

Lynn Vocational Technical Institute
School Improvement Plan
2015-2016



School Improvement Team

Kim McFarlane-Assessment & Data Services Coordinator-*Team Chairperson*
Noelle Beaulieu-ELA Department Head-*Team Chairperson*
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Bob Buontempo-Principal
Emily Spinucci-Vice Principal
Fred Gallo-Vice Principal
Linda Flueckiger-ELL Department Head
Lucretia Cedeno-SPED Department Head
Dr. Edward Johns-Math Department Head
Ms. Banafsheh Salamat-Science Department Head

School Council Members

Ralph Jamieson-Staff alumnus
Julio Bare-Teacher
Caroline MacDonald-Student
Pamela MacDonald-Parent
Kelly Papageorgiou
Beth Mercaldi-Teacher
Andre Robinson-Student
James Ward-Alumnus
Stanley Wotring-Student
Stanley Wotring-Parent

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School Vision and Mission

Lynn Public School's Vision:

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

Lynn Public School's Mission:

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

Narrative Description of the School

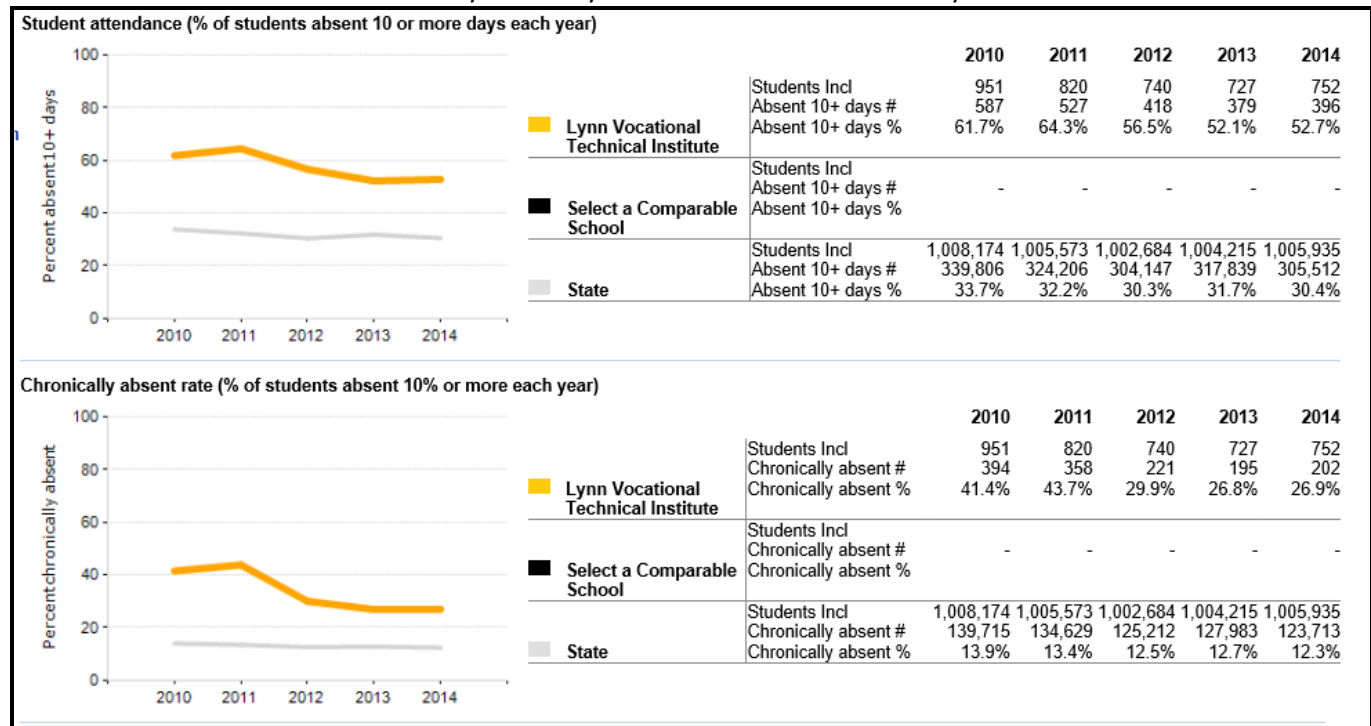
Demographic Data: Include a description of the student population (subgroup status, enrollment history, attendance), administrative staff, teaching staff (including years of service, attendance, and recruitment of highly qualified teachers), and the organization of the school.

- Lynn Vocational Technical Institute (LVTI) is the City of Lynn's non-regional career and technical high school whose enrollment uniquely reflects students in PK, 7-12 and beyond high school (SP). Below is the current enrollment data for LVTI.
- Demographically the student population is 10.5% African American, 5.7% Asian, 62.9% Hispanic, 17.7% White, 0.7% Native American, and 2.5% Multi-Racial Non-Hispanic.
- 66.3% of our students belong to the High Needs subgroup and 41.9 % are economically disadvantaged.

The table below depicts our teacher data for SY1415.

