

Fecteau-Leary
School Improvement Plan
2015-2016

School Improvement Team

Maura Durgin-Scully, Principal

Joseph Glowik, Assistant Principal

Erica Campbell, Guidance Counselor

Kurt Barkalow, Science

Erin Doherty, ELA

School Council Members

Lucretia Tate

Kathleen Bogart

Fecteau-Leary
2015-2016 School Improvement Plan

School Vision and Mission

Lynn Public Schools Vision: All Lynn students will graduate from high school with the skills to make informed choices and pursue further learning as socially responsible citizens.

Mission: To continuously improve students' social, cultural, and academic achievement and provide all students with the skills, knowledge and experiences to achieve our vision.

The mission of Fecteau-Leary Middle/High School is to rekindle the enthusiasm for learning and motivate students to continue their education, thus empowering them with the tools they will need to realize their full potential.

Narrative Description of the School

Demographic Data: Include a description of the student population (subgroup status, enrollment history, attendance), administrative staff, teaching staff (including years of service, attendance, and recruitment of highly qualified teachers), and the organization of the school.

Fecteau-Leary is an alternative/therapeutic school for approximately 220 students (fluid number) who have been unable to be successful in a traditional school setting. The students range in age from 12-22 years old and many have experienced trauma. Our entire student body has involvement with the legal system, DCF, DMH, DYS and DTA. These children have little or no chance of a productive future without the school and the services we offer. We are comprised of children and young adults who are desperate to find a safe, welcoming place to attend school while simultaneously receiving treatment and ultimately hope.

Admission to the school is ongoing throughout the course of the academic year and based solely on referrals. It is the last hope for many of these children as they have already been incarcerated, repeated a grade, or been expelled from their sending school. Currently, we have also enrolled 74 'newcomers' who do not speak English and have recently entered the country. Our goal/mission is to offer services and support in hopes that this final stop afford them a diploma and the chance to become productive members of society. If they do not accomplish this with us, they have little or no chance of contributing to the Commonwealth of Massachusetts. These children will either commit crimes and become incarcerated, live off of transitional assistance and/or continue the cycle with their own children.

Student Enrollment

	2013	2014	2015	2015 District
Grade 7	13	9	7	954
Grade 8	18	20	14	960
Grade 9	48	40	35	1,290
Grade 10	38	33	20	1,082
Grade 11	22	29	19	970
Grade 12	24	23	24	762
SP (over-age)	0	3	0	27
Total	163	157	119	6,045

Teacher Information

	2012	2013	2014	2014 District	2014 State
Teacher Retention	91.7	80.8	81.5	79.8	84.6
Staff Age	2013	2014	2015	2015 District	2015 State
Under 26	2%	2%	0%	7%	6%
26-56	85%	81%	81%	70%	75%
Over 56	13%	16%	18%	23%	19%
Median Yrs Experience	-	-	9	8	-
% ≥ 10 Yrs Experience	-	-	32%	45%	-

Fecteau-Leary

2015-2016 School Improvement Plan

Performance Indicators

	2012	2013	2014	District 2014	State 2014
Student Attendance Rate	75.6	75.8	76.6	94.0	94.9
Absent 10 or more days (%)	83.9	78.5	76.2	38.2	30.4
Chronically Absent (% with < 90%)	76.6	73.5	73.8	19.1	12.3
Student Retention Rate	16.7	33.1	22.7	4.2	1.6
Out-of-School suspension Rate	67.9	52.9	49.5	12.0	3.9

Percent of students by race and gender

	% of Students				
	2013	2014	2015	2015 District	2015 State
African American	25.2	19.7	12.6	10.7	8.7
Asian	9.2	8.3	10.1	9.2	6.3
Hispanic	42.9	43.3	48.7	56.4	17.9
White	19.0	24.2	22.7	19.6	63.7
Multi-Race	3.7	3.8	5.0	3.8	3.1
Male	70	68	58	53	51
Female	30	32	42	47	49

Enrollment by Special Population

Demographic Group	2013	2014	2015	2015 District	2015 State
First Language Not English	38.0	35.7	40.3	54.1	18.5
English Language Learner	1.8	0.6	0.8	18.8	8.5
Special Education	46.6	51.6	41.2	15.4	17.1
Economically Disadvantaged	-	-	52.1	46.2	26.3

Provide instruction by highly qualified teachers

The Lynn Public Schools maintains records on each one of our teacher's highly qualified status, using federal HQ criteria. The Assistant Director of Curriculum meets with any teacher on our staff who is not qualified to create a plan for achieving this status. Assistance is provided to teachers who need to take MTEs.

School Processes Data: Include a description of the implementation of the core instructional programs for all students, students with disabilities, and English language learners and the intervention strategies designed to address the needs of at-risk students. In addition, provide information about any other initiatives being implemented in regards to curriculum, instruction, assessment, professional development, and school culture.

Fecteau-Leary houses students in Grades 7-12 and is designed to serve students who have significant social, emotional, or behavior needs through a rigorous academic setting that provides therapeutic support as needed. Furthermore, the school is an alternative academic setting for students who have become increasingly disenfranchised from traditional schooling and need an alternative placement to be successful. The school has three floors, with distinct programs located on each floor.

All students are expected to meet Massachusetts State Frameworks (CCSS). Subject area teachers provide instruction in the core content areas.

Fecteau-Leary
2015-2016 School Improvement Plan

Tiered Instruction/Supports and Interventions:

- Speech/OT/PT
- Dropout prevention coach
- Read 180/System 44
- Peer Mediation
- Student Study Team/504
- Guidance Counselor
- Vocational Counselor
- 2 Clinical Directors
- PBIS

Celebrations:

- Law Day
- Thanksgiving Day with parents/guardians
- Student Government Day
- PBIS (weekly and monthly acknowledgements)
- Spring Art Show

Assessment Practices:

- Quarterly assessments
- ACCESS testing for ELL students
- SATs
- IPRs
- Quarterly report cards

Create strategies to attract highly qualified teachers

Our school is advised by the Lynn Public Schools' Human Resources Office when teaching positions become available at the school. Resumes are forwarded from their office with the credentials of all teaching applicants. The Human Resources Office, in concert with the Assistant Director of Curriculum for Teaching Quality work to identify teachers who are highly qualified in terms of credentials and who aspire to serve youths in a large, urban community with many challenges. Recruitment fairs, advertising, and contacts with local schools of education are utilized as a way in which to locate teachers. In addition, the district has implemented processes and procedures for student teachers, which has resulted in a number of subsequent teaching hires at our school. Collaborative programs with Salem State, Northeast Consortium for Staff Development and several planned coop programs with Endicott College are easily accessed by teachers who are earning credentials. Furthermore, the district provides tutoring for any professional seeking to pass MTEs.

Teacher Evaluation

All of our teachers are evaluated using the Massachusetts Educator Evaluation System. Teachers who might be "in need of improvement" are monitored as they work towards improving their instruction. Curriculum and instruction teachers, math and ELA coaches, and ESL coaches work to model lessons for teachers who need to improve.

Fecteau-Leary

2015-2016 School Improvement Plan

Coordinate and integrate Federal, State, and local services and programs; and meet intent and purposes of each program whose funds are consolidated, if applicable

Our school submits budget requests directly to the Superintendent's Senior Leadership team. This team includes both Deputy Superintendents, the Executive Director of Curriculum, the ELL coordinator, the SPED administrator, the human resources manager, and the financial manager for the Lynn Public Schools. As the organization is formed and resources are allocated, all sources of funds are coordinated in order to meet the needs of our school.

Perception Data: Provide any formal or informal information regarding the perception of the school's learning environment by district and school leaders, students, teachers, parents and community members.

Formal perception data will be collected from identified stakeholders (students, teachers, parents, community partners) during the 2015-2016 school year.

Student Learning Data: Provide a summary of the achievement trends of the school. Include information about student proficiency on MCAS and accountability data (i.e., CPI, student growth percentiles, and graduation and dropout rates).

ELA: The overall achievement as measured by CPI has increased consistently the last 4 years, from 56.1 in 2012 to 74.2 in 2015 – a gain of 18.1 points. The percent of students earning advanced increased by 3.5% from the previous year, while students in warning decreased significantly.

Math: Significant improvements are noted in Mathematics as well, with an increase of 4.6 CPI points from the previous year including a significant decrease in the percent of students earning warning scores on the standard MCAS assessment. However, math results (CPI of 44.2) are well below ELA levels of achievement (CPI of 74.2).

Science: Science scores improved from the previous year.

In addition, performance indicators suggest Fecteau-Leary is improving the graduation rate of high need students in the district.

Fecteau-Leary

2015-2016 School Improvement Plan

ACCOUNTABILITY DATA

The state accountability system considers multiple measures of achievement in ELA, Math, and Science, as well as growth statistics to determine a school’s relative standing compared to similar schools in the commonwealth. Schools in the lowest 20% of schools with similar configurations (i.e., elementary schools, elementary/middle schools, middle schools, high schools) are automatically identified as Level 3. Schools are identified as Level 1 or Level 2 based on whether the school is meeting the cumulative Progress and Performance Index (PPI) target of 75.

Accountability and Assistance Level: Level 3									
School Percentile: 3rd									
Cumulative PPI (all students) 51									
Proficiency Gap Narrowing	2012	2013	2014	2014 Change	2014 %ile	2014 Rating	*2015	2015 Change	2015 Rating
<u>ELA</u>									
CPI	56.1	65.2	71.2	6.0	7 th	On Target	74.2	3.0	On Target
SGP	20.5	-	39.0	18.5		Above Target	39.5	0.5	Below Target
% Advanced	0.0	0.0	2.6	2.6		Met Target	6.1	3.5	Met Target
% Warning	33.3	21.2	17.9	-3.3		Met Target	12.1	-5.8	Met Target
<u>Math</u>									
CPI	43.1	38.8	39.6	0.8	3 rd	Improved Below Target	44.2	4.6	Improved Below Target
SGP	6.0	-	29	23		Above Target	24	-5	Declined
% Advanced	0.0	3.4	0.0	-3.4		Not meeting target	6.5	6.5	Met Target
% Warning	83.3	65.5	69.4	4.1		Not meeting target	38.7	-30.7	Met Target
<u>Science</u>									
CPI	-	31.3	27.2	-4.1	2 nd	Declined	36.8	9.6	Improved Below Target
% Advanced	-	0.0	0.0	0.0		Not meeting target			
% Warning	-	70.0	78.3	8.3		Not meeting target			
Graduation Rate	27.9	20.0	-	-7.9		Declined			
Dropout Rate	29.0	21.2	-	-7.8		Improved Below Target			
Dropout Reengagement	-	-	3	-		Met Target			

*2015 Accountability data are preliminary.

Historical Accountability Data

2012	Level 3	School Percentile:	3 rd %ile	Annual PPI = 11	Cumulative PPI = 33
2013	Level 3	School Percentile:	3 rd %ile	Annual PPI = 29	Cumulative PPI = 40
2014	Level 3	School Percentile:	3 rd %ile	Annual PPI = 71	Cumulative PPI = 51
2015	Level	School Percentile:	%ile	Annual PPI =	Cumulative PPI =

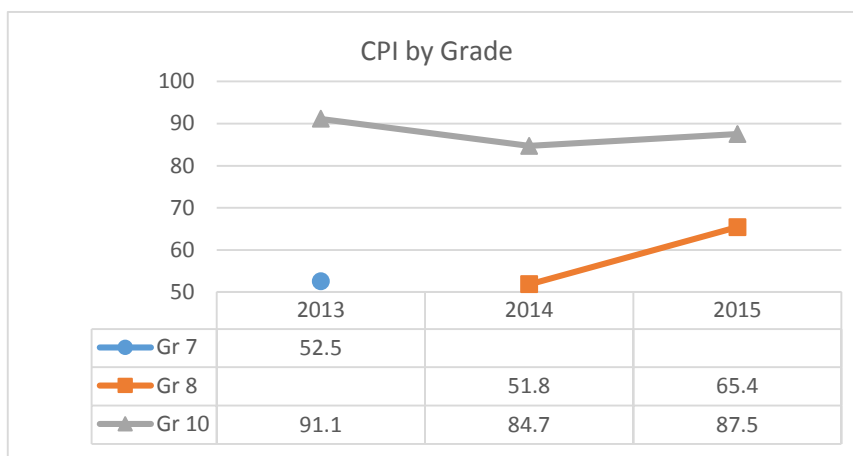
Fecteau-Leary
2015-2016 School Improvement Plan

ENGLISH LANGUAGE ARTS

3-Year MCAS ELA Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2013	33	0	33	45	21	65.2	-
School 2014	26	3	41	38	18	71.2	39
School 2015	33	6	33	48	12	74.2	39.5
District 2015	7,227	8	44	33	15	79.0	46

3-Year MCAS ELA CPI Results by GRADE



MCAS ELA 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	33	6	33	48	12	74.2	39.5
Students with Disabilities	15	0	33	53	13	73.3	-
ELL	-	-	-	-	-	-	-
Former ELL	2	-	-	-	-	-	-
Economically Disadvantaged	22	0	41	50	9	76.1	-
African American /Black	4	-	-	-	-	-	-
Asian	6	-	-	-	-	-	-
Hispanic	11	0	27	55	18	68.2	-
White	9	-	-	-	-	-	-
Male	19	5	42	42	11	78.9	-
Female	14	7	21	57	14	67.9	-

Fecteau-Leary

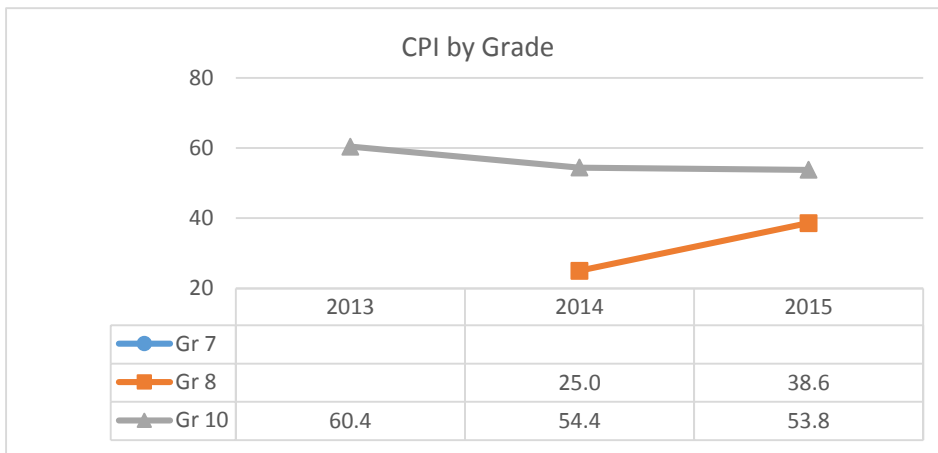
2015-2016 School Improvement Plan

MATHEMATICS

3-Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2013	29	3	3	28	66	38.8	-
School 2014	36	0	11	19	69	39.6	29
School 2015	30	7	7	30	57	44.2	24
District 2015	7,231	15	28	32	24	71.4	45

3-Year MCAS Math CPI Results by GRADE



MCAS Math 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	30	7	7	30	57	44.2	24
Students with Disabilities	15	7	0	33	60	40.0	-
ELL	-	-	-	-	-	-	-
Former ELL	2	-	-	-	-	-	-
Economically Disadvantaged	20	5	10	30	55	45.0	-
African American /Black	3	-	-	-	-	-	-
Asian	5	-	-	-	-	-	-
Hispanic	11	0	9	18	73	34.1	-
White	8	-	-	-	-	-	-
Male	16	12	12	31	44	53.1	-
Female	14	0	0	29	71	33.9	-

Fecteau-Leary
2015-2016 School Improvement Plan

SCIENCE/TECHNOLOGY & ENGINEERING

3-Year MCAS STE Results – All Students

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
School 2013	16	0	0	38	63	37.5
School 2014	23	0	0	22	78	27.2
School 2015	19	0	0	32	68	36.8
District 2015	2,092	6	29	45	20	70.0

MCAS STE 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	19	0	0	32	68	36.8
Students with Disabilities	12	0	0	33	67	37.5
ELL	-	-	-	-	-	-
Former ELL	1	-	-	-	-	-
Economically Disadvantaged	16	0	0	38	62	39.1
African American /Black	3	-	-	-	-	-
Asian	1	-	-	-	-	-
Hispanic	7	-	-	-	-	-
White	5	-	-	-	-	-
Male	10	0	0	40	60	40.0
Female	9	-	-	-	-	-

Fecteau-Leary

2015-2016 School Improvement Plan

Needs Assessment- Curriculum and Instruction (Refer to Conditions for School Effectiveness III and IV)

Using state, local, and classroom assessment data, identify specific areas of strength and need in the Curriculum and Instruction areas listed below. Consider and analyze student results by grade-level, subgroups, learning standards/strands/domains, question type, etc. The curricula and instructional practices in the school are developed and implemented to attain high levels of achievement for all students.

