

**Lynn Vocational Technical Institute  
School Improvement Plan  
2014-2015**

**PIM Team Members**

**Diane Paradis, Director**  
**Bob Buontempo, Assistant Director**  
**Emily Spinucci, Assistant Director**  
**Kim McFarlane, Assessment & Data Services**  
**Dr. Edward Johns, Math Dept. Head**  
**Banafsheh Salamat, Science Dept. Head**  
**Noelle Beaulieu, English Dept. Head**  
**Dr. Mark Curry, Social Studies Dept. Head**  
**Donna Jalbert, Math Department**  
**Jason McCuish, ELA Department**  
**Bonnie Carr, Co-op Coordinator**  
**Kathe Landergan, Librarian**  
**Brian Conlon, ELL Department**  
**Kevin McDormand, ELL Department**  
**Kathy Pieroni, Social Studies Department**



**School Council Members**

**Mr. Julio Bare**

**Mr. Ralph Jamieson Ms. Caroline MacDonald**

**Ms. Pamela MacDonald**

**Ms. Beth Mercaldi**

**Ms. Kelly Papageorgiou**

**Mr. Andre Robinson**

**Mr. Jim Ward**

**Mr. Stanley Wotring**

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

Demographically the student population is 10.7% African American, 6.7% Asian, 0% Hispanic, 18.9% White, 0.8% Native American, and 2.8% Multi-Racial Non-Hispanic.

Of the total student body, 61.2% are FLNE, 15.3% are ELL students, 25.3% receive services from the Special Education Department, 86.9% of students are from low-income households, and 91.1% are considered High Needs.

### Enrollment Data 2013-14

School	Number of Students	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% ELL	% Low Income	% Special Ed	% High Needs
LVTI	750	10.7	6.7	6.0	.08	18.9	2.9	61.2	15.3	86.9	25.3	91.1
Lynn	14,378	11	9.5	54.5	0.3	20.9	3.7	54	17.8	83	15.8	86.4
State	955,739	8.7	6.1	17	0.2	64.9	2.9	17.8	7.9	38.3	17	48.8

## 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 NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5).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	2013 CPI Target	2013 CPI	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA	79.5	88.8	82.9	92	100	Above Target	25	25
Math	64.4	79.3	70.3	76	100	Above Target	0	0
Science	56.9	64.4	64.1	71.3	100	Above Target	0	25

Student Growth (SPG)	6 Yr Goal	2011 SGP	2012 SGP	2013 SGP	PPI Points	Target Rating
ELA	51	47	47.5	69	100	Above Target
Math	51	40	63	50	50	Below Target

Graduation Rate	Prior Year Rate	Annual Target	Cohort Rate	6 Yr. Goal	PPI Points	Target Rating
2012 4-Year Cohort	55.2	80	66.8	90	50	Improved Below Target
2011 5-Year Cohort	58.2	85	60.1	95	25	No Change

Dropout Rate	2010 Rate	Annual Target	Rate	6 Yr. Goal	PPI Points	Target Rating
2012 All Students	7.1	5.9	4.8	3.6	75	On Target
2011 All Students	7.1	6.5	4.6	3.6	75	On Target

<b>Accountability and Assistance Level- Level 3</b>
<b>Cumulative PPI (all students)- 85</b>

### MCAS Results

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

Grade 10 ELA	Advanced		Proficient		Needs Improvement		Failing	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
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
2013	15	28	66	55	15	12	4	5

Grade 10 Math	Advanced		Proficient		Needs Improvement		Failing	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
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
2013	13	31	41	31	28	25	17	13

Grade 10 Science	Advanced		Proficient		Needs Improvement		Failing	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2012	6	10	27	45	44	32	24	12
2013	1	11	40	43	40	34	19	12