	School	District	State
Total # of Teachers	80.1	1,046.7	71,806.4
% of Teachers Licensed in Teaching Assignment	93.8	97.1	97.4
Total # of Classes in Core Academic Areas	-	-	-
% of Core Academic Classes Taught by Teachers Who are Highly Qualified	-	-	-
Student/Teacher Ratio	10.7 to 1	14.2 to 1	113.3 to 1

Trends in both students absent 10+ days annually and those listed as chronically absent have declined.



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Student Enrollment

	2013	2014	2015	2015 District
PreK	41	41	43	265
Grade 6	2	4	0	954
Grade 7	2	2	4	960
Grade 8	1	2	2	965
Grade 9	206	226	241	1,290
Grade 10	157	201	220	1,082
Grade 11	132	139	192	970
Grade 12	153	123	131	762
SP (over age)	15	12	22	27
Total	709	750	855	7,275

Teacher Information

	2012	2013	2014	2014 District	2014 State
Teacher Retention	82.1	84.1	85.2	79.8	84.6
Staff Age	2013	2014	2015	2015 District	2015 State
Under 26	3%	<1%	2%	7%	6%
26-56	67%	70%	66%	70%	75%
Over 56	30%	29%	32%	23%	19%
Median Yrs Experience	-	-	9	8	-
% ≥ 10 Yrs Experience	-	-	47%	45%	-

Performance Indicators

	2012	2013	2014	District 2014	State 2014
Student Attendance Rate	92.0	92.5	92.6	94.0	94.9
Absent 10 or more days (%)	56.5	52.1	52.7	38.2	30.4
Chronically Absent (% with < 90%)	29.9	26.8	26.9	19.1	12.3
Student Retention Rate	5.9	4.4	3.6	4.2	1.6
Out-of-School Suspension Rate	30.5	24.9	19.4	12.0	3.9

Percent of students by race and gender

	% of Students				
	2013	2014	2015	2015 District	2015 State
African American	9.4	10.7	10.5	10.7	8.7
Asian	8.3	6.7	5.7	9.2	6.3
Hispanic	61.4	60.0	62.9	56.4	17.9
White	17.2	18.9	17.7	19.6	63.7
Multi-Race	2.8	2.9	2.5	3.8	3.1
Male	58	55	56	53	51
Female	42	45	44	47	49

Enrollment by Special Population

Demographic Group	2013	2014	2015	2015 District	2015 State
First Language Not English	62.9	61.2	61.4	54.1	18.5
English Language Learner	17.8	15.3	14.3	18.8	8.5
Special Education	26.5	25.3	27.0	15.4	17.1
Economically Disadvantaged	-	-	41.9	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.

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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.

Core Academic: ELA, math, science, and social studies implement district-wide curricula that align with Common Core frameworks.

Core Vocational: 16 CVTE programs: Culinary Arts, Cosmetology, Graphic Arts, Computer Programming & Web Design, TV Media, Metal Fabrication, Auto Collision, Auto Technology, Carpentry, Plumbing, Health Assisting, Electronics, Electricity, Machine Technology, Pre-engineering and Early Childhood Education

At-Risk Students (w/ Disabilities and English Language Learners):

Saturday School: ELA/Math/Science MCAS prep--prior to MCAS testing, students are encouraged to report to Saturday school for additional preparation in the content.

Smaller resource ELA and Math classes for students on IEPs

Inclusion Classes in ELA and math for students on IEPs: Classes are co-taught by content and special education teachers to create an environment where students are in the least restrictive environment as possible yet receive the same instruction as their peers in mainstream classes

Afterschool Learning Center Homework Help - Students on IEPs are supported by Special Education staff via homework help, or extra preparation for upcoming standardized testing.

United Way Rep after school tutoring – ELLs: Alex Soto, the United Way representative who is working with the ELL students this year, is starting an after-school program for these students. The focus of this will be to assist the ELLs with their homework, classwork review, self-study, preparation for MCAS assessments and provide college access resources

Vocational integration: Utilizing the results of the CVTE DDM #1(Vocational math test based on the embedded CVTE math frameworks), the inclusion specialist works with the CVTE teachers to works towards mastering the weaknesses identified by the test results

LPS District Coach-- support for newly mainstreamed ELL's: ESL Certified Teacher will be visiting mainstream ELA, math and science classrooms in all LPS schools where newly-mainstreamed ELL's are placed. Coaches will work with content teachers to help them to implement and extend their RETELL teaching strategies with students.

Drop-Out Prevention Mentors: Designated mentors develop personal connections with at-risk students to help them to report to school, avoid tardiness, and discuss any additional support they feel they might need.

Student Study Team (SST): The Student Study Team meets once a month to collaborate and develop action plans concerning how best to meet the needs of individual students who are experiencing difficulty. The team consists of members from each academic department, a vocational teacher, guidance counselor, school nurse, and school counselor. The team reviews data on referred students and tries to determine what each student needs in order to be successful. The process begins when a teacher refers a student who is having some difficulty in either behavior or academics. Data is collected (by me) from multiple sources (the referring teacher, parents, the student, the student's other teachers, guidance counselor, and the school nurse), compiled, and presented to the team at our meeting. Teen Health Center (THC) – In-house healthcare professionals/social workers work to provide access to mental health services for students in need.

