

Lynn Vocational Technical Institute

School Improvement Plan 2013-2014

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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 709 students in grades 9 through 12. Below is the current enrollment data for LVTI.

Demographically the student population is 9.4% African American, 8.3% Asian, 61.4% Hispanic, 17.2% White, 0.8% Native American, and 2.8% Multi-Racial Non-Hispanic.

Of the total student body, 62.9% are FLNE, 17.8% are LEP students, 26.5% receive services from the Special Education Department and 87.7% of students are from low-income households.

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 |
|--------|---------|--------------------|---------|------------|-------------------|---------|----------------------------|--------|-------|--------------|--------------|--------------|
| LVTI | 709 | 9.4 | 8.3 | 61.4 | 0.8 | 17.2 | 2.8 | 62.9 | 17.8 | 87.7 | 26.5 | 91.7 |
| 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 NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5).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 | 79.5 | 81.2 | 88.8 | 100 | Above Target | 25 | 25 |
| Math | 64.4 | 67.4 | 79.3 | 100 | Above Target | 25 | 25 |
| Science | 56.9 | 60.5 | 64.4 | 100 | Above Target | 25 | 25 |

| Student Growth (SPG) | 6 Yr Goal | 2011 SGP | 2012 SGP | PPI Points | Target Rating |
|----------------------|-----------|----------|----------|------------|---------------|
| ELA | 51 | 47 | 47.5 | 75 | On Target |
| Math | 51 | 40 | 63 | 100 | Above Target |

| Graduation Rate | Base Rate | Annual Target | Cohort Rate | PPI Points | Target Rating |
|--------------------|-----------|---------------|-------------|------------|---------------|
| 2011 4-Year Cohort | 53.8 | 75 | 55.2 | 25 | No Change |
| 2010 5-Year Cohort | 65.9 | 80 | 58.2 | 0 | Declined |

| Dropout Rate | 2010 Rate | Annual Target | 2011 Rate | PPI Points | Target Rating |
|--------------|-----------|---------------|-----------|------------|---------------|
| All Students | 7.1 | 6.5 | 4.6 | 75 | On Target |

| |
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| Accountability and Assistance Level- Level 3 |
| Cumulative PPI (all students)- 79 |

MCAS Results

The following chart shows the percentage of LVTI's students in each of the reporting categories, Advanced, Proficient, Needs Improvement, and Warning, for MCAS Math and English Language Arts (ELA).

| 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 |
| 2012 | 8 | 21 | 63 | 59 | 21 | 14 | 9 | 6 |

| 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 |
| 2012 | 25 | 33 | 33 | 34 | 27 | 20 | 16 | 13 |

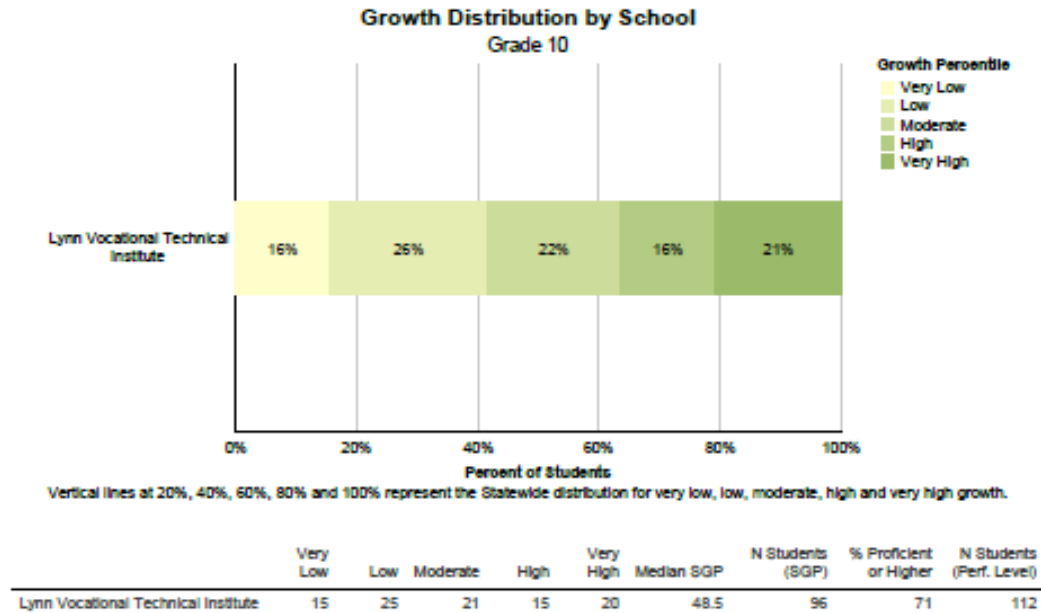
Student Growth Percentile by School and Grade

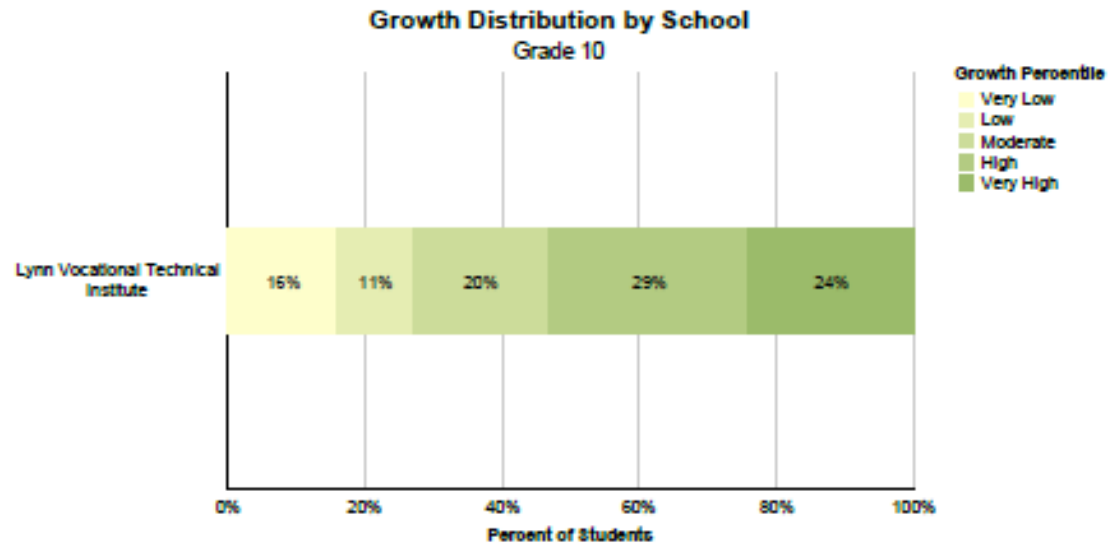
For K-12 education in Massachusetts, the phrase “Growth Model”, describes a method of measuring individual student progress on MCAS by tracking students from one year to the next. Each student receives a student growth percentile, which measures how much the student changed relative to other students 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.



Spring 2012 MCAS School Growth Distribution
English Language Arts

District: Lynn
Subject: 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.

| | Very Low | Low | Moderate | High | Very High | Median SGP | N Students (SGP) | % Proficient or Higher | N Students (Perf. Level) |
|-------------------------------------|----------|-----|----------|------|-----------|------------|------------------|------------------------|--------------------------|
| Lynn Vocational Technical Institute | 16 | 11 | 20 | 29 | 24 | 63.0 | 100 | 58 | 116 |

Implementation Summary of 2012-2013 School Improvement Plan

The following chart gives the goals from Lynn Vocational Technical Institute’s SY 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 |
|----------------------------------|--|---|
| <p>To Make AYP in ELA</p> | <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>This strategy was implemented as indicated. Reading strategies were done weekly in the ELA classes and monthly in all other academic and vocational areas. The Reading Comprehension Binders listed as needed resources were not used and will be discontinued. Department heads made observations during formal and informal observations. New teachers were also trained in the six basic reading strategies.</p> <hr/> <p>ELA MCAS scores have consistently risen since the introduction of Reading Across the Curriculum at LVTI—There was a 3 percentage point increase in <i>Reading and Literature</i> from 2011 to 2012.</p> <p>CONTINUE</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>This strategy was implemented as indicated. A minimum of 8 Collins Writings were completed by the ELA department and one was completed quarterly in all other academic and vocational areas. Department heads made observations during formal and informal observations.</p> <hr/> <p>ELA MCAS scores have consistently risen since the introduction of Writing Across the Curriculum at LVTI—LVTI scores showed improvement in School % Correct in the <i>Composition</i> strand from 2011-2012.</p> <p>CONTINUE</p> |

| Measurable Goals | Strategies | Implementation Status |
|---------------------------|--|--|
| To Make AYP in ELA | 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>This strategy was implemented as indicated. In addition to the resources indicated, LVTI adopted the NWEA question bank and purchased a license with Certica Solutions and TestWiz enabling teachers to create formative and summative assessments. Department heads made observations during formal and informal observations.</p> <hr/> <p>From 2011-2012 LVTI had a 4 percentage point increase in School % Correct under Question Type <i>Multiple Choice</i> in English Language Arts. LVTI had a 2 percentage point increase in Question Type <i>Open Response</i> in English Language Arts.</p> <p>CONTINUE</p> |
| | All teachers (Academic/Technical) will include MCAS style inference / main idea multiple choice questions on tests and assignments. | <p>This strategy was implemented as indicated. Teachers included these types of questions at least once per month. Department heads made observations during formal and informal observations.</p> <hr/> <p>From 2011-2012 LVTI had a 4 percentage point increase in School % Correct under Question Type <i>Multiple Choice</i> in English Language Arts.</p> <p>CONTINUE</p> |
| | Tier Three vocabulary word posters for English (Literary Terms) will be created for and displayed in all English classrooms. | <p>In 2012-2013 this was not a school-wide strategy. Any implementation was isolated and teacher driven. Obstacle: The faculty member assigned to create the posters retired. Administration is aware that this strategy is weak and plans to improve upon this initiative in SY 2013-2014. Efforts are also in place to create common language posters between academic and CVTE programs, specifically in the area of mathematics.</p> <hr/> <p>To date there are no indicators of success for this strategy.</p> <p>CONTINUE</p> |

| Measurable Goals | Strategies | Implementation Status |
|----------------------------------|---|--|
| <p>To Make AYP in ELA</p> | <p><i>Wordly Wise Vocabulary Program</i> In addition to the Tier Two vocabulary words that are taught via grade-level literature, implementation of the <i>Wordly Wise Vocabulary Program</i> 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.</p> | <p>This strategy was implemented as indicated. This program is ongoing in the ELA/ SPED ELA and ELL ELA Department. <i>Wordly Wise Lesson Books</i> have been purchased at levels <i>below grade level</i> in order to adapt to individual needs. Department heads have made observations during formal and informal observations.</p> <hr/> <p>From 2011-2012 LVTI had a 5 percentage point increase in School % Correct under <i>Language: Vocabulary and Concept Development</i> in English Language Arts.</p> <p>CONTINUE</p> |
| | <p>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.</p> | <p>In 2011 LVTI adopted <i>Study Island</i> for all academic/vocational departments as both a remedial support program and an assessment tool. Professional development was also purchased and implemented. After a year's use feedback from teachers was negative. The program was not user friendly and subsequently, use was discontinued. The likeability factor from the students' perspective was also low.</p> <p>TestGear is an easy to use and affordable remote program that continues to be used by all four academic departments.</p> <p>DISCONTINUE/CONTINUE</p> |

| Measurable Goals | Strategies | Implementation Status |
|----------------------------|--|---|
| To make AYP in Math | All teachers will use SmartBoards in the classroom and will encourage students to interact with the Board. | <p>LVTI has SmartBoards in all academic and vocational areas. Professional development was offered in the fall and ten teachers completed the training.</p> <hr/> <p>The overall increase in scores on the Math MCAS for the aggregate showed an 11 percentage point increase in <i>All Items</i> in School % Correct. LVTI believes that the use of SmartBoards in the classrooms has had an impact on these results.</p> <p>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 observations.</p> <hr/> <p>The overall increase in scores on the Math MCAS for the aggregate showed an 11 percentage point increase in <i>All Items</i> in School % Correct. LVTI believes that the daily use of calculators and formula sheets in the classrooms has had an impact on these results.</p> <p>CONTINUE</p> |
| | All freshmen and sophomore teachers (Academic) will do warm-ups/activators. | <p>In 2012-2013 LVTI Math teachers used the First Fives as daily warm ups for grades 9 and 10. Other grades were optional. The dept. head notes which teachers are meeting the requirement by informal and formal observations.</p> <hr/> <p>The overall increase in scores on the Math MCAS for the aggregate showed an 11 percentage point increase in <i>All Items</i> in School % Correct. LVTI feels that the daily use of warm ups in the classrooms has had an impact on these results.</p> <p>CONTINUE</p> |

| Measurable Goals | Strategies | Implementation Status |
|-----------------------------------|--|---|
| <p>To make AYP in Math</p> | <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> | <p>In 2012-2013 the Data and Assessment Coordinator oversaw an effort to improve scores on the Open Response questions on the MCAS. Students (Grade 11 honors) were trained in both SmartBoard technology and the academics needed to support the program. These students acted as teachers and instructed small student groups (Grade 10) during related periods twice a month. One teacher from the math department acted as a liaison for the student groups and the shop teachers.</p> <hr/> <p>From 2011-2012 LVTI had a 19 percentage point increase in School % Correct under <i>Question Type: Open Response</i> in mathematics.</p> <p>CONTINUE</p> |
| | <p>Math Teachers will continue Collins Writing assignments to help students to understand and solve problems.</p> | <p>In 2012-2013 Math teachers assigned Collins Writing quarterly using the Collins Writing templates. The math dept. head continues to make observations during formal and informal observations.</p> <hr/> <p>LVTI believes that this continued strategy has had an impact on the following statistics:</p> <ul style="list-style-type: none"> • From 2011-2012 LVTI had a 19 percentage point increase in School % Correct under <i>Question Type: Open Response</i> in mathematics. • ELA MCAS scores have consistently risen since the introduction of Writing Across the Curriculum at LVTI—LVTI scores showed improvement in School % Correct in the <i>Composition</i> strand from 2011-2012. <p>CONTINUE</p> |