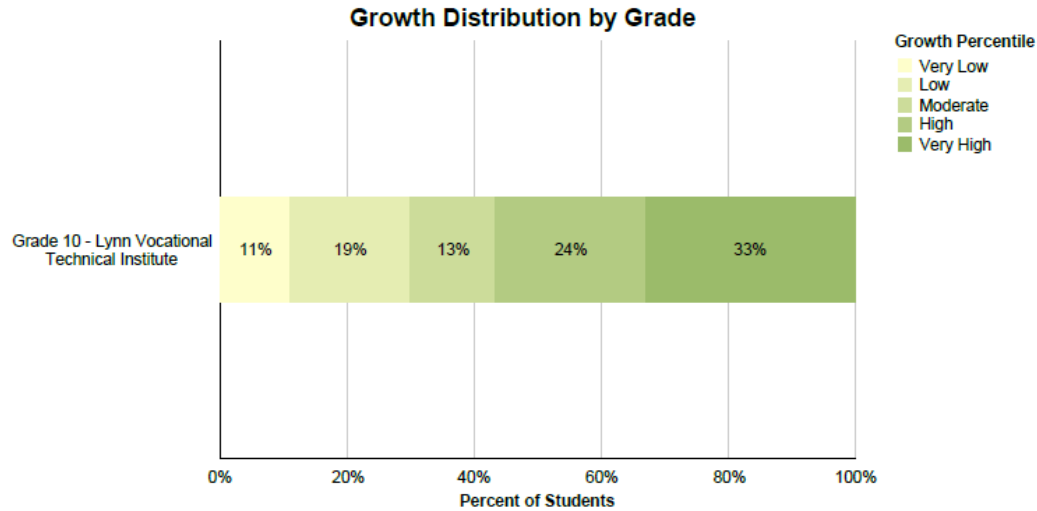
## Student Growth Percentile by School and Grade

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.



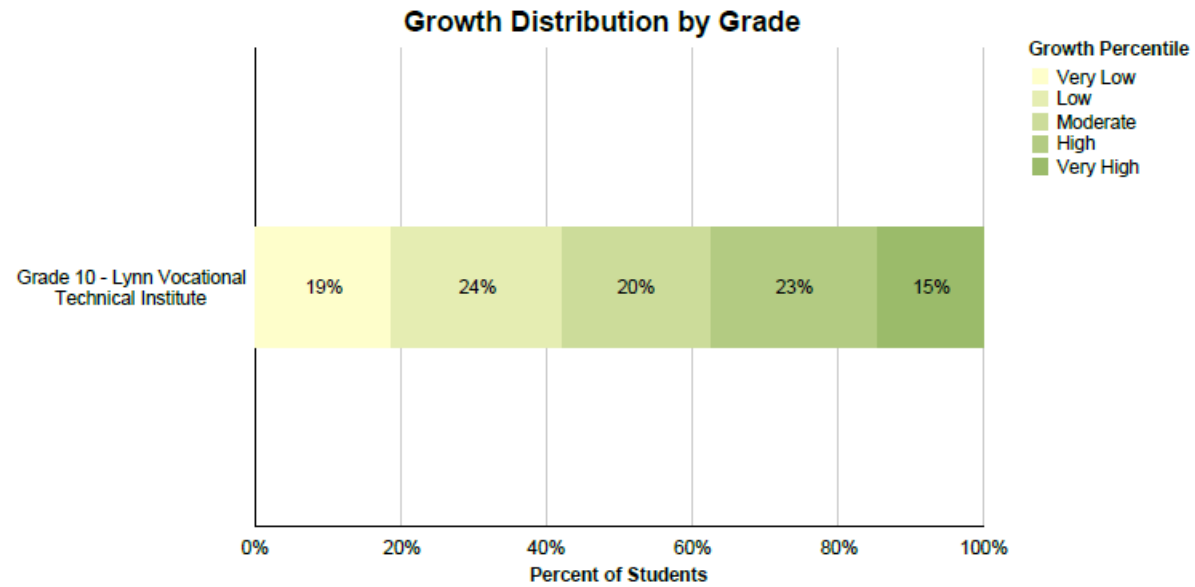
### Spring 2013 MCAS School Growth Distribution English Language Arts

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 (Ach. Level)
Grade 10 - Lynn Vocational Technical Institute	14	24	17	30	42	69.0	127	81	143



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
Grade 10 - Lynn Vocational Technical Institute	23	29	25	28	18	50.0	123	55	141

**Implementation Summary of 2013-2014 School Improvement Plan**

The following chart gives the goals from Lynn Vocational Technical Institute’s SY 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
<b>To Make PPI in ELA</b>	<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)	This strategy was implemented as indicated. Reading strategies were done weekly in the ELA classes and monthly in all other academic and vocational areas. Department heads made observations during formal and informal observations. New teachers were also trained in the six basic reading strategies.  <hr/> ELA MCAS scores have consistently risen since the introduction of Reading Across the Curriculum at LVTI—There was a 4 percentage point increase in <i>Reading and Literature</i> from 2012 to 2013.  <b>CONTINUE with Revision</b> *The ELA Department will work in SY 2014-2015 to reintroduce/reintegrate the reading strategies to the students and the faculty.
	<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.	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.  <hr/> ELA MCAS scores have consistently risen since the introduction of Writing Across the Curriculum at LVTI—LVTI scores showed 2% points improvement in School Correct in the <i>Composition</i> strand from 2012-2013.  <b>CONTINUE</b>



Measurable Goals	Strategies	Implementation Status
<p><b>To Make PPI in ELA</b></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>This strategy was implemented as indicated. In addition to the resources indicated, LVTI continued to utilize the NWEA question bank and 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 2012-2013, LVTI had a 4 percentage point increase in School % Correct under Question Type <i>Multiple Choice</i> in English Language Arts. LVTI also had a 4 percentage point increase in Question Type <i>Open Response</i> in English Language Arts.</p> <p><b>CONTINUE</b></p>
	<p>All teachers (Academic/Technical) will include MCAS style inference / main idea multiple choice questions on tests and assignments.</p>	<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 2012-2013, LVTI had a 4 percentage point increase in School % Correct under Question Type <i>Multiple Choice</i> in English Language Arts.</p> <p><b>CONTINUE</b></p>
	<p>Tier Three vocabulary word posters for English (Literary Terms) will be created for and displayed in all English classrooms.</p>	<p>In 2013-2014, this was not a school-wide strategy. Any implementation was isolated and teacher driven. Obstacle: The faculty member assigned to create the posters retired.</p> <hr/> <p>To date there are no indicators of success for this strategy.</p> <p><b>DISCONTINUE</b></p>

Measurable Goals	Strategies	Implementation Status
<p><b>To Make PPI in ELA</b></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 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>	<p>This strategy was implemented as indicated. This program is ongoing in the ELA/ SPED ELA and ELL ELA Department. Wordly Wise Lesson Books 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 2012-2013, LVTI had a 6 percentage point increase in School % Correct under <i>Language: Vocabulary and Concept Development</i> in English Language Arts.</p> <p><b>CONTINUE</b></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>TestGear is an easy to use and affordable remote program that continues to be used by all four academic departments.</p> <p><b>CONTINUE with Revision</b>            *In SY 2014-2015, LVTI will continue to utilize TestGear but will only use Study Island's ESL Reading Smart in its entirety.</p>

Measurable Goals	Strategies	Implementation Status
To make PPI in ELA.	<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>	<p>In 2013, LVTI adopted Reading Smart for all ELL English Language Arts teachers and classrooms as both a support program and an assessment tool. Department heads have made observations during formal and informal observations.</p> <hr/> <p><b>CONTINUE</b></p>

Measurable Goals	Strategies	Implementation Status
To make PPI in Math	All teachers will use SmartBoards in the classroom and will encourage students to interact with the Board.	<p>LVTI has SmartBoards in <b>all</b> academic and vocational areas. Professional development was offered in the fall and ten teachers completed the training.</p> <hr/> <p><b>CONTINUE with Revision</b>            *In SY 2014-2015, LVTI will work toward offering new and current professional development on SmartBoard training which will incorporate Ipad strategies and techniques for up-to-date effective technological instruction.</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). The dept. head notes which teachers are meeting the requirement by informal and formal observations.</p> <hr/> <p>The overall decrease in scores on the Math MCAS for the aggregate showed a 5% percentage point decrease in <i>All Items</i> in School % Correct. LVTI feels that the use of graphing calculators and MCAS formula sheets in the classrooms will have an impact on these results.</p> <p><b>CONTINUE</b></p>

<p><b>To make PPI in Math</b></p>	<p>All <b>freshmen</b> and <b>sophomore</b> teachers (Academic) will do warm-ups/activators.</p>	<p>In 2013-2014, 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 decrease in scores on the Math MCAS for the aggregate showed a 5% percentage point decrease in <i>All Items</i> in School % Correct. LVTI feels that the daily use of warm ups in the classrooms will have an impact on these results.</p> <p><b>CONTINUE</b></p>
	<p><b><i>Math Across the Curriculum</i></b> All sophomore teachers (Technical) will do Open Response style questions that model the MCAS and relate to career/technical area content.</p>	<p>In 2013-2014, 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. One teacher from the math department acted as a liaison for the student groups and the shop teachers.</p> <hr/> <p>From 2012-2013 LVTI had a 9% percentage point decrease in School % Correct under <i>Question Type: Open Response</i> in mathematics. LVTI feels that the continued implementation of this program will have a positive impact on these results.</p> <p><b>CONTINUE</b></p>
	<p>Math Teachers will continue Collins Writing assignments to help students to understand and solve problems.</p>	<p>In 2013-2014 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 although the statistics for the 2012-2013 SY did not attain much growth, we believe that the use of writing in the classroom helps students to better prepare for answering/responding to open response style questions.</p> <p><b>CONTINUE</b></p>

