

Fecteau – Leary Junior / Senior High School

School Improvement Plan 2013-2014

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
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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 163 students in grades 7 through 12. For the school year 2012-2013, demographically the student population is 25.2% African American, 9.2% Asian, 42.9% Hispanic, 0.0% Native American, 3.7% Multi Race, and 19% White.

The FLJSHS is composed of 38% of students whose first language is not English, 1.8% who are Limited English Proficient, 86.5% are low income, and 46.6% who receive services from the Special Education Department.

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

Enrollment Data 2012-2013

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed	% High Needs
Fecteau-Leary	163	25.2	9.2	42.9	0	19	3.7	38	1.8	86.5	46.6	92
Lynn	14,139	11.3	9.8	53.1	0.3	22	3.5	54.2	17.5	82.6	16.4	86.2
State	954,773	8.6	5.9	16.4	0.2	66	2.7	17.3	7.7	37	17	47.9

Accountability Status

In February of 2012, Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. Beginning with the 2012-2013 school year, the NCLB goal of 100 percent proficiency will be replaced with a new goal of reducing proficiency gaps by half by the end of the 2016-2017 school year. NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI). PPI combines information on up to seven indicators (where applicable) that include: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates. Most districts, schools, and groups will receive an annual PPI based on improvement over two years and a cumulative PPI that measures improvement over four years. Extra credit is awarded for reducing the percentage of students scoring *Warning/Failing* and/or by increasing the percentage of students scoring *Advanced* on English language arts, mathematics, or science MCAS tests. To be considered on target for a given indicator, a group must earn 75 points. It is important to note that if NCLB is reissued or changed, the new Massachusetts Accountability Reporting System could be discontinued.

PPI Indicators (all students)

Proficiency Gap Narrowing	2011 CPI	2012 CPI Target	2012 CPI	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA	61.8	65	56.1	0	Declined	0	0
Math	37.9	43.1	25.7	0	Declined	0	0
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Student Growth (SPG)	6 Yr Goal	2011 SGP	2012 SGP	PPI Points	Target Rating
ELA	51	19	20.5	50	Below Target
Math	51	19.5	6	0	Below Target

Graduation Rate	Base Rate	Annual Target	Cohort Rate	PPI Points	Target Rating
2011 4-Year Cohort	20.9	75	19.6	25	No Change
2010 5-Year Cohort	N/A	N/A	N/A	N/A	N/A

Dropout Rate	2010 Rate	Annual Target	2011 Rate	PPI Points	Target Rating
All Students	21	19.3	23.1	0	Declined

Accountability and Assistance Level- Level 3
Cumulative PPI (all students)- 33

MCAS Results

The following charts show the percentage of Fecteau's students in each of the reporting categories, Advanced, Proficient, Needs Improvement, and Failing, for the MCAS Grades 7- 10 English Language Arts and Mathematics tests.

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	
2012	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	
2012	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
2012	0	5	8	54	67	25	25	16

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
2012	0	6	7	22	0	30	93	42

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
2012	0	21	54	59	38	14	8	6

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	
2012	0	33	8	34	31	20	62	13

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
2012	0	7	24	43	42	33	33	17

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
2012	0	12	6	28	11	34	83	26

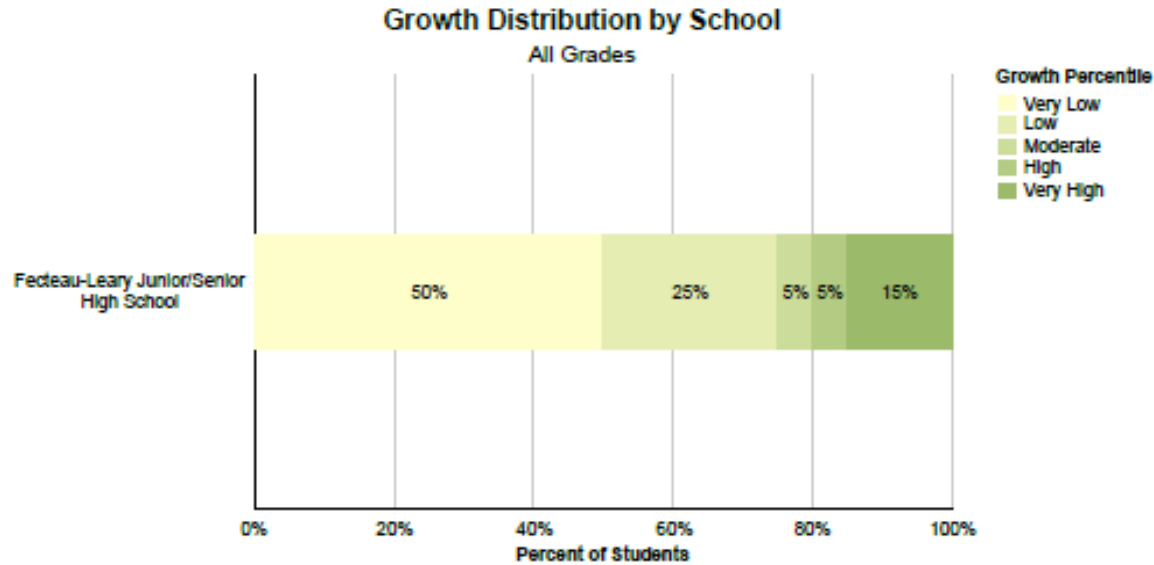
Student Growth Percentile

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:

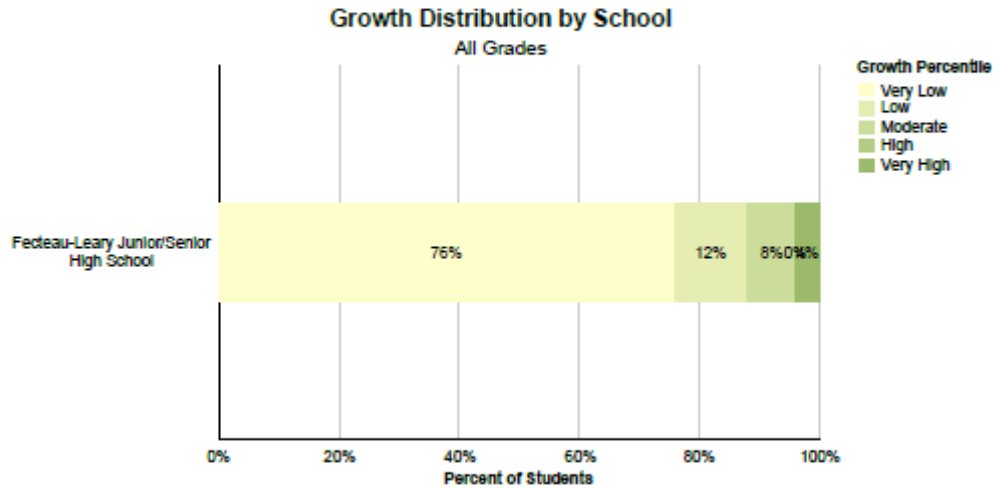


Spring 2012 MCAS School Growth Distribution English Language Arts

District: Lynn
Subject: English Language Arts



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Fedteau-Leary Junior/Senior High School	10	5	1	1	3	20.5	20	24	33



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

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Fedeau-Leary Junior/Senior High School	19	3	2	0	1	6.0	25	6	36

Implementation Summary of 2013-2014 School Improvement Plan

The following chart gives the goals from FLJSHS 2013-2014 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

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Goal /2013-2014

Our goal has been revised because Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. AYP results are no longer the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI).

Therefore, the goal for this School Year 2013-2014 is:

To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.

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
- Narrow vocabulary range
- 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.
- Positive Behavioral Intervention Services (PBIS) for specific students who will benefit from this type of intervention.
- Self Management course is offered.
- Art and Music Therapy is offered to support students to recognize and control behaviors.
- Clinical Team and outside clinicians engage in individual and/or group therapy daily.

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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 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.	9/13-6/14	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 Graded open response (1-4) simulating MCAS scoring
Provide bi-weekly examples of Long Essay Prompts with DESE rubric	9/13-6/14	Copies of previous Long Essay Prompts from DESE	Folders with samples of student writing graded with rubric Midterms and Finals will include a long write prompt
Review student work from quarterly assessments and classroom tests.	9/13-6/14	Common planning time	Student work / collaborating teacher input

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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.	9/13-6/14	Smart Board MCAS results Sample open response questions	Folders with samples of student work.
Small group review of exemplars from other students.	9/13-6/14	Smart Boards	Student work based on exemplars.
Use Smart Board technology for visual learners daily	9/13-6/14	Smart Boards	Collect student work in individual folders as well as save examples in software folders.
Provide examples of open response questions with a DESE rubric	9/13-6/14	Copies of DESE open response questions and rubrics	Midterms and Finals will include open response questions

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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	9/13-6/14	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 weekly to review SWIS data	9/13-6/14	May Institute consultants Assistant Director, staff and PBS team	Weekly and monthly SWIS data PBS Meeting
Behavior Specialist works with PBIS point sheets to create graphs and charts to assist students in modifying their behaviors	9/13-6/14	Behavior Specialist	SWIS data Functional Behavioral Analysis (FBA)

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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.”	6/13-6/14	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	6/13-6/14	Server and I Pads	Compare the 2013 Apex completion rate to the 2014 rate
Implement a Drop-Out Recovery Coach	8/13-6/14	Drop-Out coach Salary	Weekly attendance report Communication log
To attain a van for purposes of reducing truancy	10/13-6/14	Truancy Team Van Insurance/Registration	Daily attendance report

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Identified Student Weakness	Even with the small student body, students come from different backgrounds and areas of the city lead to discipline problems.
Student Learning Objective	To create a better learning environment for all.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Implement uniform shirts school-wide	9/13-6/14	Laundering services and supplies	Numbers of discipline referrals
Students may participate in the Work Opportunities program.	7/13-6/14	Contracted Work Opportunities staff	Weekly paychecks
Upperclassmen may participate in a School to Work Program	9/13-6/14	Jobs	Weekly/Bi-weekly paychecks
New scholarships available to encourage students to do well in school and the community.	6/13-6/14	Individual donors/Cooperate donations	Monies received for continuing education

Parent Involvement

- Twice a year parents (October 2013/ April 2014) are included in school open houses and parent / teacher conferencing.
- Weekly calls are made to the parents by homeroom teachers to ensure communication.
- Parents will be included in proactive positive school-family meetings hosted by the Drop-out Recovery Coach..
- Quarterly progress reports and report cards will be given out.
- Parents are able to attend a senior parent Financial Aid Night at the other three high schools .
- In April 2013, FLJSHS will host a celebration of student academic and vocational work.
- Communication between students, parents and APEX Credit Recovery coaches.