Community organizations – Girls, Inc., Upward Bound, Girls and Boys Club

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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.

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.

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.

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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.

As part of our work for our upcoming NEASC visit, the School Atmosphere committee met during the latter part of SY 1415 and collaborated. Below is a narrative that briefly summarizes the perception of the learning environment at LVTI.

“LVTI develops a culture of learning which contributes to effective educational programs in a number of ways. Some of our educational program offerings are: Naviance used in the guidance department, Advanced Placement Programs in four subjects, translators to assist our struggling ELLs, Saturday School for students at risk of failing the MCAS, as well as our Bullying and Dropout Prevention programs.

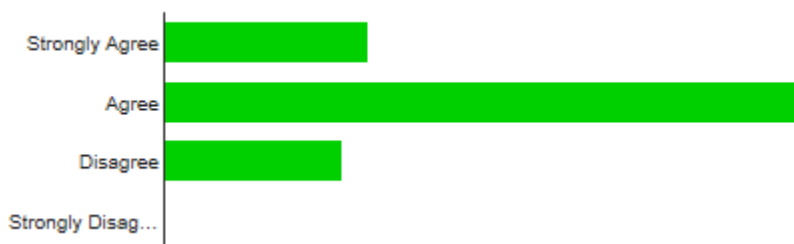
There is also a concerted effort on the part of both the academic and the vocational teachers to hold students to their highest potential. Additionally, the Vocational Integration Teacher Position attempts to bridge these two areas.

LVTI also sees the value of differentiation in the classroom. With inclusive classrooms, students with learning disabilities are in the same classrooms as their non-disabled peers. Additionally, ELL students are also in inclusive classrooms as they are deemed ready. The implementation of Common Planning Time (CPT) for academic teachers -where teachers have an opportunity to collaborate, and discuss student issues as well as plan common curriculum and assessments- is also an important addition which has greatly impacted the effectiveness of our educational programs. “

“Students have a large sense of community in their individual vocational and academic classes both among their peers and among the teacher/student relationship, which minimizes student behavioral issues. This allows a comfort zone for those students entering a nontraditional shop area. In addition, the LVTI handbook spells out and states in our discipline objectives and overviews what the expectations are for proper behavior. As a result, it strongly impacts the school culture and the relationships among students with staff. “

Additionally, as part of our work for our upcoming NEASC visit, the School Atmosphere committee posted an online school survey in which several of the questions focused on the perception of the school's learning environment. Approximately 50 school staff members responded (an obstacle may have been that the application requires users to make an account prior to answering the survey). A snapshot of the results is shown below.

- 1) Stakeholders assume shared responsibility and accountability for student learning without evidence of imposed power.



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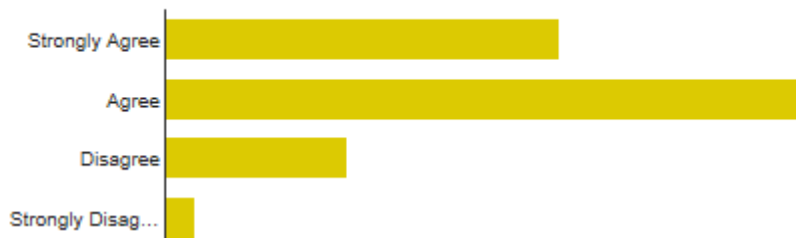
2) Decision making takes place through communication and across grade and subject areas.



3) Shared values support norms of behavior that guide decisions about teaching and learning.



4) School goals focus on student learning beyond test scores and grades.

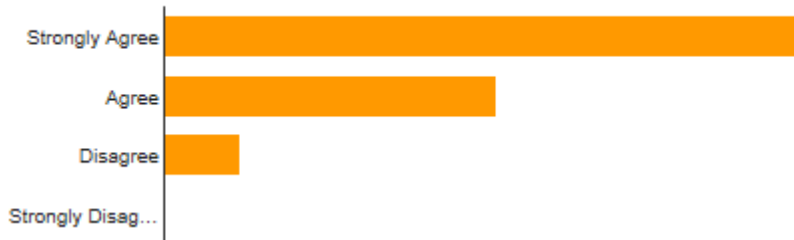


5) The school sets high standards for academic success for all students.



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6) The school emphasizes helping students academically when they need it.



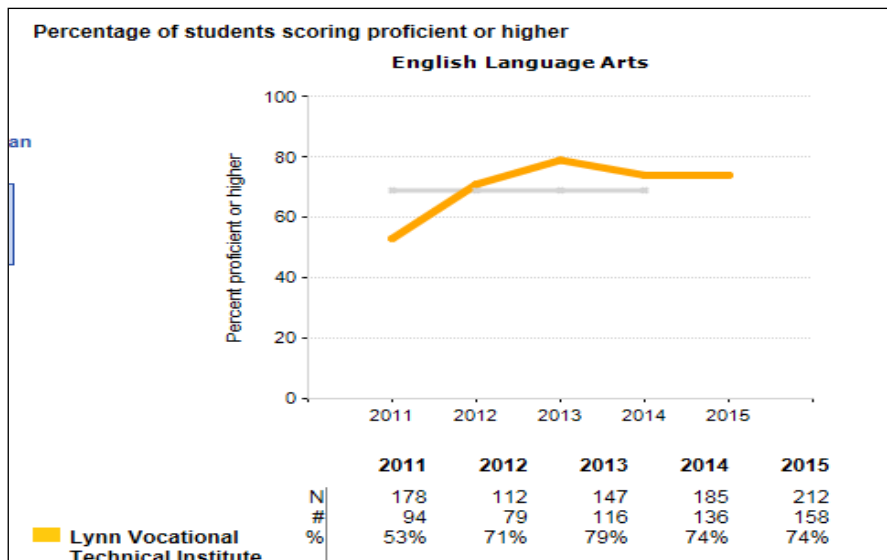
Analysis: The results of the survey clearly reflect that the communication, shared responsibility and shared values are flourishing among staff members. However, in the era of data driven assessments there is some disagreement regarding student learning. Some of the staff believe that there is a heavy focus on test scores being a driving factor in the determination of student learning. These results are not surprising because this is often discussed in staff meetings.

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).

The 2015 MCAS data revealed both strengths and areas of concern.

English Language Arts

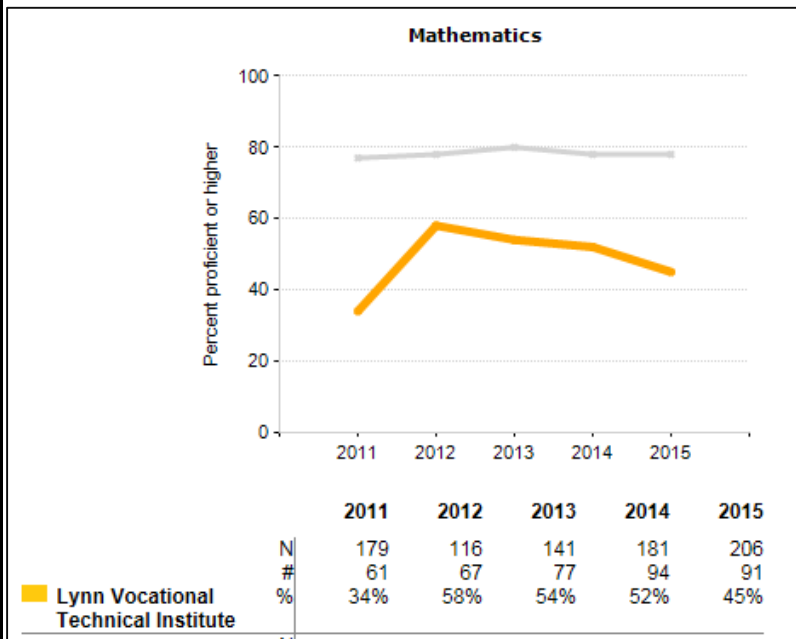
- Aggregate: 10th grade CPI is 89 and SGP is 61.
- 76% of students scored proficient or higher.



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Mathematics

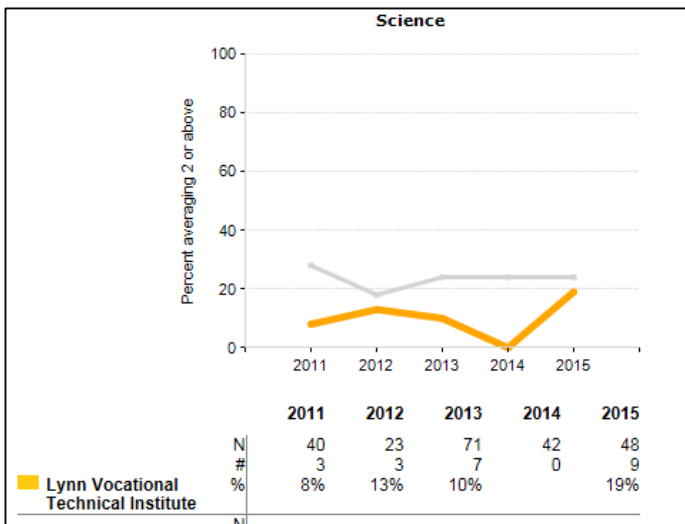
- Aggregate: 10th grade CPI is 70.1 and SGP is 41.5.
- 45% of students scored proficient or higher.



Science Technology and Engineering

The chart depicting percentage of students scoring at proficient or above is not available for STE. The chart below shows students scoring 2 or above for the Open Response questions. Additional details about our aggregate data are included but do not pertain to the graph.

- Aggregate: 10th grade CPI is 69.4.
- 31% of students scored proficient or higher.



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Achievement

Lynn Vocational Technical Institute continues to fall into the LEVEL 3 status among the lowest performing 20% of schools. Since 2011 ELA scores have increased by 7 %, math scores have decreased by 23% and Science, Technology and Engineering by 6%. These numbers, specifically in mathematics, *as the test has been here since the inception of MCAS*, are significant. In 2015 the ELA CPI (88.9) fell just slightly below the district (89.1). In 2015 the Math CPI (76), though low, was actually above the district (73.3). In the same reporting year STE CPI (69.5) was also just slightly below the district (72.3). Trend graphs since 2011 still depict achievement gaps between school and state. In ELA LVTI falls 15 percentage points below the state for proficiency and Math falls 33 percentage points below the state (data for STE achievement gap unavailable at the time of this report).

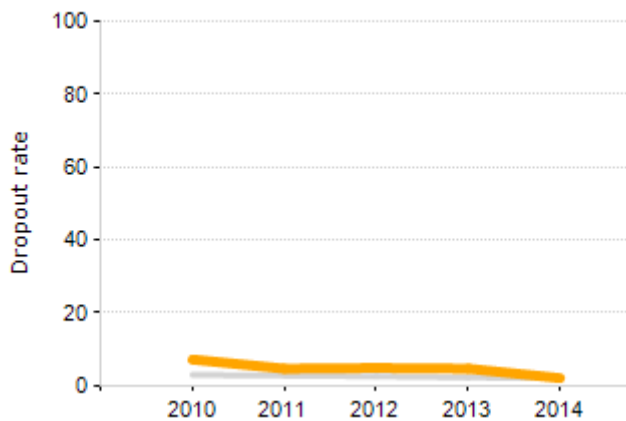
Growth

The 2015 SGP for the state is 50 for both math and ELA. LVTI falls above the state showing a student growth percentile of 61 for ELA but below the state for math (SGP=45).

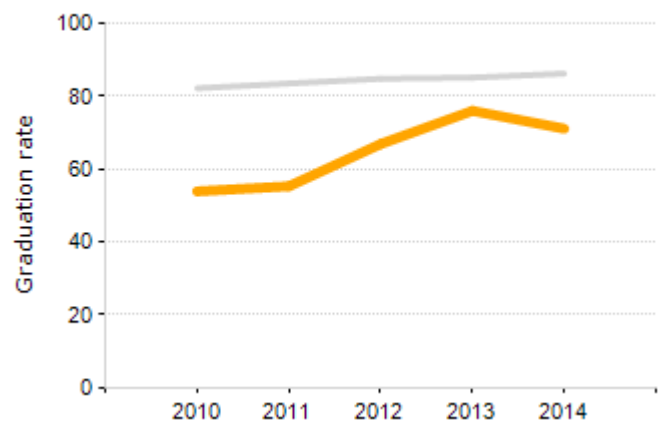
Graduation and dropout rate

The annual dropout rate continues to decline. Dropout rate has decreased by 5.2 percentage points showing a 72% decrease for this core indicator since 2010. The 4 year graduation rate has decreased by 17.2 percentage points showing a 32% increase in students graduating since 2010.

Annual dropout rate



4-year cohort graduation rate



Participation

Lynn Vocational Technical Institute continues to meet targets for Assessment Participation (MCAS and ACCESS).

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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, and 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: 15th									
Cumulative PPI (all students) 89									
Proficiency Gap Narrowing	2012	2013	2014	2014 Change	2014 %ile	2014 Rating	*2015	2015 Change	2015 Rating
<u>ELA</u>									
CPI	88.8	92.0	89.1	-2.9	9 th	Above Target	88.9	-0.2	Above Target
SGP	48.5	69	48	-21		Below Target	61	13	Above Target
% Advanced	8.0	15.0	13.0	-2.0		Not meeting target	19.2	6.1	Met Target
% Warning	6.3	3.4	4.9	1.5		Not meeting target	5.9	1.0	Not meeting target
<u>Math</u>									
CPI	79.3	76.0	76.6	0.6	8 th	Above Target	70.1	-6.5	Declined
SGP	63	50	50	0		Below Target	41.5	-8.5	Below Target
% Advanced	25.0	13.1	23.4	10.3		Met Target	14.0	-9.4	Not meeting target
% Warning	12.9	15.9	11.2	-4.7		Met Target	22.5	11.3	Not meeting target
<u>Science</u>									
CPI	64.4	71.3	72.0	0.7	11 th	Above Target	69.5	-2.5	Declined
% Advanced	5.5	1.5	4.2	2.7		Met Target			
% Warning	23.9	17.8	6.6	-11.2		Met Target			
Graduation Rate	66.8	75.9		9.1		Improved Below Target			
Dropout Rate	4.8	4.6		0.2		On Target			
Dropout Reengagement	-	-	0			Not meeting target			

*2015 Accountability data are preliminary.

Historical Accountability Data

2012	Level 3	School Percentile:	6 th %ile	Annual PPI = 104	Cumulative PPI = 79
2013	Level 3	School Percentile:	13 th %ile	Annual PPI = 93	Cumulative PPI = 85
2014	Level 3	School Percentile:	15 th %ile	Annual PPI = 89	Cumulative PPI = 89
2015	Level	School Percentile:	%ile	Annual PPI =	Cumulative PPI =

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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	147	15	64	14	7	92.0	69
School 2014	188	13	61	18	9	89.1	48
School 2015	212	18	56	15	11	88.9	61
District 2015 (Grade 10)	996	27	51	15	8	89.1	60
State 2015 (Grade 10)	69,751	49	42	6	3	96.7	51

MCAS ELA 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	212	18	56	15	11	88.9	61
Students with Disabilities	53	4	47	19	30	79.7	60
ELL	41	0	39	44	17	72.0	-
Former ELL	7	-	-	-	-	-	-
Economically Disadvantaged	111	15	58	14	13	89.0	61
African American /Black	22	27	59	9	5	93.2	-
Asian	11	27	64	0	9	93.2	-
Hispanic	136	12	56	19	13	86.6	63
White	41	32	54	7	7	92.7	60.5
Male	107	15	54	18	13	86.0	61
Female	105	22	58	11	9	91.9	60.5

MATHEMATICS

3-Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2013	145	13	40	28	19	76.0	50
School 2014	188	23	27	35	15	76.6	50
School 2015	211	13	30	30	27	70.1	41.5
District 2015 (Grade 10)	990	26	26	26	22	73.3	47
State 2015 (Grade 10)	69,766	53	25	13	8	89.9	50

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MCAS Math 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	211	13	30	30	27	70.1	41.5
Students with Disabilities	54	4	15	31	50	56.0	42.5
ELL	39	0	15	33	51	46.8	-
Former ELL	7	-	-	-	-	-	-
Economically Disadvantaged	111	13	23	32	33	66.2	43.5
African American /Black	22	18	14	45	23	67.0	-
Asian	11	36	45	9	9	90.9	-
Hispanic	135	10	30	29	32	67.4	42
White	41	17	37	29	17	75.8	42
Male	108	15	29	27	30	69.2	43
Female	103	12	31	34	23	71.1	41

SCIENCE/TECHNOLOGY & ENGINEERING

3-Year MCAS STE Results – All Students

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
School 2013	135	1	39	40	19	71.3
School 2014	166	4	34	55	7	72.0
School 2015	192	3	28	60	9	69.5
District 2015 (HS)	897	9	30	50	11	72.3
State 2015 (HS)	67,732	27	44	23	5	88.2

MCAS STE 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	192	3	28	60	9	69.5
Students with Disabilities	42	0	12	69	19	60.7
ELL	34	0	3	74	24	50.0
Former ELL	8	-	-	-	-	-
Economically Disadvantaged	95	2	25	62	11	66.8
African American /Black	21	0	24	76	0	66.7
Asian	10	10	60	30	1	87.5
Hispanic	120	2	23	61	14	66.3
White	39	8	36	54	3	76.9
Male	98	4	30	56	10	69.4
Female	94	2	26	64	9	69.7

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ACCESS for ELLs 3-Year Results on Overall Score.

Proficiency Level	2013 ELL Students		2014 ELL Students		2015 ELL Students	
	#	%	#	%	#	%
Entering	14	14%	1	1%	10	8%
Emerging	29	28%	31	28%	40	34%
Developing	39	38%	40	36%	35	30%
Expanding	15	15%	26	24%	25	21%
Bridging	5	5%	11	10%	7	6%
Reaching	0	0%	1	1%	1	1%
Total	102		110		118	

ACCESS for ELLs Growth

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	29	31%	28	30%	36	39%
2015	53	42%	25	20%	47	38%

ACCESS for ELLs change in proficiency level (ELL Students with 2014 and 2015 Results).

2014 ACCESS Proficiency Levels	2015 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering	2 (25%)	6 (75%)	-	-	-	-
Emerging	3 (11%)	15 (54%)	10 (36%)	-	-	-
Developing	1 (3%)	9 (24%)	19 (50%)	9 (24%)	-	-
Expanding	-	1 (4%)	4 (17%)	15 (63%)	3 (13%)	1 (4%)
Bridging	-	-	-	-	4 (100%)	-
Reaching	-	-	-	-	-	-
Total (102)	6	31	33	24	7	1

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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:

- LVTI staff follows recent curriculum guides (posted on the LPS website).
- LVTI staff adheres to the MA Common Core frameworks.
- Academic staff at LVTI participates in weekly common planning time.
- Vocational and academic content areas work to continually integrate literacy and mathematics.
- All teachers of freshmen/sophomores (Academic/Technical) require students to write according to the Six Traits Writing program (pending district Professional Development).
- All MCAS level teachers do daily warm-ups and Open Response style questions that model the state assessment.
- LVTI provides its staff with numerous technology resources to assist in effective instruction (Kurzweil, Adaptive, First Fives, SamrtBoards, IPads, TestWiz).

Areas of Need:

- The weekly common planning time is often not adequate for staff to collaborate to ensure both horizontal and vertical alignment of lesson planning.
- Most staff members are still novices and need to work to unpack the Common Core standards to align with lesson objectives and strategies. LVTI administration realizes that this is a time consuming process and may take years to get it right.
- Teachers need more consistent and accessible professional development as it aligns to the available resources at the school.

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:

- LVTI teachers see the value of differentiation in the classroom.
- With inclusive classrooms, students with learning disabilities are in the same classrooms as their non-disabled peers.
- Additionally, ELL students are also in inclusive classrooms as they are deemed ready.
- The implementation of Common Planning Time (CPT) for academic teachers -where teachers have an opportunity to collaborate, and discuss student issues as well as plan common curriculum and assessments- is also an important addition which has greatly impacted the effectiveness of our educational programs.
- Many technological resources are available to teachers at LVTI.

Areas of Need:

- Staff at LVTI needs more time to collaborate with colleagues.
- Staff at LVTI would benefit by observing effective instructional practices (learning walks?).
- Teachers need to more often and more effectively integrate the use of technology in their instructional practices.

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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.

Strengths:

- LVTI has an *Assessment and Data Services Coordinator* at the school
- LVTI administrators have access to EDWIN
- All staff members have access to TestWiz
- The department heads and staff regularly receive data from the assessment coordinator to be used in instructional decision making and in the establishment of tiered instruction for “at risk” students
- The *Assessment and Data Services Coordinator* has been overseeing a pilot DDM for the vocational staff for 2 years and will implement it fully in SY 1516 to identify strengths and weaknesses in the CVTE embedded math frameworks

Areas of need:

- The teaching staff does not have access to EDWIN.
- The administrative staff has access to EDWIN but needs additional training
- Teachers need more professional development in using TestWiz to create formative assessments and, in using data in general, to analyze, interpret and adjust instruction and plan lessons.

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.

Strengths:

- In the past LVTI has held Smart Board training at the school to continually ensure that teachers are adept at using this tool
- In SY 1516 LVTI engaged the assistance of an ELL Learning specialist
- Staff regularly avails themselves to professional development as it applies to their professional goals
- Administrative staff received ATSR training in SY1415
- All staff received training from WestED in development of goals
- The Salem State Collaborative offers free PD for Lynn teachers and administrators
- LVTI has held courses for vocational staff at the school through MAVA to ensure CVTE staff is working towards certification

Areas of need:

- Smart Board training may no longer be offered at the school.....teachers will have to go elsewhere to receive training
- Professional development is needed in all areas and by all staff as it applies to using data to guide instruction and increase student achievement
- If courses are not held at the school for vocational staff there may be obstacles such as time, distance, etc...preventing vocational staff from participation in these courses

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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.

Strengths:

- Weekly CPT
- Monthly Department meetings
- Monthly staff meetings

Areas of need:

- Collaboration at these meetings is often limited due to agenda items and time limit

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.

Strengths:

- Teachers provide time after school for additional help for students
- The Assessment and Data Services Coordinator regularly identifies “at risk “ students
- LVTI has a successful Saturday School program for MCAS support
- LVTI acquired an ELL Learning specialist in SY 1516
- In SY1516 LVTI adopted Kurzweil, a “text to speech” software program, to primarily assist students with disabilities and English Language Learners....LVTI held an all-day PD session in the summer of 2015 to train teachers

Areas of need:

- The MCAS 632 grant was cut once again in SY 1516 and funds are now limited to support MCAS “at risk” students and to help graduates obtain competency portfolios
- LVTI continually seeks funding for *healthy snacks* to offer to students that seek additional support outside of school hours
- More training in differentiated instruction would benefit the staff at LVTI

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.

Strengths:

Environment: As a result of our work in preparation for the upcoming NEASC visit the *School Atmosphere* committee collaborated and reflected on safety at LVTI:
“In regard to the safety of the school, LVTI has increased the cameras on campus and updated many of those which were broken. The increased attention to locked doors and student ID badges being worn and visible for all students has helped monitor traffic into and out of the building. Additionally, the use of the visitor badges for visitors to the school has added to the security of the campus. Finally, the vacating of the central administration and the city’s Credit Union has assisted in increasing school safety since fewer members of the public need access to the building. “

Areas of need:

Environment: “There are also some areas of concern. There is no supervision in the streets as students cross between the main building and the annex. One recommendation is to have a staff member present outside during transitions as well as the consideration of a “Do Not Enter” sign during school hours to decrease the traffic flow on Neptune Boulevard. In addition, with no secretary in the Annex, there is some concern about who is being let in and out with a rotating schedule of teachers staffing the office. Another area of concern is regarding keys. What happens in the event of an emergency and a lock down if the substitute teacher next door does not have a key to lock the door? These are all areas needing attention.

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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.

Strengths:

PAC

- 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 Skills Committee Meetings
- 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 in collaboration with Co-op Coordinator
- Blocks of time scheduled by Cooperative Education Coordinator

Career 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

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.
- Summer licenses for program(s)
- Office supplies
- Assessment & Data Services Coordinator and Math Dept Head will oversee completion of this project.

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Parent information for college

- Parents are invited to two district-wide financial aid nights, in English and Spanish.
- Annually
- They are also invited to come in to work with the Educational Talent Search Advisor 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.
- Funding for Educational Talent Search Coordinator
- Funding for refreshments
- Guidance counselors and Educational Talent Search Advisor will coordinate this activity.

Areas of need:

- Increase individual parent-teacher contact
- Increase Special Events involving parents
- Increase number of different languages that parents are communicated in
- Strategize to come up with ways that parents can support student learning, growth and achievement

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.

Identified Area(s) of Need:

- **Areas to improve in ELA:**
- Infer/find main idea
- Writing skills(OR questions)
- Expand vocabulary
- Strategies to answer multiple choice 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

School level capacity to analyze data from various relevant sources (MCAS, district, grade level formative assessments, etc..) and use the information to develop benchmarks for leaning, modify instructional practices, and provide intervention as needed.

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

Priority 1

INCREASING STUDENT ENGAGEMENT—effecting high quality standards-based instruction

**Strategies/
Actions**

- Provide ongoing common planning time/departmental meetings that focus on student improvement and standards-based instruction
- Increase discussion, PD, guidance, etc....on unpacking the standards
- Increase supervision and evaluation of teachers responsible for “at risk” students and/or target grade levels for state assessments—Department heads at LVTI plan to do more frequent informal observations, specifically of grade 9 Biology and Grade 10 mathematics classrooms --the Assessment & Data Services Coordinator is now responsible for evaluating 3 staff members, 2 SPED mathematics teachers and the vocational inclusion specialist—specific focus will be on student engagement in the classroom
- Engage all staff in learning walks—Under the planning and direction of Dr. Tutwiler, *Schoolworks* will be providing training to our DH’s ,other evaluators and teachers
- Provide teachers with a multitude of technology resources (available lab space, iPads, graphing calculators, Adaptive software for math and science, Kurzweil, First Fives...)---LVTI teachers have 4 available computer labs—scheduling is done via the library media specialist, All grade 10 math teachers have classroom sets of graphing calculators, all grade 9 and 10 Biology and Math students have licenses for Adaptive Curriculum (an online software tool to be used as a supplement to whole class instruction or as a tiered intervention strategy for students that need additional instruction outside of the classroom) ,all staff have access to Kurzweil(speech to text online software tool), all grade 9 and 10 Biology and Math students utilize First Fives (daily warmups housed on the X:drive), all teachers at LVTI have IPADS available to them (however, more training is needed and funding is being requested under Title I)

**Expected
Outcome(s)**

- LVTI staff will understand and support the key concepts of Common Core ***Standards Based Instruction*** and will use those concepts regularly in the classroom, as they engage students and improve instruction.
- 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.
 - 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 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.

**Timeline
for Actions**

- Common Planning Time---departmental—every Thursday throughout SY 1516..periods vary
- Department Meetings—once a month SY1516 after school.... days vary
- Informal Walkthroughs --ongoing
- Learning Walks- Training on Nov 9—designated group will perform its first walk through following this training. Dates are scheduled for a winter learning walk on January 26th 2016 and a spring walk on May 3rd 2016.

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

Priority 2

Data Driven Instruction and Decision Making—increase all staff expertise using TestWiz to access data, interpret data and to inform curriculum

**Strategies/
Actions**

- Utilize TestWiz to access, analyze, disseminate (if applicable) data to inform curriculum.
- Administer and analyze the district DDMs ---results from TestWiz (Item Analysis graph, for ex, will be looked at to determine strengths and weaknesses at either school, class or student level) to inform curriculum—currently this is only done by a few department heads and/or the Assessment & Data Services Coordinator
- Administer the CVTE vocational math test (DDM #1 for all CVTE instructors)—To date results have been drilled down to class level(CVTE area per grade level) and delivered as hard copies--in SY 1516 all results will be accessed and viewed in TestWiz and the ability to drill down to student level will be capitalized on-----strengths and weaknesses will be discerned from the reports, informing the Assessment Coordinator, DH’s, the CVTE teacher and the vocational inclusion specialist of the student and students’ needs per program area
- During CPT and/or department meetings collaborate to use the data to identify students’ strengths and weaknesses
- Ensure that more TestWiz training is provided for administration and staff
Assessment & Data Services Coordinator will provide training and/or set up webinars for academic departments and technical clusters
- Increase teacher-developed tests by ensuring that creating formative assessments is an efficient task for them –teachers will obtain PD on using TestWiz in SY1516 via in-school workshops (at CPT or at Department meetings—guided by Assessment Coordinator or other proficient DHs), plans are underway to obtain hard copies of the NWEA test question bank to facilitate the test creation piece of TestWiz(currently this is a time consuming process)
- *Assessment & Data Services Coordinator will work with Certica Solutions to obtain hard copies of the NWEA question bank to facilitate creation of formative assessments*
- MCAS-style formative assessments will be administered at state assessment grade levels.
Assessment & Data Services Coordinator will work with academic departments to create the assessment in TestWiz and will assist them in analyzing results to identify “at risk “ students and to inform curriculum

**Expected
Outcome(s)**

- By end of SY1516 all staff will be more proficient at using TestWiz
- Impact on student achievement and growth will result in increased PPI on school report card
- Other core indicators will also be positively impacted

**Timeline
for Actions**

- SY1516--ongoing
- Test Wiz trainings—via webinars, mini workshops at CPT and/or department meetings will be ongoing throughout SY1516—teachers will also be given information about the online tutorials provided by Certica Solutions

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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: