals	Strategies	Implementation Status
2. To make AYP in Math	All teachers will use SmartBoards in the classroom and will encourage students to interact with the Board.	<p>LVTI is close to the 100% mark of a SmartBoard in every classroom. Teachers without boards are still encouraged to use the SmartBoard in the library media center. LVTI offered two introductory training sessions in 2011-2012 to teachers. Teachers that do not have boards are often intimidated to use the board in the library due to inadequate technical skills. LVTI's goal is to have a board in every classroom and career/technical area. LVTI will continue to offer professional development to support this strategy.</p> <p>Status: CONTINUE</p>
	Graphing Calculators and MCAS formula sheets will be used regularly in the mathematics classrooms	<p>Math teachers are required to provide students with a graphing calculator and MCAS formula sheets (grade 10 only) daily. The dept. head notes which teachers are meeting the requirement by informal and formal observation. A mandatory checklist based on the School Improvement Plan will be utilized in 2012-2013 to ensure participation.</p> <p>Status: CONTINUE</p>
	All sophomore teachers (Academic) will do warm-ups/activators.	<p>In 2011-2012 sophomore teachers were required to do warm ups 3 times per week and to use the <i>First Fives</i> software. Feedback indicates that teachers prefer to use actual MCAS questions and that 3 times weekly was too often due to the additional demands of the classroom. In SY 2012-2013 there will be some changes to this strategy (see SIP 2012-2013).</p> <p>Status: CONTINUE</p>
	<i>Math Across the Curriculum</i> All sophomore teachers (Academic/Technical) will do warm-ups/activators that model MCAS style questions and relate to academic class or career technical area content	<p>In 2011-2012 the Data and Assessment Coordinator oversaw an effort to improve scores on the Open Response questions on the MCAS. Each academic and career/technical area was assigned a liaison from the math dept that worked with them to integrate mathematics with their discipline.</p> <p>Status: CONTINUE for CVTE areas Status: DISCONTINUE for academic areas</p>

Measurable Goals	Strategies	Implementation Status
2. To make AYP in Math	Math Teachers will continue Collins Writing assignments to help students to understand and solve problems.	<p>In 2011-2012 teachers were required <i>quarterly</i> to do a Collins Writing. Teachers are provided with writing templates for the students. All teachers have received professional development in Collins Writing. A success of this strategy is that ELA scores have continually risen as indicated above. However, Open Response questions in math are still a major weakness. LVTI will continue this initiative as well as include a school-wide math initiative in order to increase proficiency in answering Open Response style MCAS questions.</p> <p>Status: CONTINUE</p>
	Summer 2011: 3 day introduction to remote software program for students/parents	<p>This strategy which was planned for the summer 2011 was not carried out due to the fact that the Assessment & Data Coordinator was in a car accident and could not work during this time period. Plans are underway to run a program for the parents in late Aug or early September. Information (flyer) will also be given out to new freshmen during planned activities before the start of the school year.</p> <p>Status: CONTINUE</p>
	Apangea Math for 9 th grade Moodle/Galileo for 10 th grade	<p>In SY 2011-2012 LVTI used Apangea math for the 10th grade students. A contract with JFY Networks was not renewed thus LVTI did not use Moodle however LVTI purchased an annual subscription for Galileo.</p> <p>Status: CONTINUE (Apangea and Galileo) Status: DISCONTINUE Moodle</p>
	AP Math	<p>LVTI offered AP courses in math and English for the first time in SY 2011-2012. Data is not yet available to determine success/failure of this strategy.</p> <p>Status: CONTINUE</p>

Measurable Goals	Strategies	Implementation Status
3. To make AYP in ELA and Mathematics for the aggregate and all subgroups.	Teachers will provide graphing calculators to students to assist with problem solving.	Math teachers are required to provide students with a graphing calculator daily. The dept. head notes which teachers are meeting the requirement by informal and formal observation. A mandatory checklist based on the School Improvement Plan will be utilized in 2012-2013 to ensure participation. Status: CONTINUE
	To utilize Smartboards where possible. To provide professional development for teachers(Beginner and Intermediate levels)	LVTI is close to the 100% mark of a SmartBoard in every classroom. Teachers without boards are still encouraged to use the SmartBoard in the library media center. LVTI offered two introductory training sessions in 2011-2012 to teachers. Teachers that do not have boards are often intimidated to use the board in the library due to inadequate technical skills. LVTI's goal is to have a board in every classroom and career/technical area. LVTI will continue to offer professional development to support this strategy. Status: CONTINUE
	To utilize graphic organizers to assist students	As indicated by IEP and/or 504 plans students are provided with graphic organizers as part of their daily classroom routine. Additionally graphic organizers are used with all students as needed. Status: CONTINUE

Measurable Goals	Strategies	Implementation Status
3. To make AYP in ELA and Mathematics for the aggregate and all subgroups.	To use computerized MCAS prep and other software	<p>In 2011-2012 LVTI obtained a license for a 25 seat concurrent lab for Apangea, a computerized math program. Data was collected from other schools using the program that indicated an increase in MCAS scores. Feedback from the math teachers indicated they preferred a flex rather than fixed schedule thus efforts were made to increase remote usage. In addition LVTI adopted Study Island for all subject areas. An annual subscription for the Galileo online assessment tool was also purchased and used to administer Benchmark tests in both ELA and mathematics.</p> <p>Status: CONTINUE Apangea, Study Island and Galileo</p>
	ELL/SPED teachers will continue specific methods of differentiated instruction geared for their populations and provide accommodations when dictated by 504's/IEP's.	<p>As indicated by their IEPs/504 plans Special Education students are provided with accommodations for success in taking the math, ELA and/or science MCAS (graphic organizers, calculators, alpha smart, etc...).</p> <p>Status: CONTINUE</p>

LVTI SY 2012-2013 School Improvement Plan

Because of NCLB and because the AYP results are the only measure of school success currently used by the Massachusetts Dept. Of Elementary and Secondary Education (DESE), our goals have been revised to just one:

- To make AYP in ELA and Mathematics for the aggregate and all subgroups.

Data Analysis- Strengths and Weakness

Our high school presents many programs for our students; we believe that concentrating on several learning objectives will improve student achievement while organizing the focus of the entire faculty. This will provide a starting point for discussions to look at student work and will provide data for future expansion of the plan.

Weaknesses in ELA

- Ability to make an inference.
- Ability to find the main idea.
- Ability to determine meanings of unfamiliar vocabulary based on context.
- Ability to answer open response questions.

Weakness in Mathematics

- Ability to answer Open Response Questions
- Overall weaknesses in basic skills that are the foundation for high school mathematics.

Academic/Technical Weakness

- Students need more exposure to *differentiated instruction* in the classroom. Although teachers are focused on standards based instruction they need to be more flexible in their approach to teaching and adjust the presentation of information to accommodate different learning styles.

Student Learning Objectives

The action plan that follows outlines student learning objectives and the strategies related to those objectives that the entire staff will concentrate on. Those objectives are:

- Students will improve their reading (infer/find main idea) and writing skills (open-response questions) as well as expand their vocabulary.
- Students will know, and be able to answer completely and accurately all parts of Open Response questions on the MCAS.
- Students will develop basic arithmetic skills and refine pre-algebra skills.

LVTI SY 2012-2013 School Improvement Plan

Goal	To make AYP in English Language Arts.		
Identified Student Weakness	<ul style="list-style-type: none"> • Ability to make an inference. • Ability to find the main idea. • Ability to determine meanings of unfamiliar vocabulary based on context. • Ability to answer open response questions. 		
Student Learning Objectives	<ul style="list-style-type: none"> • Students will improve their reading (infer/find main idea) and writing skills (open-response questions) as well as expand their vocabulary. 		
Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p><i>Reading across the curriculum.</i> All teachers (Academic/Technical) will require students to employ the six basic reading comprehension strategies in the classroom. (Making Connections; Determining Importance/Main Idea; Visualizing; Asking Questions Making Inferences; Clarifying/Fix-up)</p>	<p>A minimum of one reading strategy worksheet <i>per week</i></p> <p>A minimum of one reading strategy worksheet <i>monthly</i> for all other academic & career/technical areas.</p>	<p>Reading Comprehension Binders</p> <p>Vocational & Career Collection Database (Mass Library Systems via Infotrac/Gale Group Database)</p> <p>Career & Technical print periodicals</p>	<p>Dept. Head will make observations during formal and informal evaluations (walkthroughs) as well as ensure participation by completing checklist based on the 2011-2012 SIP.</p> <p>Examination of student work</p>
<p><i>Writing across the curriculum.</i> All teachers of freshmen/sophomores (Academic/Technical) will require students to write compositions according to the Collins Writing format.</p>	<p>English: A minimum of EIGHT Collins Writings per year (9th/10th)</p> <p>All other academic / technical areas will require ONE per quarter (9th/10th)</p>	<p>Collins Writing Folders</p>	<p>Dept. Head will make observations during formal and informal evaluations (walkthroughs) as well as ensure participation by completing checklist based on the 2011-2012 SIP.</p> <p>Examination of student work</p>
<p>All academic teachers will give common multiple choice/open response benchmarks and assessments to ensure quality MCAS assessment and practice. Common rubrics will be used for assessment</p>	<p>Ongoing</p> <p>Quarterly minimum</p>	<p>Professional Development</p> <p>DESE question bank</p> <p>Common rubrics</p>	<p>Dept. Head will make observations during formal and informal evaluations (walkthroughs) as well as ensure participation by completing checklist based on the 2011-2012 SIP.</p>
<p>All teachers (Academic/Technical) will include MCAS style inference / main idea multiple choice questions on tests and assignments.</p>	<p>Monthly minimum</p>	<p>NA</p>	<p>Dept. Head will make observations during formal and informal evaluations (walkthroughs) as well as ensure participation by completing checklist based on the 2011-2012 SIP.</p> <p>Examination of student work</p>

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Tier Three vocabulary word posters for English (Literary Terms) will be created for and displayed in all English classrooms.	Ongoing	Information at initial Administrator's meeting Posters provided	Dept. Head will make observations during formal and informal evaluations (walkthroughs) as well as ensure participation by completing checklist based on the 2011-2012 SIP.
<i>Wordly Wise Vocabulary Program</i> In addition to the Tier Two vocabulary words that are taught via grade-level literature, implementation of the Wordly Wise Vocabulary Program will be required as independent study for students in English classes, grades 9-12. Beyond the classroom, this will help students to acquire additional Tier Two vocabulary.	Ongoing	Wordly Wise Lesson Books 9-12	Dept. Head will make observations during formal and informal evaluations (walkthroughs) as well as ensure participation by completing checklist based on the 2011-2012 SIP.
Educational Software Support Programs...LVTI will continue to use <i>Study Island</i> and the <i>SEI</i> version of <i>Study Island</i> for classroom support and assessments. LVTI also has an annual subscription to TestGEAR that offers remedial and test prep support.	Ongoing	Study Island TestGEAR Computer lab availability	

LVTI SY 2012-2013 School Improvement Plan

Goal	To make AYP in mathematics.
Identified Student Weakness	<ul style="list-style-type: none"> • Ability to answer Open Response Questions • Overall weaknesses in basic skills that are the foundation for high school mathematics.
Student Learning Objective	<ul style="list-style-type: none"> • Students will know, and be able to answer completely and accurately all parts of Open Response questions on the MCAS. • Students will develop basic arithmetic skills and refine pre-algebra skills.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
All teachers will use SmartBoards in the classroom and will encourage students to interact with the Board.	Ongoing	Access to SmartBoards Training for faculty	Dept. Head will make observations during formal and informal evaluations (walkthroughs) as well as ensure participation by completing checklist based on the 2012-2013 SIP.
Graphing Calculators and MCAS formula sheets will be used regularly in the mathematics classrooms.	When appropriate for the lesson	Graphing calculators/ Batteries Formula sheets	Dept. Head will make observations during formal and informal evaluations (walkthroughs) as well as ensure participation by completing checklist based on the 2012-2013 SIP.
All freshmen and sophomore teachers (Academic) will do warm-ups/activators.	Freshmen =1x weekly Sophomores=2x weekly	DESE bank of MCAS test questions	Dept. Head will make observations during formal and informal evaluations as well as ensure participation by completing checklist based on the 2012-2013 SIP.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p><i>Math Across the Curriculum</i> All sophomore teachers (Technical) will do Open Response style questions that model the MCAS and relate to career/technical area content.</p>	Oct-May	One question per month with solutions Assigned liaison from math dept.	Dept. Head will make observations during formal and informal evaluations (walkthroughs) as well as ensure participation by completing checklist based on the 2012-2013 SIP. Review of student work. Record of meeting times(teacher/liaison)
Math Teachers will continue Collins Writing assignments to help students to understand and solve problems.	Quarterly	Collins Writing templates	Dept. Head will make observations during formal and informal evaluations (walkthroughs) as well as ensure participation by completing checklist based on the 2012-2013 SIP. Review of student work.
Introduction to remote software program for students/parents	Late August or early fall 2012.	Staff Appropriate program licenses	Data & Assessment Coordinator will oversee the event. Attendance will be taken and usage during the school year will be followed. MCAS scores.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Apangea Math for 9 th grade and 10 th grade.	Ongoing	Appropriate program licenses	Data & Assessment Coordinator will oversee the weekly/remote usage of these programs with support from the classroom teachers. Reports generated from the programs. MCAS scores.
Educational Software Support Programs...LVTI will continue to use <i>Study Island</i> for classroom support and assessments. LVTI also has an annual subscription to TestGEAR that offers remedial and test prep support.	Ongoing	Study Island TestGEAR Computer lab availability	Dept. Head will make observations during formal and informal evaluations (walkthroughs) as well as ensure participation by completing checklist based on the 2012-2013 SIP. MCAS Scores
All sophomore teachers will do one Open Response question weekly.	Oct-May	DESE bank of test questions	Dept. Head will make observations during formal and informal evaluations (walkthroughs) as well as ensure participation by completing checklist based on the 2012-2013 SIP. MCAS Scores

LVTI SY 2012-2013 School Improvement Plan

Goal	To make AYP in ELA and Mathematics for the aggregate and all subgroups.
Academic Weakness	Students need more exposure to <i>differentiated instruction</i> in the classroom. Although teachers are focused on standards based instruction they need to be more flexible in their approach to teaching and adjust the presentation of information to accommodate different learning styles.
Student Objective	Students will be given the opportunity to learn in a variety of ways. They will have multiple options for learning.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will provide graphing calculators to students to assist with problem solving.	Daily	Calculators	Dept. Head will make observations during formal and informal evaluations (walkthroughs) as well as ensure participation by completing checklist based on the 2011-2012 SIP.
To utilize Smartboards where possible. To provide professional development for teachers(Beginner and Intermediate levels)	2012-2013 school year	Smartboards Training for the faculty.	Dept. Head will make observations during formal and informal evaluations (walkthroughs) as well as ensure participation by completing checklist based on the 2011-2012 SIP PD attendance
To utilize graphic organizers to assist students	Ongoing	Graphic organizers	Dept. Head will make observations during formal and informal evaluations (walkthroughs) as well as ensure participation by completing checklist based on the 2011-2012 SIP

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
To use computerized MCAS prep and other software	Ongoing Fixed/flex schedule	Funding Computers	Dept. Head will make observations during formal and informal evaluations (walkthroughs) as well as ensure participation by completing checklist based on the 2011-2012 SIP. Inspection of computer lab schedule.
ELL/SPED teachers will continue specific methods of differentiated instruction geared for their populations and provide accommodations when dictated by 504's/IEP's.	Ongoing	Determined by ELL/SPED department.	Dept. Head will make observations during formal and informal evaluations (walkthroughs) as well as ensure participation by completing checklist based on the 2011-2012 SIP
To offer Saturday school to all students focusing on MCAS prep for Math, English and Biology. To offer after school MCAS prep as needed.	Sept-May	Funding Staff	Administrator assigned to Saturday school will maintain records MCAS scores

Parent and Community Involvement

- LVTI has expanded its Program Advisory Committees to include additional business leaders and parents. In addition LVTI participated in monthly Lynn Chamber of Commerce events and used that resource to invite chamber members to participate in the Cooperative Education Program.
- LVTI also included the Cooperative Education business participants in the Spring 2011 Program Advisory Committee Meeting giving these business leaders the opportunity to meet with and participate in discussions with their respective Program Areas.
- LVTI continues its relationship with the Workforce Investment Board by attending WIB meetings and also incorporating WIB resources, specifically the Youth Career Counselors as a supplemental career resource for our students.
- LVTI is collaborating with Youth Career Center to provide career related activities to students through an available grant.
- Community members have come in to the school and run panel presentations for the students on industry related trends.
- LVTI plans to hold an informational session in early fall 2012 to educate parents about the resources available for their children both at school and at home (remotely accessed computer programs).
- Parents are continually involved in the GAC, General Advisory Committee, the School Council and PAC, Program Advisory Committee. GAC meets 3 times yearly and one additional time with the School Council. The School Council meets three times yearly and then once with the GAC. The PAC meets twice yearly.
- LVTI holds a parent Open House for prospective students in January in an effort to increase enrollment.
- LVTI teachers continually reach out to parents in an effort to celebrate student achievement in the classroom. For example, a history teacher noted something special in a paper turned in that honored the parent and mailed a copy of the paper to them (with student's permission).