| Measurable Goals | Strategies | Implementation Status |
|----------------------------|---|--|
| To make AYP in Math | Introduction to remote software program for students/parents (summer) | <p>This strategy which was planned for the summer 2012 was not carried out due to the fact that the Assessment & Data Coordinator had surgery in late June and could not coordinate this initiative. LVTI did, however, host a “fun math” program for students at Camp Tiger 2012. Plans are underway to send letters home to parents in late June containing access information for math programs which their children can use from home. Additionally <i>Think Through Math</i> will be available for students to use at Camp Tiger 2013.</p> <hr/> <p>To date there are no indicators of success for this strategy.</p> <p>CONTINUE</p> |
| | Apangea Math for 9 th grade and 10 th grade. | <p>In 2012-2013 LVTI obtained 360 licenses for <i>Think Through Math</i>, formerly Apangea. Math teachers brought students to the math lab twice monthly and remote usage has been encouraged. In 2012-2013 LVTI adopted the adaptive approach rather than the previous model that aligned students’ work to the MCAS. LVTI has not received positive feedback from students and teachers with regard to this model and will return to the test aligned pathway for 2013-2014.</p> <hr/> <p>The overall increase in scores on the Math MCAS for the aggregate showed an 11 percentage point increase in <i>All Items</i> in School % Correct. LVTI believes that student usage of <i>Think Through Math</i> has had an impact on these results.</p> <p>CONTINUE</p> |

| Measurable Goals | Strategies | Implementation Status |
|----------------------------|---|---|
| To make AYP in Math | 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. | <p>LVTI adopted Study Island for all academic/vocational departments as both a remedial support program and an assessment tool. Professional development was also purchased and implemented. After less than a year feedback from teachers was negative. The program was not user friendly and subsequently, use was discontinued. The likeability factor from the students' perspective was also low.</p> <p>DISCONTINUE</p> <p>TestGear is an easy to use and affordable remote program that continues to be used by all four academic departments.</p> <p>CONTINUE</p> |
| | All sophomore teachers will do one Open Response question weekly. | <p>As being proficient on the 10th grade MA MCAS is required for DESE competency determination graduation requirements all sophomore math teachers do at least one Open Response question weekly. The dept. head notes which teachers are meeting the requirement by informal and formal observations.</p> <hr/> <p>From 2011-2012 LVTI had a 19 percentage point increase in School % Correct under <i>Question Type: Open Response</i> in mathematics.</p> <p>CONTINUE</p> |

| Measurable Goals | Strategies | Implementation Status |
|--|--|---|
| <p>To make AYP in ELA and Mathematics for the aggregate and all subgroups</p> | <p>Teachers will provide graphing calculators to students to assist with problem solving.</p> | <p>Math teachers are required to provide students with a graphing calculator (grade 10 only) daily. The dept. head notes which teachers are meeting the requirement by informal and formal observations.</p> <hr/> <p>The overall increase in scores on the Math MCAS for the aggregate showed an 11 percentage point increase in <i>All Items</i> in School % Correct. LVTI believes that the daily use of calculators and formula sheets in the classrooms has had an impact on these results.</p> <p>CONTINUE</p> |
| | <p>To utilize Smartboards where possible. To provide professional development for teachers(Beginner and Intermediate levels)</p> | <p>LVTI has Smartboards in all academic and vocational areas. Professional development was offered in the fall and ten teachers completed the training.</p> <hr/> <p>LVTI met its targets in ELA, math and Biology in school year 2011-2012. LVTI believes that the use of Smartboards in the classrooms has had an impact on these results.</p> <p>CONTINUE</p> |
| | <p>To utilize graphic organizers to assist students</p> | <p>Graphic organizers are used continually by LVTI teachers, specifically as mandated by accommodation 20 in a student's IEP whereby it is also an MCAS accommodation.</p> <hr/> <p>LVTI believes that overall success in MCAS in impacted by the use of this tool.</p> <p>CONTINUE</p> |

| Measurable Goals | Strategies | Implementation Status |
|--|---|--|
| <p>To make AYP in ELA and Mathematics for the aggregate and all subgroups</p> | <p>To use computerized MCAS prep and other software</p> | <p>In 2012-2013 LVTI utilized the following computerized programs:</p> <ul style="list-style-type: none"> • Imagine Learning Reading • Think Through Math • TestGEAR • First Fives • Certica/TestWiz • ESL Reading Smart <hr/> <p>LVTI believes that overall success in MCAS is impacted by all of these programs.</p> <p>CONTINUE</p> |
| | <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> | <p>The ELL and SPED departments continue to provide flexible approaches for teaching and learning that are customized and adjusted for the individual needs of their students. Accommodations are always provided as indicated by the students' 504's/IEP's. Dept heads ensure that these modifications are provided and the Assessment & Data Services Coordinator ensures that testing accommodations are in place.</p> <hr/> <p>LVTI believes that student achievement at LVTI has been impacted by these methods of differentiated instruction.</p> <p>CONTINUE</p> |
| | <p>To offer Saturday school to all students focusing on MCAS prep for Math, English and Biology. To offer after school MCAS prep as needed.</p> | <p>In 2012-2013 LVTI has offered Saturday School help as needed for both 10th grade MCAS tests and retests. Saturday school administrator(s) has kept attendance records and has overseen instruction.</p> <hr/> <p>Success will be determined by 2013 ELA, Math and Biology MCAS scores.</p> <p>CONTINUE</p> |

| Measurable Goals | Strategies | Implementation Status |
|--|--|---|
| <p>To make AYP in ELA and Mathematics for the aggregate and all subgroups</p> | <p>All teachers (Academic/Technical) will include MCAS style inference multiple choice questions on tests and assignments.</p> | <p>This type of assessment happens on a daily basis in the ELA classrooms and monthly in all other programs.</p> <hr/> <p>From 2011-2012 LVTI had a 3 percentage point increase in School % Correct in <i>Reading and Literature</i> in English Language Arts.</p> <p>CONTINUE</p> |

LVTI SY 2013-2014 School Improvement Plan

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 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
- Ability to perform basic skills that are the foundation for high school mathematics.

Weakness in Science

- Ability to answer questions demonstrating proficiency in Genetics
- Ability to answer questions demonstrating proficiency in Cell Biology

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.
- Students will become proficient in the MCAS standards related to Cell Biology and Genetics.

LVTI School SY 2013/2014 School Improvement Plan

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|-----------------------------|--|
| Goal: ELA | 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. |
| 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. |
| Objective | Students will improve their reading (infer/find main idea) and writing skills (open-response questions) as well as expand their vocabulary. ELA teachers will also focus in SY 2013-2014 on strategies to answer multiple choice questions. |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|--|--------------------|--|--|
| <p><i>Tier Three Vocabulary</i> Tier Three vocabulary word posters for English (Literary Terms) will be created for and displayed in all English classrooms.</p> | Ongoing | Information at initial Administrator's meeting Posters provided | Dept. Head will make observations during formal and informal evaluations (walkthroughs). |
| <p><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.</p> | Ongoing | Wordly Wise Lesson Books 9-12 | Dept. Head will make observations during formal and informal evaluations (walkthroughs). |
| <p><i>ESL Reading Smart</i> ELL English Language Arts teachers will utilize this multi-leveled reading program for their students. Remote usage is available for students.</p> | Ongoing | Annual renewal of ESL Reading Smart. | Dept. Head will make observations during formal and informal evaluations (walkthroughs). |

LVTI School SY 2013/2014 School Improvement Plan

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|-----------------------------|---|
| Goal: Mathematics | 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. |
| 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 |
|--|---|--|---|
| <i>In class resources</i> 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). |
| <i>First Fives</i> All freshmen and sophomore teachers (Academic) will do warm-ups/activators. | Daily except for days on which there is an assessment | <i>First Fives for mathematics</i> | Dept. Head will make observations during formal and informal evaluations (walkthroughs). |
| <i>Think Through Math</i> All 9 th and 10 th grade math teachers will bring students to the math lab twice monthly to use the Think Through Math software. Teachers will also encourage remote usage of the program. The math lab will be staffed after school to provide opportunities for students to use the program. | All year | Appropriate program licenses (<i>Think Through Math</i>) | Dept. Head will make observations during formal and informal evaluations (walkthroughs). Reporting features available within the program. Reports e-mailed to teachers from the company. |

LVTI School SY 2013/2014 School Improvement Plan

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|----------------------|--|
| Goal: Science | 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. |
| Academic Weakness | <ul style="list-style-type: none"> • Ability to answer questions demonstrating proficiency in Genetics • Ability to answer questions demonstrating proficiency in Cell Biology |
| Student Objective | To achieve proficiency on the Biology MCAS, specifically with regard to the above mentioned weaknesses. |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|---|---|--|--|
| <p><i>In class resources</i> Equipment needed for the implementation of laboratory assignments and for the safety needs of the students.</p> | When appropriate for the lesson | Microscopes & Microviewers Graphing calculators (Chemistry & Physics only) Hot plates, Bunsen burners, etc... Goggles, aprons, etc... | Dept. Head will make observations during formal and informal evaluations (walkthroughs). |
| <p><i>First Fives</i> All freshmen teachers (Academic) will do warm-ups/activators. Other grades are optional.</p> | Daily except for days on which there is an assessment | <i>First Fives for Biology</i> | Dept. Head will make observations during formal and informal evaluations (walkthroughs). |
| <p><i>Adaptive</i> All 9th and 10th grade math teachers will bring students to the science lab twice monthly to use the <i>Adaptive</i> software. Teachers will also encourage remote usage of the program. The science lab will be staffed after school to provide opportunities for students to use the program.</p> | All year | Appropriate program licenses (<i>Adaptive</i>) | Dept. Head will make observations during formal and informal evaluations (walkthroughs)--- Reporting features available within the program. Reports mailed to teachers from the company. |

LVTI School SY 2013/2014 School Improvement Plan

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| <p>Goal: ELA , Math & Science</p> | <p>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.</p> |
|--|---|

| 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 for ELA dept</i></p> <p>A minimum of one reading strategy worksheet <i>monthly</i> for all other academic & career/technical areas.</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)</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).</p> <p>Examination of student work</p> |
| <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> | <p>Oct-May</p> | <p>One question per month with solutions</p> <p>Teacher liaison</p> <p>Assigned student liaisons –honors juniors</p> | <p>Dept. Head will make observations during formal and informal evaluations.</p> <p>Review of student work.</p> <p>Record of meeting times(teacher/liaison)</p> |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|--|----------------------------|---|---|
| <p><i>Smartboards</i> All teachers will use Smartboards in the classroom and will encourage students to interact with the Board.</p> | Ongoing | <p>Access to Smartboards</p> <p>Training for faculty</p> | <p>Dept. Head will make observations during formal and informal evaluations (walkthroughs).</p> <p>Participation in training.</p> |
| <p><i>TestGEAR</i> All academic teachers have access to TestGEAR, a remote computerized software program for remedial help in Math, ELA, Science and Social Studies.</p> | Ongoing | Annual license renewal | <p>Dept. Head will make observations during formal and informal evaluations.</p> <p>MCAS scores.</p> |
| <p><i>TestWiz/Certica/NWEA question bank</i> All teachers (academic/technical) are able to use Certica and the NWEA question bank and TestWiz to create formative and summative assessments. Baseline MCAS benchmark tests will be administered to 9th and or 10th grade students in Math, ELA and Biology early in the school year to inform curriculum and identify at risk students.</p> | Ongoing | <p>District adopted license for TestWiz</p> <p>School wide renewal of Ceritca</p> | <p>Dept. Head will make observations during formal and informal evaluations (walkthroughs).</p> <p>MCAS scores.</p> |

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| Goal: Annual Dropout Rate | 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. |
| Objective | To meet our accountability goals as dictated by the Progress and Performance measurement tool. |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|--|--------------------|---|--|
| <p>Student attendance coordinators LVTI will continue the position of <i>student attendance coordinators</i>. In 2011-2012 there was one coordinator. In school year 2012-2013 LVTI added an additional coordinator. The ultimate goal is to have one coordinator service each grade.</p> | Ongoing | Funding of position(s) | Director/Assistant directors will meet with coordinators and evaluate the effectiveness of their work. |
| <p>Fathers' and Mothers' Groups LVTI provides a Fathers' Group for expectant or parenting students in order to give them emotional support to deal with the stress involved in parenting while attending high school. LVTI offers a Young Mothers' Group overseen by a school social worker and a school nurse.</p> | Ongoing | Stipends for faculty advisor | Activity advisors submit annual reports to the director containing attendance and events |
| <p>Additional academic support LVTI continually makes available the following resources to <i>all</i> students:</p> <ul style="list-style-type: none"> • Additional Saturday School and after school MCAS prep courses • Credit Recovery via APEX • Portfolio submission(November/April) to the DESE when eligibility requirements are met | Ongoing | Funding for Saturday school teachers and administrators District liaison(Apex) Funding for portfolios | Attendance collected by administrator Guidance counselors work to coordinate the use of Apex for students Assessment & Data Services Coordinator oversees portfolio submission |

| Goal: Cohort Graduation Rate | 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 . | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------------|--|----------------|------|------|------|------|------|------|------|-------------|-----|-----|-----|-----|-----|-----|-----|-------------|-----|-----|-----|-----|-----|-----|-----|
| Student Objective | <p>To meet the following federally approved graduation rate goals:</p> <table border="1" data-bbox="573 394 1728 578"> <thead> <tr> <th>Annual Targets</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>4-Year Rate</td> <td>75%</td> <td>75%</td> <td>80%</td> <td>80%</td> <td>85%</td> <td>85%</td> <td>90%</td> </tr> <tr> <td>5-Year Rate</td> <td>80%</td> <td>80%</td> <td>85%</td> <td>85%</td> <td>90%</td> <td>90%</td> <td>95%</td> </tr> </tbody> </table> | Annual Targets | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 4-Year Rate | 75% | 75% | 80% | 80% | 85% | 85% | 90% | 5-Year Rate | 80% | 80% | 85% | 85% | 90% | 90% | 95% |
| Annual Targets | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | | | | | | | | | | | | | | | | | | |
| 4-Year Rate | 75% | 75% | 80% | 80% | 85% | 85% | 90% | | | | | | | | | | | | | | | | | | |
| 5-Year Rate | 80% | 80% | 85% | 85% | 90% | 90% | 95% | | | | | | | | | | | | | | | | | | |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|---|--------------------|--------------------|---|
| <p>Community Support Students work with Guidance Counselors to have individualized support in their completion of high school. In addition to in-school individual help, academic support and mentoring, Counselors refer students to many agencies for support, including KAYA, a Lynn organization serving Cambodian youth, which includes academic, social and cultural components. KAYA is run through the Lynn YMCA. Another program offered at our local Catholic Charities is RESTART. They give students rewards/incentives for good attendance in school.</p> | Ongoing | Community programs | Guidance counselors will maintain communication with local agencies and keep records on student affiliations. |
| <p>Academic support LVTI continues to offer regularly scheduled teachers' night back for additional academic support, a Saturday School program and additional after school help as needed.</p> | Sept-June | Funding for staff | Attendance collected by administrators |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|---|----------------------------|---|---|
| <p><i>Credit Recovery</i> For students who fall short of credits needed for graduation, LVTI uses APEX, a set of online courses, for credit recovery purposes. The courses are self-paced, and students are able to complete them independently, but all tests and the final exam must be supervised by a faculty or staff member of the Lynn Public Schools to ensure academic honesty. Weekly progress reports about student usage are emailed from the APEX system to the guidance counselor, who speaks with the student to make sure that he or she is on track to complete the course in a timely manner. Upon successful completion of the course, credit is given by the guidance office and the course is put onto the student's transcript</p> | <p>Ongoing</p> | <p>District liaison(Apex)</p> | <p>Guidance counselors will maintain communication with liaison and keep records on student participation and completion.</p> |
| <p><i>LEEP</i> The city of Lynn offers LEEP, an evening program for students that need to meet additional academic requirements. Students are able to obtain academic credit(s) for classes they may have failed but need in order to graduate. This is staffed by Lynn Public School teachers.</p> | <p>Sept-June</p> | <p>LEEP staff/funding</p> | <p>Guidance counselors will maintain communication with LEEP and keep records on student participation and completion</p> |
| <p><i>Cooperative Education</i> LVTI has close associations with local businesses and industry and has a successful cooperative education program. (Strict eligibility requirements help students maintain high academic standards and good attendance rates)</p> | <p>Ongoing</p> | <p><i>Graphic Arts</i> support Funding for appreciation events</p> | <p>Cooperative Education Coordinator maintains time cards, performs supervisory visits, and holds scheduled events as needed.</p> |

Parent and Community Involvement

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|--|----------------------------|--|---|
| PAC To continually expand Program Advisory Committees to include additional business leaders and parents. | Biannually | PAC Dinner scheduled twice a year in Tiger's Den followed by individual meetings in shops | Vocational dept heads have agenda, sign in sheets and minutes of meetings |
| WIB To continue a relationship with the WIB (Workforce Investment Board) by attending WIB meetings and also incorporating WIB resources. | Ongoing | Co-op coordinator attends all WIB Meetings and also Youth Pipeline meetings when topics are relevant. Works directly with WIB youth career Counselors as a resource for our students | The Cooperative Education Coordinator attends meeting and keeps information on file |
| Youth Career Center To collaborate with the Youth Career Center. | Ongoing | Youth Career Center Counselors schedule blocks of time with students to assist with Job Fair info, applications and interview skills | Blocks of time scheduled by Cooperative Education Coordinator |
| Job Fair To host annual Job Fair for students | Annually | Funds are needed to pay for tables and lunch for participants | Cooperative Education coordinator has information on file |
| Open House To hold an annual Open House for prospective students and invite parents as well as community members in an effort to showcase Lynn Vocational Technical Institute. | Annually | Funds are needed to pay for tables, advertising, and trolley | Information is kept by Cooperative Education Coordinator and Guidance counselor |
| GAC/PAC To invite parents to be involved in the General Advisory Committee, the School Council and the Program Advisory Committees. | Biannually | Dinner served in front office conference room prepared by Culinary Department | Principal develops agenda, sends invitations, and has meeting minutes on hand |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|--|---|--|--|
| <p>Remote Academic support To send a letter home to all parents in June 2013 containing access information to remote computerized programs available to students in the summer.</p> | <p>Annually</p> | <p>Summer licenses for program(s) Office supplies</p> | <p>Assessment & Data Services Coordinator and Math Dept Head will oversee completion of this project.</p> |
| <p>Parent information for college Parents are invited to two district-wide financial aid nights, in English and Spanish. They are also invited to come in to work with the <i>Educational Talent Search Advisor</i> in the Guidance Office or at NSCC to do the FAFSA. We hold a financial aid/scholarship pizza party where the advisor and other ETS staff help students and parents to fill out the FAFSA.</p> | <p>Annually</p> | <p>Funding for Educational Talent Search Coordinator Funding for refreshments</p> | <p>Guidance counselors and Educational Talent Search Advisor will coordinate this activity.</p> |
| <p>Parent information for college Parents are invited to two district-wide financial aid nights, in English and Spanish. They are also invited to come in to work with the <i>Educational Talent Search Advisor</i> in the Guidance Office or at NSCC to do the FAFSA. We hold a financial aid/scholarship pizza party where the advisor and other ETS staff help students and parents to fill out the FAFSA.</p> | <p>Annually</p> | <p>Funding for Educational Talent Search Coordinator Funding for refreshments</p> | <p>Guidance counselors and Educational Talent Search Advisor will coordinate this activity.</p> |
| <p>Lynn Rotary Special Olympics LVTI hosts this opportunity attended by all the Lynn Elementary schools as well as other district and community personnel. This event is assisted by several CVTE programs.</p> | <p>Annual</p> | <ul style="list-style-type: none"> • ECE • Health Tech • Electrical | <p>Staff members in collaboration with the Lynn Rotary organize the event.</p> |
| <p>Articulation Agreements LVTI continues to work with higher education to establish Articulation Agreements.</p> | <p>Updated annually</p> | <p>Liaison from higher education establishments</p> | <p>Assigned guidance counselor maintains communication with the liaisons updates paperwork and continually renews and looks for new articulation agreements.</p> |
| <p>Culinary Arts Dept This CVTE program offers low cost meals to the public. The LVTI Culinary Arts program makes special arrangements to serve community senior centers as well as Briarcliff lodge</p> | <p>As requested by patrons Monthly</p> | <p>Funding for newspaper ads Funding for program supplies and staff</p> | <p>The Dining Room Coordinator calls or visits the senior centers and places ads in the newspaper.</p> |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|--|---|---|---|
| <p><i>Health Technology</i></p> <p>Blood Drive</p> <p>Clinical Experience—Abbot House Nursing Home</p> | <p>fall & spring</p> <p>ongoing</p> | <p>Staff/student volunteers</p> <p>Students with CNA certification</p> | <p>Program staff communicates with the Red Cross in the organization of the Blood Drive.</p> <p>Staff maintains communication with the Abbot House and schedules the clinical visits.</p> |
| <p><i>Radio & TV Broadcasting</i></p> <p>Broadcasts School Committee Meetings</p> <p>Assists other high schools with sporting events</p> <p>Maintains website for the district (lvti.us)</p> <p>Program chair was interviewed on <i>Lynn Voice</i></p> | <p>Twice monthly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Spring 2013</p> | <p>Funding for equipment and supplies</p> <p>Program students assist in production (sporting events, <i>Lynn Voice</i>)</p> | <p>Department Head maintains copies of broadcasts (DVD's) and communicates with community members to set up broadcast sessions.</p> |
| <p><i>Graphic Communications</i></p> <p>This program is available to the community and provides low cost printing services as requested.</p> | <p>Ongoing</p> | <p>Funding for printing supplies and equipment</p> | <p>Staff members communicate with members of the community to set up job production.</p> |
| <p><i>Metal Fabrication & Joining Technologies</i></p> <p>This program provides sheet metal services to the district schools (i.e. production of radiator covers for the school, production of handrails for St. Stephens Church, production of trash barrel covers for Treadwells Ice Cream)</p> | <p>Ongoing</p> | <p>Funding for equipment and supplies</p> | <p>Staff members communicate with members of the community to set up job production.</p> |
| <p><i>Auto Collision/Auto Technology</i></p> <p>Both programs are available to the public providing low cost automobile repairs.</p> | <p>Ongoing</p> | <p>Funding for equipment and supplies</p> | <p>Staff members communicate with members of the community to set up job production.</p> |
| <p><i>Carpentry</i></p> <p>This program has provided handicap accessible ramps in the community.</p> <p>Project for Lynn Historical Society. This program built bookcases for the elementary schools.</p> | <p>Ongoing</p> | <p>Funding for equipment and supplies</p> | <p>Staff members communicate with members of the community to set up job production.</p> |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|---|----------------------------|--|---|
| <p><i>Early Education & Care</i></p> <p>Students from this program assist community preschools in a pre-practicum experience.</p> | <p>Ongoing</p> | <p>Student participation</p> | <p>Staff members communicate with district preschools to set up placement.</p> |
| <p><i>Cosmetology</i></p> <p>This program provides low cost hair/nail services to the public.</p> | <p>Ongoing</p> | <p>Funding for equipment and supplies</p> | <p>Staff members communicate with members of the community to set up job production.</p> |
| <p><i>Park Clean Up</i></p> <p>School students and staff go to all the parks in the city to do Spring clean ups.</p> | <p>Annual</p> | <p>Voluntary staff participation</p> <p>Supplies</p> | <p>Staff members organize this annual event and chaperone as they assist in the clean up.</p> |
| <p><i>Community Service Citations—Auto Collision Shop</i></p> <p>This shop continues to provide community service and has received <i>citations</i> for:</p> <ul style="list-style-type: none"> • Brothers Deli --Thanksgiving • Toys R Tots • Spotlight on Lynn Youth • No citation but notable: <i>Project Fallen Hero</i> | <p>Ongoing</p> | <p>Student and staff volunteers</p> | <p>Program staff member coordinates the events with local agencies in the community.</p> |