<b>To make PPI in Math</b>	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 &amp; 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 2013. 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><b>DISCONTINUE</b></p>
	Apangea Math for 9 <sup>th</sup> grade and 10 <sup>th</sup> grade.	<p>In 2013-2014, LVTI obtained 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 2013-2014 LVTI returned to the test aligned pathway.</p> <hr/> <p>The overall decrease in scores on the Math MCAS for the aggregate showed a 5% percentage point decrease in <i>All Items</i> in School % Correct. LVTI plans to seek other software to increase student performance growth.</p> <p><b>DISCONTINUE</b></p>

Measurable Goals	Strategies	Implementation Status
To make PPI in Math	Educational Software Support Programs...LVTI will continue to use annual subscription to TestGEAR that offers remedial and test prep support.	<p>TestGear is an easy to use and affordable remote program that continues to be used by all four academic departments.</p> <p><b>CONTINUE</b></p>
	All sophomore teachers will do one Open Response question weekly.	<p>As being proficient on the 10<sup>th</sup> 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 2012-2013, LVTI showed a 9% point decrease answering open response questions. We will continue to work on this particular skill in 2014-2015.</p> <p><b>CONTINUE</b></p>

Measurable Goals	Strategies	Implementation Status
<b>To make PPI in Biology</b>	Teachers will utilize laboratory equipment to Improve current Biology stadards and improve testing via hands-on-experimentation.	<p>LVTI recognizes that laboratory equipment and experiments are vital to the success of students in Biology. With the addition of equipment, students will achieve better results in the classroom and on standardized tests (MCAS).</p> <hr/> <p>From 2012-2013, LVTI showed minor changes on the MCAS when compared to 2011-2012 data. With the incorporation of more equipment and laboratory work in the classroom, LVTI feels laboratory equipment will have a positive impact on our growth.</p> <p><b>CONTINUE</b></p>
	<p><i>First Fives</i>            All <b>freshmen</b> teachers (Academic) will do warm-ups/activators. Other grades are optional.</p>	<p>SY 2013-2014 was the first year implementing this strategy. The overall response from the Biology teachers was that this strategy is successful. Currently, we have no indicators to measure the success of this strategy; however, teachers feel it was beneficial to the students.</p> <p><b>CONTINUE</b></p>
	<p>All 9<sup>th</sup> and 10<sup>th</sup> grade science 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>	<p>All ninth and one tenth grade classroom utilized the <i>Adaptive</i> software once per week with their classrooms. In addition, students were accessing the software remotely, as well as often utilizing the science lab after school. LVTI found this strategy to be successful.</p> <p><b>CONTINUE</b></p>



Measurable Goals	Strategies	Implementation Status
<p><b>To make PPI in Biology, ELA and Mathematics for the aggregate and all subgroups</b></p>	<p>To utilize Smartboards where possible. To provide professional development for teachers(Beginner and Intermediate levels)</p>	<p>LVTI has Smartboards in <b>all</b> 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 2012-2013. LVTI believes that the use of Smartboards in the classrooms has had an impact on these results.</p> <p><b>CONTINUE with Revision</b>            *In SY 2014-2015, LVTI will work toward offering professional development on SmartBoard training which will incorporate Ipad strategies and techniques for effective technological instruction.</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><b>CONTINUE</b></p>

Measurable Goals	Strategies	Implementation Status
<p><b>To make PPI in Biology, ELA and Mathematics for the aggregate and all subgroups</b></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"> <li>• Imagine Learning Reading</li> <li>• Think Through Math</li> <li>• TestGEAR</li> <li>• First Fives</li> <li>• Certica/TestWiz</li> <li>• ESL Reading Smart</li> </ul> <hr/> <p>LVTI believes that overall success on the MCAS is positively impacted by all of these programs.</p> <p><b>CONTINUE</b></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 &amp; 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><b>CONTINUE</b></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 2013-2014, LVTI has offered Saturday School help as needed for both 10<sup>th</sup> 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 2014 ELA, Math and Biology MCAS scores.</p> <p><b>CONTINUE with Revision</b></p> <p>*In SY 2013-2014, LVTI continued the growth of our Saturday School program focusing on MCAS prep in all three subject areas. In addition, LVTI extended its promotion of Saturday School by utilizing the school van to increase participation and attendance.</p>

Measurable Goals	Strategies	Implementation Status
<p><b>To make PPI in Biology, ELA and Mathematics for the aggregate and all subgroups</b></p>	<p>All teachers (Academic/Technical) will include MCAS style inference and/or 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>LVT From 2013-2013 LVTI had a 4 percentage point increase in School % Correct in <i>Reading and Literature</i> in English Language Arts.</p>

## **LVTI SY 2014-2015 School Improvement Plan**

Our goal has been revised because Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. PPI 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 2014-2015 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. LVTI plans to make a particular effort to increase the graduation rate in 2014-2015.**

### **Data Analysis- Areas to improve**

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.

#### **Areas to improve 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.

#### **Areas to improve in Mathematics:**

- Ability to answer open response questions thoroughly and completely
- Ability to apply basic skills that are the foundation for high school mathematics.

#### **Areas to improve 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 2014/2015 School Improvement Plan

Goal: <b>ELA</b>	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. LVTI will make a particular effort to increase the graduation rate in 2014-2015.
Identified Student Weakness	<ul style="list-style-type: none"> <li>• Ability to make an inference.</li> <li>• Ability to find the main idea.</li> <li>• Ability to determine meanings of unfamiliar vocabulary based on context.</li> <li>• Ability to answer open response questions.</li> </ul>
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><b><i>Six Traits Writing</i></b> All English teachers will be trained in the Six Traits Writing program. Teachers will utilize this program while teaching writing throughout the school year.</p>	Ongoing	Training throughout the summer and as needed throughout the school year.	Department Head will make observations during formal and informal evaluations (walkthroughs).
<p><b><i>Six Basic Reading Comprehension Strategies</i></b> English teachers will revitalize the former reading comprehension strategies which have been used at LVTI in the years past and find ways to train all teachers (Academic/Vocational) in the use of these strategies in their classrooms.</p>	Ongoing	Training as needed	Department Head will make observations during formal and informal evaluations (walkthroughs).

## LVTI School SY 2014/2015 School Improvement Plan

<b>Goal: Mathematics</b>	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. LVTI will make a particular effort to increase the graduation rate in 2014-2015.
Identified Student Weakness	<ul style="list-style-type: none"> <li>• Ability to answer open-response questions</li> <li>• Apply basic skills that are the foundation for high school mathematics</li> </ul>
Student Learning Objective	<ul style="list-style-type: none"> <li>• Students will know and be able to answer completely and accurately all parts of open-response questions on the MCAS</li> <li>• Students will develop basic arithmetic skills and refine Pre-Algebra skills</li> </ul>

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
<p><b><i>Math Staff Initiative (Open-Response: 10<sup>th</sup> grade)</i></b> Once a week, all sophomores will be given an open-response problem to complete in class. Strategies and feedback will be provided by the instructor.</p>	Once a week for the school year.	Past examples of MCAS Open-Response problems	Dept. Head will make observations during formal and informal evaluations (walkthroughs) and staff will keep student folders of complete assignments.
<p><b><i>Computer Math Lab Use After School</i></b> Students will be able to access and utilize the Computer Math Lab after school to get extra help/tutoring from math staff. Also, students will be able to utilize the computers to practice (PARCC/MCAS) math problems and to supplement instruction.</p>	Daily after school except on Friday.	Computer Math Lab	Dept. Head will make observations during formal and informal evaluations (walkthroughs).
<p><b><i>Adaptive Curriculum Software: 10<sup>th</sup> Grade</i></b> Students will use the Adaptive Curriculum Software to enhance and supplement classroom instruction and provide more visual/hands-on experience</p>	When appropriate for the lesson.	Adaptive curriculum software.	Dept. Head will make observations during formal and informal evaluations (walkthroughs).  Reporting features available within the program.

## LVTI School SY 2014/2015 School Improvement Plan

<b>Goal: Science</b>	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. LVTI will make a particular effort to increase the graduation rate in 2014-2015.
Academic Weakness	<ul style="list-style-type: none"> <li>• Ability to answer questions demonstrating proficiency in Genetics</li> <li>• Ability to answer questions demonstrating proficiency in Cell Biology</li> </ul>
Student Objective	<ul style="list-style-type: none"> <li>• To achieve proficiency on the Biology MCAS, specifically with regard to the above mentioned weaknesses. Students will become proficient in the MCAS standards related to Cell Biology and Genetics.</li> </ul>

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
<p><i>Student-Centered Activities</i> Equipment needed for the implementation of laboratory assignments and for the safety needs of the students.</p> <p style="text-align: center;">Technical Laboratory Writing</p>	When appropriate for the lesson	Microscopes & Microviewers; appropriate models; color printer	Dept. Head will make observations during formal and informal evaluations (walkthroughs).
<p><i>Open-Response Style Writing Assignments</i> All <b>freshmen</b> Biology teachers will will do open-response style writing prompts weekly in class.</p>	Once a week in class or as homework.	<i>Previous MCAS open response questions.</i>	Dept. Head will make observations during formal and informal evaluations (walkthroughs) and staff will keep student folders of complete assignments.
<p><i>Adaptive</i> All 9<sup>th</sup> and 10<sup>th</sup> grade Biology 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 2014/2015 School Improvement Plan

<p><b>Goal: ELA , Math &amp; Science</b></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. LVTI will make a particular effort to increase the graduation rate in 2014-2015.</p>
--	---

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p><b><i>Writing across the curriculum.</i></b> All teachers of freshmen/sophomores (Academic/Technical) will require students to write compositions according to the Collins Writing format and/or Six Traits (pending district Professional Development).</p>	<p>English: A minimum of EIGHT Collins Writings per year (9<sup>th</sup>/10<sup>th</sup>)</p> <p>All other academic / technical areas will require ONE per quarter (9<sup>th</sup>/10<sup>th</sup>)</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><b><i>Math Across the Curriculum</i></b> 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 and seniors</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>

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
<p><b><i>TestGEAR</i></b> All academic teachers have access to TestGEAR, a remote computerized software program for remedial help in Math, ELA, Science and Social Studies.</p>	<p>Ongoing</p>	<p>Annual license renewal</p>	<p>Dept. Head will make observations during formal and informal evaluations.  MCAS scores.</p>
<p><b><i>TestWiz/Certica/NWEA question bank</i></b> 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 9<sup>th</sup> and or 10<sup>th</sup> grade students in Math, ELA and Biology early in the school year to inform curriculum and identify at risk students.</p>	<p>Ongoing</p>	<p>District adopted license for TestWiz  School wide renewal of Ceritca</p>	<p>Dept. Head will make observations during formal and informal evaluations (walkthroughs).  MCAS scores.</p>
<p><b><i>Saturday School and After School Program</i></b> Saturday School will continue to offer assistance to students in all grades as needed. In SY 2014-2015, LVTI will continue to offer Saturday school earlier in the school year with longer sessions addressing the needs of retake students, freshman and sophomore first-time test takers, upperclassmen as needed and will offer transportation (via the LVTI van) for students who are in need of transportation. In addition, after school MCAS related programs will also be offered.</p>	<p>Ongoing and as needed</p>	<p>Funding to staff programs  Teachers interested in offering extra assistance</p>	<p>Administration will collect attendance and samples of lessons/assignments given to students.</p>

Goal: <b>Annual Dropout Rate</b>	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) <b>Annual dropout rates</b> , and (7) Cohort graduation rates. LVTI will make a particular effort to increase the graduation rate in 2014-2015.
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><b><i>Student attendance coordinators</i></b> 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. Next year there will be one attendance coordinator per grade. Although the coordinators are assigned a particular at-risk group, they do monitor students in all grades and all classes.</p>	Ongoing	Funding of position(s)	Director/Assistant directors will meet with coordinators and evaluate the effectiveness of their work. Attendance coordinators share information with guidance counselors and Assessment and Data Analysis Coordinator.
<p><b><i>Fathers' and Mothers' Groups</i></b>  LVTI provides a <b>Fathers' Group</b> 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 <b>Young Mothers' Group</b> 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><b><i>Additional academic support</i></b> LVTI continually makes available the following resources to <i>all</i> students:</p> <ul style="list-style-type: none"> <li>• Additional Saturday School and after school MCAS prep courses</li> <li>• Credit Recovery via APEX</li> <li>• Portfolio submission(November/April) to the DESE when eligibility requirements are met</li> </ul>	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

<p><b>Goal: Cohort Graduation Rate</b></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) <b>Cohort graduation rates</b>. LVTI will make a particular effort to increase the graduation rate in 2014-2015.</p>																															
<p>Student Objective</p>	<p>To meet the following federally approved graduation rate goals:</p> <table border="1" data-bbox="571 399 1728 583"> <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%																									

<p><b>Strategy/Action (What, Who, How)</b></p>	<p><b>Timeline (When)</b></p>	<p><b>Resources Needed</b></p>	<p><b>Method of Collecting Evidence</b></p>
<p><b>Community Support</b> 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 <b>KAYA</b>, 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 <b>RESTART</b>. They give students rewards/incentives for good attendance in school.</p> <p>STAR Program, supports at-risk youth with troubled backgrounds stay on track New American Center – helps refugees with homework</p>	<p>Ongoing</p>	<p>Community programs</p>	<p>Guidance counselors will maintain communication with local agencies and keep records on student affiliations.</p>
<p><b>Academic support</b> LVTI continues to offer regularly scheduled teachers’ night back for additional academic support, a <b>Saturday School</b> program and additional after school help as needed.</p>	<p>Sept-June</p>	<p>Funding for staff</p>	<p>Attendance collected by administrators</p>

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p><b><i>Credit Recovery</i></b>            For students who fall short of credits needed for graduation, LVTI uses <b>APEX</b>, 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>	Ongoing	District liaison(Apex)	Guidance counselors will maintain communication with liaison and keep records on student participation and completion.
<p><b><i>LEEP</i></b>            The city of Lynn offers <b>LEEP</b>, 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>	Sept-June	LEEP staff/funding	Guidance counselors will maintain communication with LEEP and keep records on student participation and completion
<p><b><i>Cooperative Education</i></b>            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>	Ongoing	<i>Graphic Arts</i> support  Funding for appreciation events	Cooperative Education Coordinator maintains time cards, performs supervisory visits, and holds scheduled events as needed.
<p><b><i>Saturday School Portfolios and Cohort Appeals</i></b>            In addition to Saturday School, LVTI will continue to work toward the effective submission of cohort appeals when students are eligible.</p>	Ongoing	MCAS 632  ESchool Data	Assessment & Data Services Coordinator will monitor cohort appeals as well as additional staff as needed.

### Parent and Community Involvement

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p><b>PAC</b> To continually expand Program Advisory Committees to include additional business leaders and parents.</p>	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
<p><b>WIB</b> To continue a relationship with the WIB (Workforce Investment Board) by attending WIB meetings and also incorporating WIB resources.</p>	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
<p><b>Youth Career Center</b> To collaborate with the Youth Career Center.</p>	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
<p><b>Job Fair</b> To host annual Job Fair for students</p>	Annually	Funds are needed to pay for tables and lunch for participants	Cooperative Education coordinator has information on file
<p><b>Open House</b> 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.</p>	Annually	Funds are needed to pay for tables, advertising, and trolley	Information is kept by Cooperative Education Coordinator and Guidance counselors
<p><b>GAC/PAC</b> To invite parents to be involved in the General Advisory Committee, the School Council and the Program Advisory Committees.</p>	Biannually	Dinner served in front office conference room prepared by Culinary Department	Principal develops agenda, sends invitations, and has meeting minutes on hand

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
<p><b>Remote Academic support</b> To send a letter home to all parents in June 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 &amp; Data Services Coordinator and Science Dept Head will oversee completion of this project.</p>
<p><b>Parent information for college</b> 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><b>Lynn Rotary Special Olympics</b> 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"> <li>• ECE</li> <li>• Health Tech</li> <li>• Electrical</li> </ul>	<p>Staff members, in collaboration with the Lynn Rotary, organize the event.</p>
<p><b>Articulation Agreements</b>  LVTI continues to work with higher education to establish <b>Articulation Agreements.</b></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><b>Culinary Arts Dept</b> 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  Hosts a variety of events that support both parent and community involvement (All Sports Banquet, Employer’s Co-op luncheon, Honor Society Ceremony, PAC/GAC dinner meetings, 8<sup>th</sup> grade recruitment luncheons.</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>

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
<p><b><i>Health Technology</i></b>            Blood Drive             Clinical Experience—Abbot House Nursing Home             Job Shadowing at Spaulding Rehab</p>	<p>fall &amp; spring             ongoing             ongoing</p>	<p>Staff/student volunteers             Students with CNA certification            Guest speakers from Sapulding</p>	<p>Program staff communicates with the Red Cross in the organization of the Blood Drive.            Staff maintains communication with the Abbot House and schedules the clinical visits.            Student accounts of the program</p>
<p><b><i>Radio &amp; TV Broadcasting</i></b>            Broadcasts School Committee Meetings             Assists other high schools with sporting events             Broadcast High School bands performing at Breed and Lynn City Hall             Broadcast live cooking show at Brother’s Deli             Broadcast of Lynn Spotlight for John Hoffman’s Show interviewing students who have achieved success in sports and academics.</p>	<p>Twice monthly             Ongoing             Ongoing             Twice monthly             Twice monthly</p>	<p>Funding for equipment and supplies               Program students assist in production</p>	<p>Department Head maintains copies of broadcasts (DVD’s) and communicates with community members to set up broadcast sessions.</p>
<p><b><i>Graphic Communications</i></b>             This program is available to the community and provides low cost printing services as requested. For example, Santa’s Helpers, Teen Resource Guide through the Lynn Police Department, City Park Program and the Community Enrichment Program.</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><b><i>Metal Fabrication &amp; Joining Technologies</i></b>             Program is the main supplier of metal for the City of Lynn             Built and installed safety railings in new Early Childcare wing</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>



<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
<p><b><i>Auto Collision/Auto Technology</i></b></p> <p>Both programs are available to the public providing low cost automobile repairs.</p>	Ongoing	Funding for equipment and supplies	Staff members communicate with members of the community to set up job production.
<p><b><i>Carpentry</i></b></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>	Ongoing	Funding for equipment and supplies	Staff members communicate with members of the community to set up job production.
<p><b><i>Early Education &amp; Care</i></b></p> <p>Students from this program assist community preschools in a pre-practicum experience. In addition, the implementation of six new kindergarten at the LVTI Annex building afforded students the opportunity to assist in the early education and care of many kindergarten students and faculty in Lynn.</p>	Ongoing	Student participation	Staff members communicate with district preschools to set up placement.
<p><b><i>Cosmetology</i></b></p> <p>This program provides low cost hair/nail services to the public.</p> <p>Hosts appreciation days to honor both mothers and fathers.</p> <p>Services students in need from area schools.</p> <p>Provides special event services for proms, fashion shows and parent appreciation events at elementary schools.</p>	Ongoing	Funding for equipment and supplies	Staff members communicate with members of the community to set up job production.
<p><b><i>Park Clean Up</i></b></p> <p>School students and staff go to all the parks in the city to do Spring clean ups.</p>	Annual	<p>Voluntary staff participation</p> <p>Supplies</p>	Staff members organize this annual event and chaperone as they assist in the clean up.

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
<p><b><i>Community Service Citations—Auto Collision Shop and other school related volunteers</i></b>  This shop in collaboration with other academic and vocational teachers continue to provide community service and has received <i>citations</i> for volunteer participation at/for:  Brothers Deli --Thanksgiving  Toys for Tots  Spotlight on Lynn Youth</p>	<p>Ongoing</p>	<p>Student and staff volunteers</p>	<p>Program staff member(s) coordinate(s) the events with local agencies in the community.</p>
<p><b><i>Community Service Projects</i></b>  LVTI is committed to providing service projects to the community of Lynn. In addition to other shop related projects, LVTI is committed to other projects such as the Greater Boston Food Bank Project in collaboration with Connery School as well as a collaboration with the Lynn Shelter Association offering goods and needs for patrons.</p>	<p>Monthly</p>	<p>Voluntary staff participation and supplies.</p>	<p>Staff members organize this annual event and chaperone.</p>
<p><b><i>ESchool Access</i></b>  All teachers are required to create transparent grading accessible to students and parents via the internet.</p>	<p>Throughout the school year</p>	<p>ESchool Access Teachers</p>	<p>Teachers upload and publish grades and scores for students on homework and assessment for students and parents.</p>
<p><b><i>Prom Safety</i></b>  In collaboration with multiple, local organizations and the Lynn Police Department, LVTI offers a Prom Safety Initiative to educate students and parents on appropriate prom-related behavior and activities as well as inappropriate activities and their repercussions.</p>	<p>Annually</p>	<p>Local members of the community; local police department; school personnel</p>	<p>School related personnel and local organizations organize and carry out this important school assembly.</p>
<p><b><i>Alumni Association</i></b>  The LVTI Alumni Association also offers representation of LVTI by offering community service projects to the community. Some notable contributions include: The Relay for Life, Golf Outings to support student scholarships and assisting in the creation, dedication and promotion of a LifeSkills Kitchen for LVTI students.</p>	<p>Ongoing and as requested</p>	<p>Alumni Association</p>	<p>The Alumni Association creates activities and collaborations with LVTI as needed and requested.</p>