Indicator 1: Aligned and Consistently Delivered Curriculum: School leadership, teachers and other staff ensure consistent use and effective delivery of the district's curricula/mapping. The school's taught curricula are aligned to state curriculum frameworks and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.

Strengths:

- District /School provide teachers with curriculum maps aligned with Massachusetts Curriculum Frameworks for ELA, Math and Science.
- Instructional materials and technologies that align to curriculum maps are available to use in all classrooms.
- Lesson plans monitored for alignment to pacing guidelines
- School budget used to support/instruction supplements as much as possible

Areas of Need:

- District does not provide curriculum maps for all disciplines
- Common planning time does not exist
- No coaches or department heads

Indicator 2: Effective Instruction: Instructional practices are based on evidence from a body of high quality research and on high expectations for all students. The school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.

Strengths:

- Leaders and instructional staff agree on Re-tell criteria for effective instruction
- Consistent use of differential strategies for students with different learning modalities across classrooms schoolwide
- Positive outcome from the new teacher evaluation tool
- Ipads increased
- Developing resources

Areas of Need:

- There are no coaches or department heads
- There is no common planning time for staff to collaborate in hopes of improving instruction
- Increase teacher understanding of differentiated instruction
- Professional development in effective use of technology in the classroom

Fecteau-Leary

2015-2016 School Improvement Plan

Needs Assessment- Assessment (Refer to Conditions for School Effectiveness V)
School leadership, teachers and other staff use student assessment results (formative, benchmark, state assessments) external and internal reviews, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: professional development, student services, instructional programs, and assessment practices.
Indicator 3: Data-based Decision-Making: The school analyzes and uses data to drive decision-making. School leadership, teachers and other staff review student assessment results, external and internal reviews, and other pertinent data to prioritize goals, maximize effectiveness in allocating resources and to initiate, modify or discontinue programs, policies and initiatives.
<p>Strengths:</p> <ul style="list-style-type: none"> • Assessments vary and are aligned to standards • MCAS data is used to drive whole group and individual • Introduction to quarterly assessments, MCAS data; analysis by staff • Attendance data • Analysis of performance indicators; attendance, graduation rate, dropout rate • PBIS: weekly analysis of student levels with emphasis on correcting behaviors • Student analysis weekly at the student/teacher level
<p>Areas of need:</p> <ul style="list-style-type: none"> • Collaboration does not occur • Formative assessment need improvement • Professional development necessary to help in the development of assessments, analyzing the assessment and coming up with a plan • Training of Test Wiz without common planning time • Consistent monitoring of performance indicators
Needs Assessment- Professional Learning (Refer to Conditions for School Effectiveness VII)
Describe the process of determining the professional learning needs of all staff, including how the school implements ongoing professional development during the school year. Professional development programs and services are based on district and school priorities, information about staff needs, student achievement data and assessments of instructional practices and programs.
Indicator 4: Professional Development: PD for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning.
<p>Strengths:</p> <ul style="list-style-type: none"> • Professional development embedded at faculty meetings • Option to participate in professional development at the district level • Monthly faculty meeting to be able to focus on teacher evaluation tool and specific needs • Half the staff is safety care trained
<p>Areas of need:</p> <ul style="list-style-type: none"> • Professional development/collaboration does not occur • No coaches or department heads • Staff needs safety care training need to be re-upped again
Indicator 5: Structures for Collaboration: The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.
<p>Strengths:</p> <ul style="list-style-type: none"> • Grade level pods were created
<p>Areas of need:</p> <ul style="list-style-type: none"> • Collaboration necessary • Lack of common planning time • Reinstate the Wednesday half day for staff collaboration

Fecteau-Leary

2015-2016 School Improvement Plan

Needs Assessment- Student Support (Refer to Conditions for School Effectiveness VIII, IX and X)
Schools have a framework for providing appropriate supports (academic, social, emotional, and health) to all students. School leadership, teachers and other staff engage with families and community partners to promote student achievement and progress.
Indicator 6: Tiered Instruction and Adequate Learning Time: The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.
<p>Strengths:</p> <ul style="list-style-type: none"> • MCAS Biology Portfolio class • MCAS afterschool remediation and support programs • Learning Center for Special Education students • Inclusion setting to help provide support to Special Education students in the mainstream • 2 Clinical Directors • Guidance Counselor
<p>Areas of need:</p> <ul style="list-style-type: none"> • Training for Inclusion teachers • Reduce class size • Increase Retell strategies within the classrooms
Indicator 7: Students' social, emotional, and health needs: The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students.
<p>Strengths:</p> <ul style="list-style-type: none"> • The school has a number of staff to support the needs of students we service, including two school based Clinical Directors, School based nurse, Guidance Counselor, School Resource Officer (SRO), social work interns, a part-time behavior specialist, and dropout prevention coach. • In addition, students are able to participate in self-management classes, peer mediation, and afterschool programs (i.e., Raw Arts) to learn valuable social skills. • Motivational speakers • Partnership with North Shore Children's Hospital
<p>Areas of need:</p>
Indicator 8: Family-school and Community engagement: The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.
<p>Strengths:</p> <ul style="list-style-type: none"> • Strong partnership with agencies such as DCF, DYS, juvenile court and CFF • Weekly calls home to families (teacher / parent phone calls from homeroom teacher) • Parent support groups with Clinical team • Weekly meetings with probation • On site- CFF meetings to ensure team meetings • On site family meeting therapy meetings • School staff visits to the home • My Brother's Table - volunteer
<p>Areas of need:</p> <ul style="list-style-type: none"> • A school van would support our home visit efforts, ensure therapy visits and help to support our incentive system

Fecteau-Leary

2015-2016 School Improvement Plan

Define Priorities and Describe the Strategies/Actions

Define Priorities for School Improvement that have been identified as a result of the Needs Assessment. Name and describe the strategies/actions that correspond to each of the priorities identified. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.

GOAL: To meet or exceed all local and state accountability targets, in achievement and growth in English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need: Instruction, Culture, Behavior

Priority 1 Continue implementing and expand the PBIS throughout the entire school

Strategies/Actions

- To provide continued PD to all teachers.
- To continue with the Data training for team members.
- The PBIS Team of teachers will: implement the roll out of PBIS with the help of the May Institute and Administration team at Fecteau-Leary
- Create the clear expectations and define for students with the understanding that there will be incentives.
- Staff and students expectations posted for the incentive program
- Increase student learning time within classrooms as measured by time students are in class and not missing instruction
- PBIS student data will be used to plan student behavior plans and thoughtful decision making.

Expected Outcome(s)

To decrease level 2 and 3 behaviors (as identified in PBIS program) from previous year. Increase student learning and engagement as evidenced by learning walks.

Timeline for Actions

Roll out this year to 7th and 8th graders and add a grade level each year until the entire school knows the program and it becomes part of the school culture.
Ongoing implementation timeline-began August 2015 Professional Development, September – PD for team and staff – October - 1 hour PD with May Institute and November 2015 implementation and workshops with grades 7 and 8.

Fecteau-Leary
2015-2016 School Improvement Plan

GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need: Leadership, Instruction

Priority 2 Create and implement an Instructional Leadership Team

Strategies/Actions

- Identify most effective teaching strategies
- Walk About with administration to teacher observation
- Create Walk About Observation forms

Expected Outcome(s)

- Teacher collaboration
- Improved teaching strategies as evidenced by learning walk data
- Increased results on benchmark assessments
- High expectation of student work

Timeline for Actions

- 9/15 – create the team and identify goals and outcomes
- 10/15 – first round of observations
- 11/15 - first feedback to staff (good, bad and ugly)
- 11-12/15 2nd round of observations and feedback with ongoing cycle

Fecteau-Leary
2015-2016 School Improvement Plan
Appendix A

Implementation Reflection: Please provide a brief description of the implementation of the strategies/actions identified for the priority areas this year. Provide evidence, qualitative and quantitative, to support the identified successes and/or challenges in the implementation.

October Accountability Data Update and Reflections:

February (Mid-Year) Implementation reflections and adjustments (as needed):

To June (End-of-Year) Implementation Reflection: