

State of the Schools

**Addressing Goals from the
Lynn Public Schools
District Improvement Plan 2013-2017**



Catherine C. Latham, Ed.D.
Superintendent
School Committee Meeting
May 29, 2014

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Introduction

Again this year it is with great pleasure that I present my annual report on the state of the Lynn Public Schools. In this my sixth year as superintendent I can say with confidence that we have seen much to celebrate through the hard work, dedication, and commitment of our district staff, principals and teachers. Our schools and our students have made great gains over the past year in the area of student achievement, and as I visit our schools and classrooms, observe outstanding instruction, talk with parents before and after school and at school sponsored events, and meet with community members and community organizations, I am encouraged, pleased and very proud of the well founded positive perceptions that the community has about the Lynn Public Schools.

Although we continue to confront many challenges, we provide a high quality education for our students resulting in outstanding high achieving students that graduate career and college ready. With a greatly expanded staff to provide social and emotional supports, strong mentoring programs to encourage and empower our students through interactions with caring adult role models, and outstanding teachers with instructional skills that provide differentiated instruction to meet the needs of each and every student, we have made and continue to make exceptional gains. Our students secure entrance into the finest colleges and universities in the nation, are hired for immediate employment in a myriad of occupations, and enter the military well prepared for whatever comes their way. As you read this report, I hope you share my enthusiasm and confidence in the state of the Lynn Public Schools.

Although each of the items listed below will be discussed in further detail in this report, our major successes, improvements and enhancements to the Lynn Public Schools this year include but are not limited to the following:

- A change in status from Level 4 to Level 3 for our two Level 4 schools and for the district.
- Ambitious improvements to our technology infrastructure, considerable additions to our instructional technology hardware for teachers and students, and additional purchases of software to enhance instruction and improve student learning.
- The opening of the City of Lynn's first Early Childhood Center.
- The move to a permanent home for our district administrative offices.
- The expansion and enhancements to our fine arts program.
- The continued expansion of our physical education programs with no user fees to our students.
- The expansion of programs to involve parents in the education of their children.
- The increase in the number of students with special needs transitioning from substantially separate classes to regular education classes with intervention support from both paraprofessionals and inclusion teachers.
- Full implementation of *First in Math* program to support and enhance mathematics instruction in Grades 1 through 8.
- Large scale improvements to the safety and security of our buildings including additions of cameras, interior door locks, and exterior door replacements.
- Large scale secondary school use of the *Home Access System* for administrators, teachers, parents, and students, a system that allows instant access to attendance, grades, homework, and disciplinary reports for students.
- The addition of translation equipment and the expansion of translation services.

Achievement and Status Levels

Our improvement in student achievement is probably best exemplified by the excellent MCAS results from the students at the Connery and Harrington Elementary Schools. After a three year journey with the Department of Elementary and Secondary Education's (ESE) newest accountability system, Connery and Harrington have progressed from Level 4 to Level 3 status and have brought the district to Level 3 status as well. The efforts and successes by the district, Principals Mary Dill and Debra Ruggiero, their outstanding faculties, staffs, and hardworking students have not only brought an improved status level but also have assisted us in developing a road map for interventions in the Level 3 schools so that they too will improve in student achievement and school status.

The status levels of Lynn's twenty-six schools are varied but much improved over last year and are driving the expansion of district support efforts. There were ten schools identified in Level 1 or Level 2 status in both 2012 and 2013, however, our Level 1 numbers increased from three to six. Those Level 1 schools include Aborn, Classical, Hood, Lincoln Thomson, Lynn Woods and Sewell-Anderson. Our Level 2 schools include Ingalls, Tracy, Shoemaker and Sisson; and our Level 3 schools include Breed, Brickett, Callahan, Cobbet, Connery, Drewicz, English, Fecteau-Leary, Ford, Harrington, LVTI, Marshall, and Pickering. The Early Childhood Center, Fallon Elementary School, and Washington. Those schools have insufficient data to allow identification as to status and thus remain without Level status of any kind. Although we celebrate our improvements, we obviously accept the fact that we have much more work to do to improve student achievement in all schools. Our efforts toward this goal, using the Level 4 road map, are described in more detail below under Focus Area 1.

Technology

Technology continues to encourage change. Because our responsibility is to educate and prepare students for life, college and careers beyond Grade 12, high levels of technology in our classrooms is a requirement. As educator and technology proponent David Warlick stated, *"We need technology in every classroom and in every student and teacher's hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world."*

To that end, we have *SmartBoards* in all schools and in most of our classrooms; we are providing iPads for elementary students, students with special needs, and teachers; next year we will be piloting electronic books in high school biology classes throughout the district; and we are constantly researching, updating and improving our technology to meet today's ever changing educational challenges.

Also, our use of on-line programs is beginning to expand as is our technology. Full implementation of First in Math (FIM) began this year. Begun last year as a pilot in four schools, the FIM program has sparked serious involvement in mathematics among our students in grades one through eight. We hope the 2014 MCAS results in mathematics will indicate the positive affect this program is having with our students. Our goal is to add an additional on-line program in English language arts next year, providing out of school support for both mathematics and English for our students.

Enrollment and Expansions

Major concerns continue with enrollment at the top of the list. Over the past five years the district has seen an increase of approximately 1,700 new students. Although our elementary schools will be able to handle the increases for next year, the enrollment surge, if it continues, will become a major issue for the future. The City of Lynn is lacking in schools as well as in land to build schools and rental space to expand schools, a problem that the City and School Department are working on together.

Increases in Student Enrollment Since 2008

	2008-2009 as of 10/1/2008	2009-2010 as of 10/1/2009	2010-2011 as of 10/1/2010	2011-2012 as of 10/1/2011	2012-2013 as of 10/1/2013	2013-2014 as of 10/1/2013	2013-2014 as of 3/18/14
Enrollment	13,517	13,576	13,752	14,141	14,576	14,879	15,138
Yearly Change	-	59	176	389	435	303	259
Cumulative Increase	-	59	235	624	1,059	1,362	1,621

To better understand the implications of the enrollment crisis with respect to school building capacity:

- When this year’s first, second, and third graders are in the sixth, seventh and eighth grades, there will be approximately 1,000 more students than there are now.
- If all students were at the elementary level, the cumulative increase represents approximately 58 additional classrooms of 28 students each.
- If all new students were concentrated at the elementary level, we would require three more schools the size of the Washington Elementary School which has twenty classrooms.

Where student increases are concentrated can be seen in this table that identifies grade level totals.

Student Enrollment by Grade Level

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Totals	1,322	1,426	1,309	1,172	1,170	980	968	951	1,014	1,244	1,027	781	915	15,138

These numbers exclude PreK students, out-of-district placements and students in private and parochial schools who receive services only.

Ninth grade numbers are traditionally slightly higher due, in part, to repeaters, to the large increase in the number of unaccompanied minors who have enrolled over the past two years, and to the large number of students enrolling in high school from private schools. Our unaccompanied minors total approximately 170 over the past two years and traditionally spend two years in the ninth grade while learning English and acclimating themselves to their new culture.

The major enrollment increases are seen at the elementary level. Totals have been historically at approximately 1,000 students per grade, but the increases we are seeing are bringing class totals to over 1,300 per grade. The increases are clearly concentrated at the elementary level in kindergarten, Grade 1 and Grade 2, and as these large classes move on and other students continue to join them, we will experience serious overcrowding issues in the very near future.

The first issue with serious overcrowding was experienced this year at five of our elementary schools, Brickett, Ford, Tracy, Sisson and Ingalls. In response we opened our first Early Childhood Center for the kindergarten students from Brickett, Ford and Tracy and for pre-kindergarten programs from Sisson and Ingalls. What started from necessity developed into a premier model for Lynn that has been visited by other urban districts desiring to emulate it.

Hand-in-hand with the establishment of the Early Childhood Center was the administrative office move to 100 Bennett Street, a property long owned by the Lynn School Department and abandoned in 2009 as a school due to budget cuts. Because 100 Bennett Street was originally designed as an office building and

was unable to be adapted for school use again, it allowed us an excellent short-term solution to the overcrowding issue and long-term solution for permanent administrative space needs. We are currently looking at possible rental properties for use as schools, and we are actively applying for additional new school buildings through the Massachusetts School Building Authority program.

Fine Arts

Our fine arts programs continue to grow and thrive due to the efforts of our Fine Arts Director and his most dedicated and passionate staff and also due to increases in the number of students participating in our programs.

A redesigned vocal program has led to higher numbers in the choral classes and a higher quality of performances. Vocal students were invited by the *Handel and Haydn Society* and their *Period Orchestra* to perform with them at Boston Latin School. The H & H Society not only commented on the Lynn students' excellence in performance, but they were very impressed with the students' new formal concert attire. Our students were thrilled to be dressed so well.

Student numbers are also constantly increasing in the string and band program to the point where, at the elementary level this year, the string and band students will have separate concert nights to accommodate the increased numbers. The *Lynn High School Jazz Band* was invited to play at Salem State University, and members have been awarded four scholarships for the *Salem State University Summer Jazz Program*.

Accolades and acknowledgments continue to honor our students. Our secondary band and vocal students auditioned for the Northeastern District Festivals and were selected to participate from approximately 1800 students who auditioned; five Lynn high school students were chosen to play in the *Lions All-State Concert Orchestra* with all fees subsidized by the Lions Club; and eleven secondary music students performed in Concert with the *Salem Philharmonic Youth Orchestra*.

In visual arts our annual All-City Art Exhibit was on display at the *Lynn Arts Gallery* during the month of March, celebrating National Arts Month, and Lynn students entered and were recognized for their outstanding artwork displayed at Endicott College and entered in the *Fifth Congressional District Art Festival*.

Our partnership with the *Boston Symphony Orchestra* (BSO) continues to thrive. Lynn was one of only ten Massachusetts communities selected to receive a gift to the community of a free *Boston Symphony Orchestra Chamber Concert*, which was performed at Lynn Classical High School, and Lynn was one of only three of those communities to invite students, our High School String Ensemble, to open up the BSO performance. In addition, our Grade 5 students competed under the LPS Fine Arts curriculum program and fifteen of these students were awarded summer scholarships, valued at approximately \$1300 each, to go to *Tanglewood* in Lenox MA for five days in July to study performing and visual arts.

Physical Education

I am proud to say that our physical education programs remain strong and are expanding, and all students who play on competitive teams continue to play without any user fees. Our high schools have seen a record number of students competing in athletics this past year mainly due to the increased number of sports offered at our schools.

The newly formed high school lacrosse team had great success in their first season remaining competitive throughout the season while competing against other schools that have had established programs for several years. This new program which is a cooperative co-ed program with students from both English and Classical has created enthusiasm for the sport throughout Lynn.

Our other high school athletic programs continued their success by competing for a record number of league championships while increasing their community service efforts throughout the city and maintaining a strong partnership with the youth sports programs in Lynn.

At the elementary level the Physical Education department has developed a new unit within its curriculum which instills lifelong fitness habits through running. All elementary schools have a white track painted around the perimeter of the recess yard where students can accumulate laps during PE class, recess or before and after school, and where students have the opportunity to fine tune their running skills while using pedometers to track their steps. The culmination of the track and field lessons is a Track and Field Event at Manning Field in June. At this event our fifth grade students from across the district compete against each other in relay races, long jumps and the softball toss. This district-wide event adds another dimension to the elementary program which formerly had only elementary basketball.

The Physical Education Department continues its strong relationships with Endicott College and Salem State University with professional development and student teaching.

Parent Involvement and the Wraparound Zone Initiative

Our Wraparound Zone efforts have expanded this year in the two concentration areas of family engagement and behavioral health and have brought about excellent results to date. Family engagement is expanding through the *Academic Parent Teacher Training (APTT)* work and behavioral health is expanding through work with the students of Breed Middle School.

Overseen by our Wraparound Zone (WAZ) Program Specialist and *her Family Engagement Alignment Team*, APTT began in 2012-2013 in four schools, Marshall, Sewell-Anderson, Shoemaker, Hood and Harrington and has engaged our parents and family members as partners with teachers and school staff to improve the academic achievement of our students. Probably no other program in recent history has garnered the positive attention, appreciation and participation of our parents as this one has. The program will be expanded next year through teacher training and district support.

Also, last year under the direction of our Wraparound Zone Program Specialist, the Lynn Public Schools with the cooperation and collaboration of our community partners distributed, compiled and analyzed an extensive parent survey.

Inclusion and Special Education

With district focus and support and through the continued and persistent hard work of our Special Education Department, our inclusion efforts have brought about positive changes for our students with special needs. Many more students are now joining their peers in regular education classrooms and are being supported through the work of our inclusion teachers and trained intervention aides using the MA DESE commissioned report *A Review of Special Education in the Commonwealth of Massachusetts* by Dr. Thomas Hehir (*April 2012*) as a guide. More about our inclusion program is described in Focus Area 8.

On-line Programs to Supplement Instruction

The *First in Math* program has inspired and stimulated our students to practice mathematics at a rate never seen before. The success of this program is testimony to the fact that students today are driven to use technology in ways that paper and pencil never could. Currently, we are researching reading programs to add to our on-line supplements. If the on-line success of *First in Math* is an indication of future success in a reading program, the results could be stunning.

Safety and Security

With the full knowledge that we are obligated to provide safe and secure buildings for the benefit of everyone, with the full support of the Mayor, School Committee and City Council, we have invested heavily in locks, security doors, and cameras and have spent considerable time and effort on manuals that describe procedures and protocols for staff to follow as part of a full safe and secure building program. Lockdown drills have become accepted and understood by our students in the same manner as are fire drills, and faculty and staff are ever cognizant of protecting the security of our buildings. Our cutting edge response to safety requirements have been accomplished through the exceptional work of our Safety and Security Officer who initiated our program of safety and emergency planning.

Home Access System

In order to facilitate parental involvement and the sharing of information with parents, the Lynn Public School Department has added *Home Access Center* to our student record *eSchoolPlus* application. *Home Access Center* is a secure site available to parents and students through Internet access that displays student demographic information, attendance, class work completion and scoring information, schedule information, progress reports and report cards. The *Home Access Center* is tightly integrated with the *Teacher Access Center* portion of our electronic data system and the Electronic Gradebook system used by the teachers. It is designed to be easy to use and equally as easy in sharing information between teachers, school officials, parents and students.

Home Access Center is currently in use at Breed Middle School, Pickering Middle School, Marshall Middle School, English High School and Lynn Vocational Technical Institute. The Data Center has a *Home Access Center Help Line* as a resource for users. Going forward we intend on continuing to increase the number of students and parents using this system, and we will be upgrading to an even more user friendly version to encourage usage.

Translation Services and Equipment

This year we have purchased multiple sets of translation equipment. These sets consist of headsets and microphones and allow multiple translators to speak directly to our non-English speaking parents and community members in real time while presentations are being held. We have also expanded the number of dual language parent liaisons in our larger buildings to assist administrators and teachers in speaking with both students and family members. Our efforts have brought about increased parent involvement in our schools and at school related events.

Update on Goals of the 2013-2017 District Improvement Plan:

Below are descriptions of the district's progress toward the first year's goals based on the focus areas of the 2013-2017 District Improvement Plan. Many goals have been achieved, and because the District Improvement Plan was designed, for the first time, with multiple years in mind, many of the goals were, in fact, goals that were more suitable for a one-year plan. An amended and adjusted District Improvement Plan is under review and should be completed in the summer of 2014.

District Focus Area 1: Assist lower performing schools

Addressing ESE Essential Condition I: Effective district systems for school support and intervention

Addressing ESE Essential Condition VIII: Tiered instruction and adequate learning time

Addressing ESE Essential Condition XI: Strategic use of resources and adequate budget authority

Our district efforts are centered on supporting and assisting our lower performing schools. To that end we use all available resources, everything that we have learned and effectively implemented in our Level 4 schools and all research based foci that are proven to be effective and sustainable supports for our teachers and our students. Whether or not we believe in the philosophy behind it, our district and our schools are judged on academic achievement alone as is measured by a single test, MCAS. We have and continue to invest in time, resources and personnel to support our schools and our students.

- *Expand upon type and quality of extended time opportunities for Level 3 schools, and pilot individual tutorial options.*

All Level 3 schools offer a combination of before school, after school and/or Saturday school sessions to provide targeted assistance to students. These extended learning times may include but are not limited to individual tutoring; computer based accelerated learning programs; and small group intervention instruction. Tutorial-in-Place is a program available in community based after school programs and home based after school care programs throughout the city. Lynn Public School teachers provide tutoring in small groups to children who attend these programs. Tutorial-in-Place takes place throughout the school year and in the summer.

- *Place elementary and middle school math coaches in identified Level 3 schools. Coaches will work with ELA and math teachers on content, best instructional practices, and planning.*

Both ELA and mathematics coaches have established year-long schedules in all Level 3 schools. Their strict focus is facilitating standards-based instruction using research based best practices and following the district mapping document aligned to the Massachusetts Curriculum Frameworks.

- *Engage SchoolWorks as an external partner for school review process, replicating protocols from Level 4 schools.*

Although the district has moved from Level 4 status to Level 3 status, this does not diminish the need for supports and new initiatives to improve academic achievement. We have contracted with *SchoolWorks* to provide principal coaches to principals in Level 3 schools and have had *SchoolWorks* teams assessing the capacity and the current level of academic preparedness of all Level 3 schools. *SchoolWorks* is the same educational entity that contracts with the state for all state-level school assessments and all state-level Level 4 evaluations.

We have also contracted with a data specialist to provide data analysis and data workshops for teachers in the Level 3 schools so that teachers will be able to understand how MCAS data can be used more effectively to tailor and differentiate instruction to individual students.

In order to be able to continue the data work and assist the entire district in data analysis and the tailoring of instruction for individual student needs, we have once again advertised the position Assistant Director of Curriculum and Instruction for Data and Assessment. That position received no qualified applicants when last advertised in 2009, but the increased pressures to the district around standardized testing have made it impossible to work without that support. We are hopeful that qualified applicants will apply.

- *Utilize all sources of federal, state, and local funds to maintain staffing at Level 4 schools and to replicate staffing model from Level 4 to Level 3 schools.*

The staffing model at the Level 4 schools provided intervention in the areas of reading and math dependent upon which area presented with the most need. That piece has been replicated at the Level 3 schools through additional math instructors or reading teachers or CITs for those subject areas, dependent upon individual school test data. Both Level 4 schools were given social workers, building subs, and parent liaisons. The larger Level 3 elementary schools have been given some of these options, again, dependent upon their individual needs. A combination of Title I and local funds have been used to provide these staff.

District Focus Area 2: Attract, retain and support teachers and school and district leaders
Addressing ESE Essential Condition II: Effective school leadership
Addressing ESE Essential Condition VII: Professional development and structures for collaboration

The Human Resources Department has continued its effort to attract and recruit certified teachers. As an annual attempt to recruit and retain excellent teachers, we are registered to attend recruiting fairs at Salem State University, Northeastern University sponsored by the *Massachusetts Educational Recruiting Consortium* (MERC), Lesley University, Boston University, Boston College, and Bridgewater State University.

Since the close of the June teacher posting, we have hired 148 new teachers. This number includes new building based substitutes, new teachers, teachers re-hired for open positions who were in long term subbing positions last school year, and new long term subs to cover our many long term assignments.

The area of Special Education is one in which we have difficulty finding and hiring licensed and qualified teachers. Our Assistant Director of Curriculum and Instruction for Licensure works hand-in-hand with our Human Resources Department to assist teachers in their journey in satisfying requirements of the Department of Elementary and Secondary Education (ESE) toward becoming fully licensed teachers.

Unfortunately, the large number of teachers leaving for extended periods continues to grow. Since the start of the school year sixty-six (66) teachers have requested long term leaves of absence. Some of these leaves are maternity leaves, while others are personal illness. Balancing student needs with faculty and staff needs is a challenge for all school districts.

We opened 34 new paraprofessional positions and closed eight positions since August 2013. The closures represent six 1:1 paraprofessional positions, 1 inclusion position, and 1 life skills position. Twelve of the new positions are located at the schools sending kindergarten students to the Early Childhood Center. These paraprofessionals not only handle bus duty, they also work as intervention aides during the school day. Four of the new positions are parent liaisons. We also added eight additional intervention aides

some of whom perform double duties as kindergarten bus aides at Brickett, Ford and Tracy. Intervention aides are also assigned to Harrington, Hood, Ingalls, Lynn Woods, Sewell-Anderson, and Sisson.

- ***Provide ESE required training to all educators on new Educator Evaluation System.***

The Lynn Public Schools partnered with *West Ed* to provide the required Educator Evaluation Training to all educators. This initiative began with an orientation session for administrators that outlined the main components of the system. Further trainings throughout the school year delved into the modules designed by ESE. All six required modules were offered to all educators who conduct evaluations.

In an effort to deliver a consistent cohesive training for teachers, the district identified eight in-district trainers who worked with *West Ed* to design and develop workshops for teachers and support personnel. Each school had a designated early dismissal day where staff members received the required training for teachers (workshops 1-3). In addition, optional training for teachers was offered in the summer to enhance their understanding of the process. During the new teacher orientation, all new hires received a workshop on the new evaluation system.

- ***Provide Teachscape training (inter-rater reliability training) for all district evaluators.***

All teachers are now evaluated with the new Educator Evaluation System as required by law. Training has taken place and continues to be offered. Although *Teachscape* training to prepare administrative evaluators with inter-rater reliability was begun, the program was difficult to use and ineffective for our needs. The district has since contracted with *Teachpoint*, another software company, to assist with electronic preparation and submission of documents as required by the Educator Evaluation System. Training on *Teachpoint* is beginning now as a pilot at two schools in the city, Shoemaker and Lynn Woods.

- ***Complete required number of educator evaluations as required by ESE.***

The Department of Elementary and Secondary Education required each Race to the Top (RTTT) district to evaluate at least 50% of all personnel in the district who are required to hold a license to perform their duties. Lynn evaluated approximately 42%. The reason was and continues to be based on the fact that administrators, nurses, and vice principals have not yet ratified contracts that include the specific educator evaluation language. Contracts will be ratified as soon as negotiations are completed and will include ESE accepted language.

- ***Complete training in Rethinking Equity and Teaching for English Language Learners (RETELL) for educators as required by Department of Justice and ESE.***

As a result of a *Department of Justice* (DOJ) audit of the state Department of Elementary and Secondary Education (ESE), on February 26, 2013, we began offering the *course Rethinking Equity and Teaching for English Language Learners* (RETELL) to all teachers and administrators with English Language Learners (ELLs) in their classrooms and schools, the vast majority of all of personnel. As this is a requirement by the DOJ and the state, there is no cost to our district or to our teachers for this course. Future licensure renewal for all educators is dependent on successful completion of this training.

- ***Explore the Boston Plan for potential school leaders.***

We have explored the *Boston Plan* for potential school leaders which relies on a large network of cooperation and collaboration among several entities including but not limited to the Boston Public

Schools, the University of Massachusetts Boston, and *Americorps*. The *Boston Plan* requires a considerable amount of financial support from the private sector, support that the Lynn Public Schools does not currently enjoy. A presentation of the *Boston Plan* was conducted for the School Committee on December 10, 2013.

We are working on a program for potential leaders in Lynn, but we have yet to initiate action. Preparing educators for school and district leadership positions is an important endeavor for any school system and remains high on our list of initiatives that must be explored, but generally any such preparation must include experiential learning and removes potential leaders from their existing positions for long periods of time. To accomplish some progress in this initiative we are reexamining our current mentoring program and how to establish a process to both identify and support new leaders.

In the past, we were able to identify and endorse teachers interested in participating in the Commonwealth Leadership Academy which allows educators the opportunity to acquire an administrator's license upon completion. Unfortunately, that program has been discontinued putting more of the burden of training new leaders on individual districts.

- ***Explore development of a teacher training program for district paraprofessionals in collaboration with local area colleges.***

All new paraprofessionals are highly qualified by No Child Left Behind standards. Each new paraprofessional has a minimum of 48 college credits or an Associate's Degree, while several hold a Bachelor's Degree. The Human Resources Department continues to encourage paraprofessionals to work toward becoming licensed teachers. As our paraprofessionals obtain a DESE teaching license, we have placed several in positions as long term subs covering absences or as a new hire in newly opened positions. Although North Shore Community College (NSCC) offers courses for paraprofessionals, we are in the infancy stage for exploring a teacher training program. This will be a point of discussion at a meeting I have planned with the new president of NSCC this summer.

- ***Support teacher certification through the National Board for Professional Teaching Standards through application scholarships and mentoring.***

The program to support teachers and administrators through the certification requirements of the *National Board for Professional Teaching Standards* (NBPTS) is underway. Currently we have two teachers in Lynn who hold National Board Certification. They held two informational meetings in the fall of 2013 and are currently mentoring a group of four teachers through the process. This year the district has provided a one-time scholarship to support applicants. Their submissions are due before the end of the school year, and results should be available by the end of the calendar year. This is a most difficult but rewarding self-reflective process that we expect will translate into a stronger teaching force with improved student achievement.

- ***Continue to offer district-wide professional development as well as school specific job-embedded professional development driven by the school and district improvement planning process.***

We continue to offer a plethora of professional development opportunities for our teachers with courses and classes focused on and informed by the District Improvement Plan (DIP). Graduate-level courses, technology-based workshops, curriculum mapping courses, and support for the new teacher evaluation system have provided our teachers with over 200 professional development opportunities during the SY2012-2013. We also had sixty-eight of our new educators successfully complete our induction/mentoring program, a requirement by ESE of all new teachers.

In the past we allowed our two Level 4 schools to specifically target PD on their school's individual needs and deliver that PD at the specific school. That method has had great influence on the improved academic results for those two schools. Continuing in the same manner with PD driven by our school improvement planning process, we have used the *SchoolWorks* evaluations for our Level 3 schools and have generated district-level PD priorities that include *Higher Order Thinking Skills* (HOTS) training, formative assessment training and data analysis, and academic writing training. These are highlighted areas of need throughout the district and not confined to Level 3 schools only.

Although the DIP is aligned with the school improvement plans, we are working on a formal district facilitated process for incorporating individual school needs into district and school specific professional development planning and delivery. To facilitate the process, for the first time in nearly ten years, we will be creating a more informative and coherent school improvement planning process that facilitates more and better dialogue among schools and between schools and the district curriculum team.

More specific PD opportunities include supporting teachers in licensure academies. We have continued to sponsor teachers in the *Massachusetts Leadership Academy* as part of our *Race to the Top* application under project 2C. Two cohorts of educators have been identified and encouraged to participate in this program that offers courses designed to satisfy competency requirements for licensure in moderate disabilities. All seven participants in the first cohort have successfully completed the graduate courses and have fulfilled half of the obligatory competencies for licensure.

- *Explore opportunities for teachers to have adequate common planning time and adequate teacher collaboration time.*

Adequate common planning time and adequate teachers' collaboration time are difficult to put in place and sustain. The state requires that each elementary school student participate in 900 hours of direct instruction each year, and that each secondary student participate in 990 hours of direct instruction. With time for lunch removed from the instructional time allotted students, principals and leadership teams in all schools are quite creative in finding time to engage in these important activities.

In the larger elementary schools, building substitutes, art, music and physical education teachers are able to configure their schedules to allow for grade level teachers to group effectively. In the smaller elementary schools, teams use support teachers and substitutes. Practices at the middle schools and high schools vary, but all manage to find time for collaboration and grade level planning. Changes in opportunities to have adequate planning and collaboration time are currently being explored by the Teachers Union/Superintendent/School Committee negotiation team.

District Focus Area 3: Standards-based instruction in the Massachusetts Frameworks for all grades and all content areas

Addressing ESE Essential Condition III: Aligned curriculum

Addressing ESE Essential Condition IV: Effective instruction

Without argument, our major classroom priority is delivering the required *Common Core* curriculum to our students. The curriculum itself, district support documents and materials, strategies for tiered instruction and professional development (PD) for teachers is all focused on this curriculum and the lesson planning required to deliver it.

- ***Issue completed common core curriculum documents in the mathematics and ELA subject areas, PK – 12.***

Mapping documents are complete for pre-kindergarten through Grade 12, and currently revisions based on teacher feedback are underway to make the documents more teacher-friendly. Current work is focused on creating end-of-unit and benchmark assessments that fully align with the documents.

- ***Provide all teachers with PD in delivering common core curriculum in grade level groups by subject area.***

Our district coaches have provided after school PD for teachers to demonstrate the use of the mapping documents, model standards-based lessons related to the common core curriculum and to provide content support.

- ***Identify and purchase supplemental instructional materials to address gaps in common core topics.***

For SY 12-13 supplemental materials were purchased in both ELA and mathematics to provide teachers with resources needed for the content that had previously not been taught in a grade level. At both the elementary and middle school levels in mathematics, *On Core Math* was purchased. This supplemental text was developed to specifically address the grade level changes in mathematics content brought on by the Common Core. In ELA, a number of different resources were purchased including *Anchor Comprehension* by Benchmark Publishing, *National Geographic* (materials supporting the need for informational text), and *Heinemann Tool Kits*.

- ***Research and purchase new anchor texts in math, ELA and science for common core (when available by publishing houses).***

District wide adoptions of curricula fully aligned to the Common Core are a work in progress. By the end of school year 2013-2014, we expect the middle school mathematics curriculum will be purchased. A large team of educators, administrators, coaches, and union personnel have put a great deal of time and effort into the selection of the program and have attended multiple presentations from publishing companies. The program is eagerly anticipated by our middle school teachers and will be in place by September 2014.

Exploration of an elementary mathematics program will begin immediately following the middle school selection. Other content area curricula adoptions will follow. It should be noted that materials to address the *Common Core* have yet to be fully vetted by most of the K-12 academic publishing companies making selection and review difficult.

- ***Support tiered instruction in ELA and mathematics at the elementary level.***

The elementary and middle school coaches incorporate tiered instructional practices during their coaching cycles in schools as well as during their monthly ELA and mathematics support professional development. The tiered instruction model has become part of all teachers' methods of instruction in the Lynn Public Schools.

- ***Hire Assistant Director of Curriculum/Science.***

The district has hired the Assistant Director for Curriculum and Instruction for Science.

- ***Hire Assistant Director of Curriculum/Social Studies.***

We are exploring funding to support this position. Unfortunately, because ESE does not have a graduation requirement involving history/social studies, our district has identified this position as important but not a priority in the current accountability system that specifically targets ELA, mathematics and science. Although we feel strongly that this position is extremely important, sustainability funding is a large factor for consideration.

District Focus Area 4: Data-driven decision making

Addressing ESE Essential Condition IV: Effective instruction

Addressing ESE Essential Condition V: Student assessment

The increases in data requirements from ESE have become almost burdensome. Regulations now require individual districts to develop their own set of *District Determined Measures* (DDMs). These DDMs refer to student assessments that must be in all subject areas, with the intention that the results will be used as part of the teacher evaluation system. DDMs also refer to other as yet unidentified assessments that will be used in the evaluation of administrators. The data from the DDMs are expected to be stored, analyzed, shared with teachers and distributed to ESE.

MCAS data is widely understood and carefully dissected, but, as you have read about recently, MCAS is expected to be replaced by the new *Partnership for Assessment of Readiness for College and Careers* (PARCC). Actually replaced is not totally correct. The PARCC system is for English Language Arts (ELA) and mathematics only, and even if PARCC were to replace MCAS in ELA and mathematics, MCAS would need to remain for science testing. Although PARCC field tested questions this year in ten of our schools as well as hundreds more across the state, complete roll-out has been postponed until at least the 2015-2016 school year. Next year PARCC is expected to be field tested in approximately 15 districts throughout the state.

Over the past few years Lynn has also developed its own formative assessment system to measure quarterly or trimester progress toward student achievement of the standards and student growth.

Although all of those assessment tools and initiatives involve massive amounts of analysis before decisions are made, they put a burden on administrators, teachers and students. We are being extremely cautious before adding additional assessments, and we understand fully the fine line between over-assessing and determining instructional needs based on data alone.

To address our data challenges, to enhance our ability to provide professional development to teachers and administrators on data, to provide timely and effective use of the *EDWIN* system, ESE's on-line curriculum and instruction database, and provide parents and students with an understanding of individual student data during *Academic Parent Teacher Training* (APTT) meetings, we have advertised for an *Assistant Director for Data and Assessment* and expect that with an assessment expert our general consideration and in-depth analysis of data and assessment will continue to improve.

- ***Rewrite benchmark tests in ELA and mathematics to conform to the common core.***

Rewriting our benchmark tests in ELA and mathematics is ongoing through the end of this school year. The team charged with this task is composed of *district* coaches, high school department heads, and classroom teachers from all across the district. We have purchased the *Northwest Evaluation Association* (NWEA) test bank to support the process, and we are designing questions to be compatible with MCAS and PARCC.

- ***Purchase new math assessment in elementary schools to mirror DIBELS in ELA.***

For Grades K-8 *easyCBM* was purchased. All principals and targeted building personnel were trained by *easyCBM* in September 2013, and *Common Core State Standards (CCSS)* mathematics benchmark tests were given in each grade in the fall and winter. Unfortunately, the data produced are difficult for teachers to interpret because the percentiles for each grade are not released until the following school year. The district is cautiously optimistic that *easyCBM* will be able to provide the necessary data in the appropriate time to inform instruction but is continuing to search for a possible better mathematics assessment tool.

- ***Implement Teaching Strategies Gold Assessment System Birth Through Kindergarten (GOLD) assessment in all kindergartens according plan.***

Teaching Strategies Gold is implemented in all 54 kindergarten classrooms. This is the second year of implementation as part of our Cohort 1 ESE determination, and this year is being piloted on a smaller scale in our pre-school classrooms.

- ***Complete new Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) testing as required by ESE.***

Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) is an English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). In Massachusetts, it is given annually in January, to monitor students' progress in acquiring academic English. ACCESS is a Language Proficiency Assessment that tests the student's ability to complete tasks in 4 Domains: Listening, Speaking, Reading, and Writing. The assessment results determine the English Language Proficiency levels of students (from 1 - Entering to 6 - Bridging) and provide information that can be used to enhance instruction in the classroom.

The results also determine when ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support and on state academic content tests without accommodations.

We have completed the testing for SY 2013-2014 in January and the first week of February. Results have been sent to the schools.

- ***Develop and distribute annual calendar for district assessments.***

An annual calendar for district assessments was completed in September 2013, and amended in December to reflect a mid-year and end-of-year schedule for the middle and high schools.

- ***Continue to support school based data teams.***

The district fully supports all school data teams and is working through the Curriculum Department to make data reports more easily accessible and more easily interpreted by our teachers. The School Improvement Plans (SIPs) and School Report Cards are annually posted to the Lynn Public Schools website and contain multiple data gathered by the school. The district is currently looking at revising the SIP template to allow for additional data inclusion and general ease of use. Meetings are taking place this spring to give schools updates, information and time to introduce changes and complete their executive summaries.

- *Issue quarterly budget report to School Committee.*

The district School Business Administrator issues, both electronically and in paper format, a quarterly budget report to the School Committee.

- *Initiate work on district determined measures as next step in Educator Evaluation System.*

District Determined Measures refers to student assessments that ESE is requiring every district in the state to establish for all content areas. The intent is to use the results of the assessments as one piece of the teacher evaluation system. The establishment of these non-uniform and non-consistent among districts assessment systems is controversial and has created much debate across the state. Although the state has extended the implementation deadline to assist districts in this endeavor, we are clearly aware that such a system requires the expertise and competence of a data specialist. We have advertised for a district Assistant Director of Curriculum and Instruction for Data and Assessment, and if successful in finding such a person, will be attempting to satisfy the state requirement on this initiative.

- *Explore opportunities for expanding the use of the existing database by utilizing additional functionality.*

The district has contracted with *Slalom Consulting* to evaluate our current computer software and informational technology systems to determine whether or not we are using what we have in a most advantageous way. *Slalom Consulting* presented its report to us in April 2014. With their assistance we are beginning immediately with suggested areas for quick improvements in adapting and expanding our use of technology. They will also be advising us as to improvements and upgrades that will service our needs in a more beneficial and cost effective manner.

District Focus Area 5: Technology, instructional technology and student assessment

Addressing ESE Essential Condition IV: Effective instruction

Addressing ESE Essential Condition V: Student assessment

- *Initiate the First in Math Program for middle and elementary school students in Grades K-8. (2014 with Pilot program in 2013.)*

All students in Grades K through 8 have access to the *First in Math* on-line program. Training for principals and anchor teachers took place in September. The student response to this program has been overwhelming. Bimonthly at a School Committee meeting, we acknowledge the Top Student, Top Team and Top School with a certificate and an article on our website. Many schools have established their own rewards programs and have set aside time for students to use the program before, during and after school. The benefit of this program is that students may use it wherever they have an internet connection. Many students go to after school programs at our neighborhood agencies and in homes. They may use this program anywhere, and they do. We are expecting a positive influence on this year's MCAS scores.

- *Complete wireless installation at all schools.*

Wireless installation is complete in all schools.

- *Establish formal plan for use of tablets.*

The formal plan for the use of tablets is in draft form.

- ***Establish protocol for integration of various district data warehouses.***

The district has contracted with *Slalom Consulting* to assist us in analyzing our current technology systems. We asked *Slalom Consulting* to review and identify our current business and technology capabilities, and assist us in planning and designing strategies and systems for the future.

- ***Establish policy for the use of Gradebook by faculty, students and parents.***

Policies have been established to allow for use of *Home Access Center* for all faculty, students and parents. Classical High School was allowed to pilot the use of an alternate home access program called *Jupiter*. *Jupiter* has proven to be an excellent easy-to-use resource for parents. Extending that program to the rest of the district is financially not feasible at this time. The *Home Access Center* used at other schools is an extension of the student information software that is currently in use. It requires little or no additional funding.

- ***Explore and purchase technology and software that support curriculum and accelerate learning for all students.***

To support our efforts to allow all children access to the curriculum, we are working to connect two students who are currently at home due to medical conditions to their classrooms through the use of iPads and technology currently in our schools. We expect those children to be electronically connected to their classrooms in May, and we hope that all children in the future similarly unable to attend school will be able to connect with their classroom from the hospital or home at all times.

- ***Provide professional development in technologies during professional development days, faculty meetings, and “Technology Tuesdays.”***

Technology Tuesdays evolved into building based workshops based on individual school professional development (PD) needs. Technology PD is provided in multiple ways across the district. We offer building based workshops during PD days, after school as well as before school. Technologies covered include: *SMART Technologies, Apple Technologies, iPads, Microsoft Office*, software subscriptions the district owns and other web resources.

In addition, this year we have participated in common planning and department meetings to assist with technology implementations. This has led to modeling, coaching and co-teaching.

The *Universal Design for Learning (UDL)* Tech Team formed with the Special education Department where ten teachers across multiple disciplines and schools come together monthly to plan and share out technology implementations. Through this team we have also worked with professional consultants to help our schools implement UDL technology strategies.

Curriculum maps were created last summer in four courses: CAD, Computer Apps I, Computer Apps II, and Computer Literacy. The result guides the use of instructional technology at the high school level. The teachers who created those curriculum maps continue to meet bimonthly to collaborate during Technology Department meetings.

- ***Update the District Technology Plan.***

The District Technology Plan was updated in August, 2013, and has been posted to the Lynn Public Schools website.

District Focus Area 6: Drop-out rate, graduation rate and career/college readiness

Addressing ESE Essential Condition X: Family-school engagement

Addressing ESE Essential Condition IX: Students' social, emotional, and health needs

For the first time in the last five years our drop-out rate has shown an increase, a cause for concern. Both the four-year and five-year graduation rates have seen increases, however at the high schools and at the district level much work is being done to understand and improve these rates. The entire district strongly believes that attendance in school and a reduction in the drop-out rate are strongly correlated to offering students opportunities that encourage and inspire them to attend school. Increases in our fine arts offerings, physical education opportunities, hands-on vocational courses, and mentoring support have been enhanced to do just that.

As part of the Superintendent's Goals for this year, a complete analysis of the drop-out data is currently underway and will be presented by June, 2014. For this report, we present only basic statistics understanding that further in-depth analysis will be forthcoming.

Table 2
Drop-Out Percentages for the State and Commissioner's Districts from 2008 to 2013

District	Drop-Out Rates					
	2008	2009	2010	2011	2012	2013
State	3.4	2.9	2.9	2.7	2.5	2.2
Lowell	2.4	4.4	4.4	8.1	3.8	2.9
Worcester	4.7	5.1	3.8	3.7	4.1	3.4
Brockton	5.2	5.4	5.5	6.0	4.4	3.8
Lynn	5.8	6.1	5.4	4.6	4.1	4.8
Fall River	12.5	6.2	4.9	4.7	4.6	5.1
Lawrence	12.9	10.2	9.4	8.6	5.9	5.8
New Bedford	8.2	8.4	8.1	7.1	6.8	5.8
Boston	7.6	7.3	6.8	6.4	7.0	5.9
Springfield	9.7	9.6	10.5	11.7	10.0	6.5

Our graduation rate continues to attract our attention and focus. The four year graduation rate for the past six years is provided in the table below with comparisons to the other *Commissioner's Districts*. For the first time since 2007, Lynn has the highest graduation rate from among the Commissioner's Districts

Table 3
Four-Year Graduation Rates for Commissioners Districts for the Past Seven Years

District	Four-Year Graduation Rate						
	2007	2008	2009	2010	2011	2012	2013
STATE	80.9	81.2	81.5	82.1	83.4	84.7	85.0
Lynn	68.5	70.5	70.7	68.5	68.6	73.7	75.7
Lowell	69.0	73.8	70.0	69.4	69.6	73.3	75.3
Brockton	67.9	72.8	71.5	66.7	69.4	74.5	73.8
Worcester	69.8	69.2	70.1	71.4	52.1	72.3	73.4
Fall River	54.1	56.0	62.5	66.2	71.0	69.0	73.0
Boston	57.9	59.9	61.4	63.2	64.4	65.9	65.9
Lawrence	40.8	35.8	48.1	46.7	52.3	60.6	61.3
New Bedford	58.2	56.1	55.7	53.5	56.4	55.0	59.0
Springfield	53.8	54.4	54.5	53.0	52.1	56.6	54.9

The five-year graduation rate is computed in the same manner as the four-year rate but includes those students who have taken five years or less to graduate. Because of the data needed, the five-year graduation data are one year behind the four-year data.

Table 4
Five-Year Graduation Rates for Commissioners Districts for the Past Five Years

District	Five-Year Graduation Rate					
	2007	2008	2009	2010	2011	2012
STATE	84.0	84.2	84.0	84.7	86.3	87.5
Brockton	71.9	75.4	74.3	70.0	73.4	79.3
Lowell	73.5	78.6	75.2	73.6	75.9	77.8
Worcester	75.3	76.0	74.0	75.0	77.7	77.6
Lynn	73.8	75.5	75.6	72.5	72.2	76.1
Fall River	56.8	59.7	63.4	69.3	72.6	72.8
Boston	65.4	66.4	66.5	68.8	70.9	72.3
Lawrence	49.7	46.2	54.6	53.7	58.1	64.1
New/Bedford	63.8	61.3	58.9	58.8	61.4	60.2
Springfield	57	57	57.3	56.1	57.3	59.8

- *Conduct in-depth analysis of demographics and characteristics of LPS drop outs.*

A complete report will be presented to the School Committee in June, 2014.

- *Complete and issue final universal curriculum for guidance department at middle and senior high school levels and fully implement through Grades 6 – 12.*

The full curriculum is complete and implementation is ongoing. Guidance counselors developed the curriculum over three summers and have been implementing it in classrooms using rolling iPad carts. A group of guidance counselors meet monthly to review the implementation progress.

- ***Implement career plans for all high school students.***

We have 690 students at Lynn Vocational Technical Institute, who have created formal college and career readiness plans, but the majority of students in Grades 6-12 (approximately 6,800 students) are involved in creating college and career readiness plans through our guidance department curriculum, developed over the last two years. This curriculum is delivered to them in large groups and in their classrooms. They work on college and career activities through *Naviance*, including resume development in the upper grades. We are working with *Naviance* to ease our assembly of documents to create more formal college/career plans, using state college and career plan templates as our guide.

- ***Expand Dual Enrollment Program with North Shore Community College (NSCC) to include English High School and expand to the discipline of mathematics.***

This goal has been effectively accomplished. We are in the process of expanding the Dual Enrollment Program to include English High School with a spring recruitment effort now underway for the first cohort. The program at Classical is expanding and improving. Our students at Classical are now able to take three courses that carry full college credit at NSCC: College Writing, Calculus, and Liberal Arts Mathematics course. Students are also able to take an additional college readiness course and a science course on the NSCC campus during the summer. NSCC is also working on a bridge program for college freshmen who have exited our Early College program. The goal of this bridge is to support students in their critical freshman year of college. We will be collaborating with NSCC in tracking our students on post-secondary outcomes.

- ***Maximize alternative routes to graduation, including expansion of credit recovery programs.***

The district currently uses *Apex Credit Recovery* on-line services to assist students in meeting grade level course requirements. "Students who have not successfully earned required course credits are provided the opportunity to get back on track for on-time graduation with *Apex Learning* digital curriculum. The same rigorous, standards-based content that engages students earning original credit ensures that all students are mastering the skills and concepts necessary for their future success." Members of our curriculum department will be attending a seminar this spring on the roll-out of *Apex Credit Recovery* services for middle school students. If as effective as the high schools program, the middle school assistance could become an excellent tool in keeping students in school and assisting them through repeating middle school grades. Failure in middle school is considered a major factor contributing to the drop-out rate.

- ***Sustain position of drop-out prevention coaches in middle and high schools and develop protocol for specific activities and job responsibilities.***

This project is complete. A fully developed drop-out prevention program serving approximately 600 students was created with the help of *Educators for Social Responsibility*.

- ***Continue implementation of Project 320 for at-risk middle school students and look to expand to expand the Y.E.S. Program (Youth Empowerment and Success), a collaborative effort with NSCC.***

Project 320 refers to a grant from ESE that was begun in SY2012-2013. It was used then to identify and service at-risk youth. During SY2013-2014, the service was incorporated into a larger at-risk coaching program called the *At-Risk Mentoring Program* and is active at all secondary schools serving over 600 Lynn Public Schools students.

Project Y.E.S. has been ongoing at Marshall Middle School since SY2009-2010. This year it was expanded with the addition of a high school liaison from Lynn English High School (LEHS). Because LEHS is the high school that most Marshall students ultimately attend, the addition of a liaison there made perfect sense. This allows *Project Y.E.S.* alumni to maintain their connection to the program and assist them as they develop as positive role models for the incoming *Project Y.E.S.* freshmen.

- ***Expand on opportunities for high school students to engage in civic related activities. (Lynn Youth Council)***

For the second year in a row, the City of Lynn has identified a cadre of young people from our schools to be members of the *Lynn Youth Council*. As part of their year of service, this Council collaborated with the district to reinstate career days at both Lynn English and Classical High Schools last year. These career days are again in the planning stages for this school year. In addition our students are heavily involved in student government and local charitable work.

Responding to a request from U.S. Representative John Tierney's office, members of the *Lynn Youth Council*, a maximum of two from each high school, will be participating in the Congressional Youth Cabinet MA-(06), "a non-partisan, non-political entity that will be made up of youth between the ages of thirteen and twenty-one from every high school in the Sixth Congressional District . . . in an exciting new plan to amplify the voices of youth in the Sixth Congressional District." We are pleased to have our students on this cabinet.

District Focus Area 7: Community Collaboration and Family engagement

Addressing ESE Essential Condition IX: Students' social, emotional, and health needs

Addressing ESE Essential Condition X: Family-school engagement

- ***Collect information about school PTOs district-wide and support access to national organization information for schools seeking to strengthen or start PTOs.***

Our parent work this year has been centered on the collection and analysis of data collected through the parent survey distributed as a result of our Wraparound Zone initiative. Next year will be a preparation year for the upcoming Parent University and expansion of parent workshops. We will collect information on official PTO and PTA organizations as our Parent University work begins.

- ***Identify a validated Parent Satisfaction Survey, distribute, collate and report results with pre/post format.***

With a goal to improve and enhance communication and collaboration with parents and the community, in April 2013 the district administered a survey on family-school communications to parents and caregivers at 23 of our schools. We offered the survey to all principals as an option, and two elementary principals opted not to participate. Two dozen community agencies supported this survey effort by reaching out to Lynn Public School families served by their programs. A total of 4,592 surveys were collected through this collaborative outreach. The results of this first ever comprehensive survey are being analyzed by our Wraparound Zone Program Specialist and will be completed for distribution by July 2014.

- ***Provide support to schools in assessing their family engagement strategies and incorporating strategic goals into their school improvement plans.***

By early September, all participating schools received individual statistical reports on the survey responses submitted by their parents and caregivers for discussion and analysis within their school communities. All participating schools are also scheduled to receive detailed summaries of the open-response comments and suggestions submitted. At the present time, all sixteen participating elementary schools and all middle schools have received their comment summaries. The high school reports are in progress. To support ongoing collection of survey feedback from Lynn Public School parents, our district has designated this work as a responsibility of the new central office position of *Family Engagement and Translation Services Specialist*.

- ***Articulate laws and procedures for participation on School Councils and School Improvement Planning to community.***

As part of oversight for the federal Title I Grant, the laws and procedures required for participation on School Councils and School Improvement Planning committees have been distributed to the School Committee and all principals.

- ***Support work of the Lynn Family Engagement Subgroup of the Wraparound Zone initiative.***

The Lynn Public Schools *Family Engagement Alignment Team* is comprised of leadership representatives from the Lynn Public Schools and nine community partner organizations. Launched in January 2013, this team has met approximately twice monthly to plan and develop a new district-level initiative to strengthen two-way communications between our schools and families. In the spring of 2013, the team initiated the survey described above, and based upon survey data the team has prioritized its early work in the area of parent leadership development to strengthen the voice of families in the school improvement process.

The Family Engagement Alignment Team is currently preparing to offer a pilot set of parent leadership workshops to parents at Ingalls and Washington Elementary Schools and will be planning for a *Parent University* to take place during the 2015-2016 school year.

- ***Establish city-wide Parent Information Nights to explain MCAS and formative assessment results.***

For the first time this year, every school in the district held parent information nights to explain district, school and student MCAS results. With the assistance of the curriculum department, the superintendent hosted two all-city MCAS presentations on October 1st and October 2nd at Classical and English High Schools.

- ***Establish Superintendent's Parent Participation Council.***

With next year's planning of additional parent workshops, APTT schools, and a Parent University, we will include a discussion of the establishment of a Parent Participation Council.

- *Provide professional development to teachers on effectively engaging parents as educational partners. All LPS schools will be included in Cohorts. Cohort 1 will be built around original Wraparound schools.*

Our APTT program will expand next year and will include professional development for a new set of teachers. We also plan to provide professional development geared to the results of the Parent Survey.

District Focus Area 8: Special Populations: Special Education, English Language Learners and Low-Income students

Addressing ESE Essential Condition VIII: Tiered instruction and adequate learning time

Addressing ESE Essential Condition IV: Effective instruction

Our percentages of students in special populations have shown both change and stability over the past seventeen years. While the percent of African-American, Asian, and special education students have remained relatively stable, the percent of limited-English proficient (LEP), Hispanic, and low-income students, and those for whom English is not their first language have increased, and the percent of White students has decreased.

**Table 5
Longitudinal Data on Lynn Special Populations as a Percent of Total Student Enrollment**

Special Populations	1995	2000	2005	2010	2013
First Language not English	28.2%	36.3%	44.4%	50.7%	54.2%
Limited English Proficient	7.6%	16.4%	18.8%	25.9%	17.5%
Low-Income	52.3%	47.2%	73.5%	78.4%	82.6%
Special Education	14.8%	16.8%	15.3%	16.3%	16.4%
African-American	13.8%	15.0%	15.9%	12.8%	11.3%
Asian	11.5%	14.0%	11.5%	9.7%	9.8%
Hispanic	20.7%	25.9%	36.1%	47.6%	53.1%
White	53.8%	44.7%	36.6%	26.1%	22.0%
Total Student Population	13,600	15,484	14,290	13,373	14,139

Department of Elementary and Secondary Education has added exceptional emphasis on the student achievement results of the state’s special populations, specifically English Language learners, students with disabilities and low-income students (as measured by whether or not students receive free or reduced lunch). Because of that added emphasis, the state determines and publishes achievement gap data for those populations.

The following table shows the achievement gaps for Lynn and comparable communities for the subgroups ESE is using for comparison purposes. The gap is determined by subtracting the state subgroup’s *CPI* from the district subgroup’s *CPI*. Lynn data is highlighted in green and state data in yellow. Although our achievement gap data indicate larger disparity for English language learners, they show much better results for our Hispanic subgroup, by far our largest language subgroup. The district can boast of the lowest achievement gap for the special education and low-income subgroups from among all *Commissioners Districts* in the state. The data support the fact that Lynn is improving education for all.

Table 6
2013 Achievement Gap Data for Commissioner's Districts

ELL SUBGROUP	District	2012 ELA CPI	Gap	2013 ELA CPI	Gap	District	2012 Math CPI	Gap	2013 Math CPI	Gap
	Worcester	59.3	0.7	61.6	3.0	Lowell	61.5	6.2	61.5	4.9
	Lowell	63.3	4.7	61.5	2.9	Boston	58.3	3	57.2	0.6
	STATE	58.6	0.0	58.6	0.0	STATE	55.3	0	56.6	0
	Boston	59.1	0.5	57.2	-1.4	Worcester	51.8	-3.5	53.9	-2.7
	Springfield	51.3	-7.3	54.6	-4.0	Lynn	49.4	-5.9	51.3	-5.3
	Brockton	53.6	-5.0	53.5	-5.1	Brockton	47.5	-7.8	49.9	-6.7
	Lynn	52.6	-6.0	51.9	-6.7	Lawrence	41	-14.3	49.8	-6.8
	Fall River	43.0	-15.6	48.0	-10.6	Springfield	44.1	-11.2	47.5	-9.1
	Holyoke	49.9	-8.7	47.4	-11.2	Holyoke	44.1	-11.2	45.6	-11
	Lawrence	47.6	-11.0	47.1	-11.5	Fall River	40.2	-15.1	44.3	-12.3
	New Bedford	37.4	-21.2	35.6	-23.0	New Bedford	35.7	-19.6	36.8	-19.8
SPED SUBGROUP	District	2012 ELA CPI	Gap	2013 ELA CPI	Gap	District	2012 Math CPI	Gap	2013 Math CPI	Gap
	STATE	67.3	0.0	66.8	0.0	STATE	56.9	0.0	57.4	0.0
	Lynn	63.5	-3.8	61.9	-4.9	Lynn	53.4	-3.5	54.1	-3.3
	Boston	55.4	-11.9	56.6	-10.2	Brockton	48.2	-8.7	52.3	-5.1
	Brockton	58.0	-9.3	59.5	-7.3	Boston	49.2	-7.7	50.6	-6.8
	Springfield	50.9	-16.4	51.0	-15.8	Lawrence	43.2	-13.7	48.9	-8.5
	Fall River	54.0	-13.3	55.2	-11.6	Fall River	45.6	-11.3	47.8	-9.6
	Lawrence	54.6	-12.7	54.5	-12.3	New Bedford	47.5	-9.4	47.6	-9.8
	New Bedford	54.0	-13.3	53.0	-13.8	Lowell	46.3	-10.6	47.2	-10.2
	Worcester	53.9	-13.4	54.8	-12.0	Worcester	43.4	-13.5	45.3	-12.1
	Holyoke	52.7	-14.6	51.5	-15.3	Holyoke	46.4	-10.5	45.1	-12.3
	Lowell	50.1	-17.2	49.0	-17.8	Springfield	42.1	-14.8	43.8	-13.6
Low-Income SUBGROUP	District	2012 ELA CPI	Gap	2013 ELA CPI	Gap	District	2012 Math CPI	Gap	2013 Math CPI	Gap
	STATE	76.7	0	77.2	0	STATE	67.3	0.0	69.0	0.0
	Lynn	75.7	-1.0	75.9	-1.3	Lowell	66.4	-0.9	68.0	-1.0
	Brockton	72.2	-4.5	73.1	-4.1	Lynn	66.9	-0.4	67.3	-1.7
	Fall River	72.2	-4.5	72.2	-5.0	Boston	64.4	-2.9	66.3	-2.7
	Worcester	71.7	-5.0	73.1	-4.1	Lawrence	58.7	-8.6	66.0	-3.0
	New Bedford	71.6	-5.1	71.5	-5.7	Brockton	61.5	-5.8	65.8	-3.2
	Lowell	71.3	-5.4	71.4	-5.8	New Bedford	61.9	-5.4	63.5	-5.5
	Boston	71	-5.7	72.2	-5.0	Worcester	61.1	-6.2	62.9	-6.1
	Lawrence	70.6	-6.1	70.9	-6.3	Fall River	63.0	-4.3	62.8	-6.2
	Springfield	69.1	-7.6	69.7	-7.5	Springfield	56.9	-10.4	59.1	-9.9
	Holyoke	65.0	-11.7	64.3	-12.9	Holyoke	56.2	-11.1	58.4	-10.6
Hispanic SUBGROUP	District	ELA CPI	Gap	2013 ELA CPI	Gap	District	Math CPI	Gap	2013 Math CPI	Gap
	STATE	73.5	0	74.2	0	Brockton	63.3	-0.8	67.5	1.0
	Lynn	73.9	0.4	73.9	-0.3	STATE	64.1	0.0	66.5	0.0
	Brockton	72.6	-0.9	73.4	-0.8	Lynn	65.4	1.3	66.1	-0.4
	Boston	69.6	-3.9	70.6	-3.6	Boston	64.4	0.3	66.0	-0.5
	Lawrence	70.3	-3.2	70.5	-3.7	Lawrence	58.2	-5.9	65.5	-1.0
	Worcester	68.8	-4.7	69.4	-4.8	New Bedford	60.1	-4.0	61.8	-4.7
	New Bedford	70.3	-3.2	69	-5.2	Lowell	58.9	-5.2	59.6	-6.9
	Springfield	66.7	-6.8	67.6	-6.6	Worcester	57.9	-6.2	58.6	-7.9
	Lowell	65.6	-7.9	65	-9.2	Holyoke	54.7	-9.4	57.3	-9.2
	Fall River	64.3	-9.2	63.8	-10.4	Springfield	54.0	-10.1	56.8	-9.7
	Holyoke	63.2	-10.3	63	-11.2	Fall River	55.4	-8.7	55.6	-10.9

- ***Establish protocols for entry into substantially-separate special education classrooms.***

The Lynn Public School Department is committed to providing all students equal access to the curriculum by encouraging support and related services to be provided to children in their general education settings as much as possible. Special education chairpersons, school psychologists, and special education administrators working together have established specific criteria for entrance in and exit out of substantially separate classes for students with disabilities. These policies have been shared with all principals.

- ***Use established protocol, review placements for all students currently educated in substantially-separate classrooms for adherence to protocol.***

Over the past two years, the Special Education Department has been working in concert with the district administration to ensure that students with disabilities are educated with their non-disabled peers to the maximum extent possible. Using the MA DESE commissioned report *A Review of Special Education in the Commonwealth of Massachusetts by Dr. Thomas Hehir (April 2012)* as a guide, a plan was developed to increase the participation of students with disabilities in the general education classroom. This plan includes targeted and ongoing professional development for both general and special education teachers on differentiating instruction, *Universal Design for Learning* (UDL) and the development of substantially separate classroom entrance and exit criteria to ensure that these programs are reserved for students with the most significant educational needs.

- ***Work with individual parents through team meetings to increase student participation in the inclusive format.***

A district-lead, sister-school initiative at the elementary level was launched to provide targeted training and implementation of *Universal Design for Learning* (UDL) at Ingalls, Hood, Brickett and Tracy. Teachers are using the principles of UDL in their lesson design, and all students are provided with multiple opportunities to participate and demonstrate their learning in a typical classroom. This work will be expanded to Cobbet and Sisson during the 2014-2015 school year.

Paired with professional development for teachers and professional coaching, the schools have seen positive results in providing students access to the general education setting. The work to change the culture of placing students with disabilities away from their general education peers in self-contained classrooms resulted in the return 46 students returning to their neighborhood schools at the start of this school year. Our work continues to support this initiative and we are seeing fewer recommendations for substantially separate programming as a result.

Parents have been most receptive to our inclusion efforts, and our students are achieving much higher success rates in both academic and social areas.

- ***Provide professional development, modeling of appropriate discourse about the value of inclusion at team meetings, then monitor special education team meetings for implementation.***

Professional development to create models of inclusive excellence has begun at four elementary schools, Ingalls, Tracy, Hood and Brickett. Training, consultation, and coaching is being provided to all staff in establishing effective and inclusive co-teaching structures in general education settings, in differentiated instruction, in establishing hands-on practical approaches for modifying and accommodating students with disabilities in the general education setting, and in the introduction of the *Principles of Universal Design for Learning* (UDL) done in collaboration with the *Center for Applied Special Technology*

(CAST). Our special education administrators are monitoring selected team meetings for implementation of the strategies and principles of our inclusion model.

- *Increase non-special education Tier III behavioral and academic supports for students.*

Our pilot efforts this year include the addition of *intervention aides* who are working in five schools, Ingalls, Brickett, Ford, Tracy and Hood. These aides have received professional development in strategies to support students before they are referred to special education. We will be exploring other ways of deploying our excellent paraprofessional staff to continue this work in additional schools for next year.

- *Continue implementation of Universal Design for Learning (UDL) through team training, and increase UDL approach at one additional school every two years.*

In July 2013 teams from Brickett and Tracy Elementary schools attended the Harvard Institute on UDL joining teams from Ingalls and Hood Elementary Schools from 2012. As indicated above, professional development is being provided to staff on *UDL* through collaborative work with *CAST*.

- *Explore possible conversion of Easy IEP to the eSchoolPlus “IEPPLUS”.*

Although we have given much consideration to the possibility of using IEPPLUS, the IEP component of our student management system, *eSchoolPlus*, as opposed to Easy IEP, currently in use by the Special Education Department, will continue to be used. The product itself is considered not as easy to use as our current program, and the cost to change would be excessive.

District Focus Area 9: Innovative programs

Addressing ESE Essential Condition VII: Professional Development and structures for collaboration

Addressing ESE Essential Condition VIII: Tiered instruction and adequate learning time

Innovative programs are always being investigated, and those actively in progress are discussed below. Among those planned for next year, include our first official foray into eBooks. With full knowledge that technology is developing at light speed and involving our students far more than ourselves, it remains a field that must be explored. We must adapt our curriculum and our instruction to include technology, and we must adopt books and materials that engage and inspire our students through technology. For SY2014-2015 we will be purchasing eBooks and iPads for our biology teachers and science department heads and iPad carts for their classrooms, and we will be providing professional development to them so that they may effectively use the new book format in conjunction with the SmartBoards in their classrooms. For next year we are exploring a plan to offer eBooks to all of our biology students as possibly an alternative or as a supplement to their paper books and classwork. The formation of a materials committee to evaluate the change will begin in September 2014.

Although research and surveys indicate mixed opinions on uses of technology in schools, a quote from the March 31, 2014 issue of *eSchool News* states, “*In an uncertain technological period such as ours, fixed, rigid thinking about approaches to teaching and learning will likely be recipes for failure. Teaching techniques may have to continuously evolve, as new information technologies are introduced and their impact on society is better understood.*” We cannot agree more.

Our focus on STEM will expand next year after a very successful pilot program in Sewell-Anderson, Shoemaker, Washington and Aborn. Also beginning next year at all elementary schools will be support

for a school newspaper initiative with full knowledge that STEM is not every student's choice. Although a few of our schools currently enjoy this activity, next year our budget will include stipends for school newspaper advisors and materials and supplies to prepare and print.

From our District Improvement Plan much progress has been made on initiatives begun last year.

- ***Continue implementation of Tutorial in Place and PM sessions at agencies for at-risk students.***

As indicated above *Tutorial-in-Place* is a program available in community based after school programs and home based after-school care programs throughout the city.

- ***Support Robotics and STEM focus at Washington through partnership with General Electric and Lynn Business Education Foundation.***

As a robotics pilot school, Washington STEM has had a spectacular year focusing on science. The elementary science laboratory at Washington STEM is almost a reality. Science tables have been made through the generosity and volunteers from General Electric (GE), Lego supplies have been purchased through the generosity of the Lynn Business Education Foundation, SmartBoards will be in place before the close of school this year, plumbing and electrical lines have been installed by our own Inspectional Services Department, and furniture and supplies are ordered. Students will be scheduled into the lab for hands-on science lessons beginning in September 2014. Those lessons will include both lessons from the Know-Atom science program and those developed by teachers under the direction of our Assistant Director of Curriculum and Instruction for Science.

- ***Provide early exposure to engineering through a district-wide elementary STEM-focused program.***

Our robotics program will expand next year in all elementary schools after a successful pilot in four schools this year. The program is truly an exciting start in support of early exposure to engineering. The program has three components that focus on building our students' knowledge of engineering, building a Lego robot and programming the robot. Twenty sessions run every other week throughout the school year, and attendance has been excellent. Students are very enthusiastic about this program.

- ***Continue LLP Endicott program and GE/MIT program.***

Both of these programs continue. The *Leading and Learning Program*, our summer residential STEM program is beginning its fifth year at Endicott College, and this year one graduating senior from the first LLP group has been awarded a full four year scholarship at Endicott College. Through the generosity of Dr. Wylie of Endicott, one graduating senior who participated in this program will be eligible to apply for this wonderful scholarship. Our students, through the hard work of the director of this program, have distinguished themselves as intelligent, promising students from the Lynn Public Schools.

Through the generosity of GE and MIT, the week-long summer STEM program held at MIT also continues for 25 sixth grade middle school girls. Started two years ago as the extension of a program in other GE communities throughout the nation, our program has become a spectacular opportunity for students in the Lynn Public Schools.

- ***Continue research on gifted and talented programs.***

This year we have instituted a sixth grade program for Pickering and Breed students in partnership with the *Northeastern Marine Center*. The program is designed to introduce students to Marine Biology and our local marine ecosystems. It is a five day program where students spend three days in the field and two days in the classroom with Northeastern Marine Center Staff.

The superintendent will be meeting with experts in the field of gifted and talented programs in the summer 2014. Our initial efforts will focus on programs that will be accessible to all students in all grade levels, an ambitious but doable goal.

- ***Implement immersion program for middle school ELLs.***

As the result of being awarded a federal grant through the Office of the Secretary of Education in Massachusetts, last summer and again this summer, we were able to offer a unique four-week summer learning program for seventh grade middle school English language learners who desire to accelerate their skills and confidence in English to be better prepared for academic success in eighth grade.

The curriculum is designed as hands-on task related and is based on the Middlebury Interactive Languages immersive approach to language learning. Weekly interdisciplinary units of study culminate in field trips, and opportunities with career-based learning centers at Lynn Vocational Technical Institute are included. Students also participate in overnight residential experiences at Endicott College in Beverly. Because family participation is important to the program's success, parents are invited and encouraged to engage with the program.

- ***Continue to present standards-based lessons in all Fine Arts classrooms and provide opportunities for student performances and exhibitions.***

Periodic review of lesson plan books, ongoing discussion and sharing regarding lesson planning at monthly staff meetings, and appropriate professional development opportunities ensure that standards-based lessons are being presented in all classrooms. Professional artists and groups such as the *Handel and Haydn Society* and *Eden's Edge* bring standards-based performances to Lynn students. The annual All-City Art Exhibit was held at Lynn Arts from March 10th to March 28th, and exhibitions of student artwork in individual schools take place throughout the school year.

Student vocalists and instrumentalists from all Lynn schools are being given the opportunity to perform in their individual buildings. All-city vocal and instrumental performances are taking place at all levels. Students are being accepted into and participating in Northeastern District Festivals, Boston Symphony Orchestra's Days in the Arts, Lion's All-State Band, Handel & Haydn Society, and other prestigious performance opportunities. One highlight of the SY2013-14 was the performance of the High School Orchestra as part of an Artistic Exchange at the Boston Symphony Chamber Concert on March 16.

The opportunities for student performances and exhibitions have increased dramatically and will continue to expand due to the increase in the number of students participating in the visual and performing arts.

- ***Continue to enhance the Peer Health Exchange program at the secondary schools to allow recent college graduates to work with health teachers and educate students about relevant health topics.***

The Peer Health Exchange provides recent college graduates to collaborate and work with our secondary health teachers in teaching health information and trends within the state's health and physical education

frameworks. Research shows that high school and middle school students feel more comfortable about discussing health topics with persons close to their own age. These recent graduates assist our own staff in providing the knowledge and skills needed to make healthy decisions to our students.

- *Further develop the Campfire Self Reliance program at the elementary school level.*

The Campfire Self Reliance Program provides six-week units to our students to promote character education and inspire healthy decision making among our students. Students practice role-playing to practice leadership and interpersonal skills and to learn to understand and identify bullying behaviors and techniques to confront and handle such behaviors. The program is currently in place in our elementary schools, and its expansion is being studied.

- *Continue to incorporate nutrition and health education within the elementary physical education program.*

The *UMass Extension Program* provides six-week units to teach elementary students about the basic food groups and serving sizes. Students learn about foods and beverages that offer better nutritional benefits and healthy personal life style habits.

District Focus Area 10: Safe, secure and drug free schools

Addressing ESE Essential Condition IX: Students' social, emotional, and health needs

We have made great strides in assuring that our students and staff learn and work in safe and secure schools. In addition to the achievements in the focus areas cited below, we have successfully installed new ‘intruder locks’ to the interior classroom doors at 17 elementary schools, and, under the direction of our Safety and Security Liaison, have held meetings at each elementary school to facilitate the distribution of keys and review the new protocols during lock-down drills. Lock-down drills, much like fire drills, are practiced twice a year at each and every school in the district.

Exterior doors have also seen upgrades with the replacement of sixteen sets of exterior doors at 11 different locations, and an additional *Keyscan Card Access Control System* was installed on the exterior doors at the school administration building at 100 Bennett Street.

Additionally, the following projects have been completed under the direction of our School Safety and Security Liaison:

- The replacement of 12 existing older, outdated security system DVRs with new TruVision 4 Terabyte units, bringing all district camera DVRs into the same security platform.
- The replacement of 26 existing security cameras located at LEHS, LCHS, LVTI, and Marshall with new up-graded units providing much improved picture quality.
- The installation of an *Easy Lobby Visitor Management Systems*, a visitor ID badge printing system, at all four high schools and all three middle schools.
- The replacement of the existing main-entrance video intercom/buzz-in systems at 12 elementary schools with *Airphone* systems featuring additional sub-stations for the principals' offices. This enables principals to monitor visitors to the school from their offices necessary when clerks leave the buildings.

- *Set up camera system at two additional elementary schools each year.*

We have far exceeded our goals on this issue by successfully installing 16-camera security systems at nine of the ten remaining schools without camera systems. The remaining school is scheduled for installation this summer. When this project is complete, all district schools will have over 660 security cameras in place. All cameras can be accessed from remote locations with the use of security software.

- *Initiate an annual review of ESE required policies (bullying, discipline, etc.).*

In each school district in the state every six years, ESE conducts a Coordinated Program Review, and as part of that review districts must demonstrate that their policies reflect current civil rights criteria based on federal and state laws. Mandated by federal law, these policies must protect against discrimination in educational programs on the basis of race, color, sex, and national origin or disability. Also, mandated by state law, policies must protect against discrimination on the basis of religion, gender identity or sexual orientation. In addition districts are responsible for developing policies in the area of general education. The criteria for these policies come from other laws and regulations. Keeping up with current laws and regulations can present a challenge.

The Lynn Public Schools Compliance Officer is charged with the task of reviewing and updating all such policies and of informing and advising district and school administrators of all relevant rules and guidelines set by governments and other regulatory bodies. All of our policies are thus reviewed annually with the updated results posted to our website and published yearly in our student handbooks.

- *Continue fulfilling reporting and application requirements from Massachusetts School Building Authority (MSBA) to facilitate the replacement of our older schools.*

The district is on schedule to break ground for our new Marshall Middle School in early May. All documentation has been provided to the MSBA and early bid packages have been sent out. Assuming that all will go according to schedule, the new Marshall is slated to open in September, 2016.

With the assistance of the Building Commissioner and Director of Inspectional Services we have completed filing three requests to the Massachusetts Building Authority (MSBA). Two of those requests were filed under the Accelerated Repair Program, both were for new roofs at Connery and Harrington; and one was for a replacement project for Pickering Middle School. Although the Pickering request was denied, we are completing an updated request for Pickering that is due by April 11, 2014.

- *Continue to provide Parent Prom Initiatives and Student Prom Safety Initiatives at the high school level.*

Parent Prom Nights continued this year at English High School on March 24, 2014, and at Classical High School on March 26, 2014. This year we consolidated the former three programs into two and made them available to all students, regardless of the high school in which they are enrolled, their families and the entire community. Participation was exceptional with nearly 500 families represented.

- *Continue to provide district-wide Elementary Safety Nights to educate parents and students about summer safety.*

District-wide Elementary School Safety Nights continue to be presented in June at two elementary schools, one in East Lynn and one in West Lynn. Attendance at these events has been excellent. Agenda

items include safety tips during vacations, activities for children at our parks and school programming opportunities at our schools.

District Focus Area 11: Social, emotional and health care needs of students

Addressing ESE Essential Condition IX: Students' social, emotional, and health needs

- ***Develop data-driven approaches to support healthy school culture and climate.***

We continue to explore and develop informative and sustainable data-driven approaches to support a healthy school climate and culture. Information from the *MassTells* survey administered by ESE is being evaluated as is information gleaned from the Parent Survey that was administered to our parents last year and is being analyzed and studied this year.

During the current school year, the *Playworks* program of safe and inclusive recess design was expanded to five additional elementary schools based on the measurable improvements to student safety and discipline associated with the *Playworks* pilot implementation at Cobbet Elementary School last year. In collaboration with the *Playworks* national coaching organization, we are developing a peer observation system to sustain our district's implementation of the *Playworks* recess model with high fidelity. This system will include collaborative monitoring of the program's climate and culture outcomes.

- ***Provide professional development opportunities for school administrators, faculty and staff that promote a supportive learning environment.***

We have provided professional development and are actively soliciting additional grants for more courses that focus on insights in dealing with traumatized students, differentiated instruction and sustainable supports for students with special needs in inclusion settings, and classroom supports for English language learners newcomers.

- ***Schedule principal meetings at community sites in alternate years.***

Because of our move to 100 Bennett Street, our outside principals' meetings will begin again next year.

- ***Work with community agencies to maximize access to early childhood learning opportunities.***

We are actively engaged with the community committee that was originally set up to address the Working Cities Challenge Grant. That unsuccessful attempt for a grant did not deter us, and the entire city continues to work to develop plans for improving, expanding and enhancing early childhood opportunities. Although space presents a problem for additional early childhood classrooms, there are other opportunities for work that includes on-line options for children and families, active collaborations with our teachers and faculties from outside agencies and expanded collaborations with early childhood home providers.

- ***Continue our collaboration with United Way.***

Although the collaborative efforts by all major entities in the city to submit a Gateway Cities Grant were not successful, the Lynn Public Schools and the United Way continue to have a collaborative partnership and are working together to apply for grants that will better the lives of our students and their families. The most recent collaboration with United Way and Lynn Housing Authority is centered on a *Siemer* grant that focuses on supporting homeless children and their families and is concentrated on moving those

families toward the achievement of a stable home, financial independence, job acquisition and security, and academic success for their children.

Our collaboration with the United Way also continues through the summer *Book Fairs* where grant purchased books are distributed to elementary school students throughout the district; the Americorps program that provides additional support in the district and throughout the city focused on assisting our new students and their families; and the *Summer Learning Collaborative* that supports summer partnerships with Greg House, Girls Inc., Lynn YMCA, and Camp Fire.

- ***Continue to foster district/community collaboration.***

The district enjoys a spectacular relationship with community organizations. We accept the fact that it does take a village to educate a child and are fortunate to have that strong supportive village in Lynn. It is one of the strengths of the City of Lynn that our strong community partners work with the Lynn Public Schools to provide the support for our students and their families.

- ***Support the work of the Behavioral Health Subgroup of the Wraparound Zone Initiative.***

Behavioral health, the second initiative of our Wraparound Zone work, is overseen by our WAZ Program Specialist and the Behavioral Health Education Alignment Team. This team is comprised of leadership representatives from the Lynn Public Schools and five community partner organizations: Children's Friend and Family Services, Lynn Community Health Center, North Shore Community College, Solutions for Living, and the United Way. Launched in January 2013, this team has identified its initial focus area as strengthening students' feelings of connectedness to their school communities, which research has shown to be a major protective factor promoting healthy behavior and academic success among young people.

The pilot project of the Behavioral Health Education Alignment Team is a student voice initiative currently underway at Breed Middle School. The Alignment Team has helped launch a new Breed student organization called the Student Voice Committee, which has been facilitated by two outstanding teacher-leaders. The Breed Student Voice Committee is building a stronger voice for students at Breed by undertaking action research on how students are experiencing the learning environment at their school. Working with a team of researchers from North Shore Community College, the Student Voice Committee recently designed an original survey instrument and collected data from almost 400 Breed students, representing nearly one-third of the student body. With the full backing of the school administration and supporters throughout the community, this exciting new group of Lynn student leaders will share their findings and recommendations with the Breed faculty before the end of the school year.

- ***Continue to provide Second Step and Steps to Respect at the elementary grades to address social, emotional, health needs and character education to enhance positive culture and climate in schools.***

This excellent program remains in all of our elementary schools.

District Academic Achievement and MCAS Data Results

Our mission remains clear: to continuously improve students’ social, cultural, and academic achievement and provide all students with the skills, knowledge and experiences to achieve our vision. The measures of that effectiveness continue to be the MCAS results, the graduation rate, the attendance rate, and the achievement gap data. MCAS data for the 2012-2013 school year are provided below. With Connery and Harrington having exited Level 4, other data indicate improvement but very cautious optimism regarding the academic success of the schools in Lynn. Our district is at or near the top when compared to other Commissioners Districts, and Lynn’s outstanding principals, teachers, district personnel and students have the ability to send Lynn far beyond where it is today. Below are MCAS data for our district as compared to other Commissioners Districts and for schools compared to other Lynn schools using the Composite Performance Index (CPI) results. CPI is a 100-point index that assigns 100, 75, 50, 25 or 0 points to each student participating in the MCAS tests based on their performance. A school or districts CPI is calculated by adding together the points generated by the students’ results and dividing by the number of students assessed.

Lynn’s CPIs are at the top in both ELA and science and second to the top in mathematics. Although, we strive to far exceed these results, they make a positive statement about our schools, our district and, first and foremost, our teachers and principals.

Table 7
2009 through 2013 CPI Results for Commissioner’s Districts

District	ELA 2009	ELA 2010	ELA 2011	ELA 2012	ELA 2013
STATE	86.5	86.9	87.2	86.7	86.9
Lynn	76.5	77.2	78.7	78.1	78.1
Worcester	75.5	77.4	76.1	76.3	77.1
Brockton	77.7	77.1	76.6	75.5	75.5
Fall River	75.5	75.0	76.3	75.2	75.5
Lowell	74.2	74.9	75.6	74.8	75.3
Boston	74.1	74.8	75.2	74.0	75.1
New Bedford	74.2	75.4	76.0	74.9	74.5
Lawrence	71.6	73.7	72.4	71.4	71.7
Springfield	70.9	70.8	71.8	70.7	71.3
Holyoke	62.9	66.0	67.1	67.1	66.7

District	Math 2009	Math 2010	Math 2011	Math 2012	Math 2013
STATE	78.5	79.9	79.9	79.9	80.8
Lowell	64.9	67.8	69.6	70.3	71.8
Lynn	66.9	68.8	70.0	69.6	70.1
Boston	64.0	68.0	67.5	67.8	69.3
Brockton	67.1	66.9	65.1	65.4	68.8
Worcester	66.2	68.8	67.4	67.1	68.0
New Bedford	65.8	68.0	67.4	65.4	66.6
Lawrence	57.3	62.0	60.0	59.7	66.6
Fall River	63.0	66.7	66.8	66.4	66.5
Holyoke	51.0	56.5	58.2	58.3	60.9
Springfield	57.3	58.2	59.1	58.7	60.7

District	Science 2009	Science 2010	Science 2011	Science 2012	Science 2013
STATE		78.3	77.6	78.6	79.0
Lynn		64.7	66.3	66.3	67.1
Worcester		64.4	61.6	63.5	64.8
Fall River		65.1	64.4	61.4	63.9
Brockton		61.7	61.1	62.6	63.7
New Bedford		59.7	60.2	59.0	62.0
Lowell		60.3	59.0	60.4	61.5
Boston		58.1	56.1	58.8	60.2
Springfield		56.1	56.5	55.9	58.1
Holyoke		52.8	52.2	54.0	56.6
Lawrence		53.0	50.6	54.9	56.2

These results are significant taking into consideration that our First Language Not English (FLNE) population has steadily increased over the past years (as indicated in Table 5 above) to now account for 54% compared to the state percent of 17.8%. Our low-income population has increased as well to a current 83.0% compared to the state's 38.3%. The table below compares two years of data with that of the other eight Commissioners Districts and the state for our student enrollment, percent of students for whom English is not their first language, and percent of students who are classified as low-income, as determined by those who receive free or reduced lunch. Due to the fact that research clearly determines that poverty is the single most important factor in student achievement, the teachers and administrators in Lynn have much to celebrate in overcoming the effects of poverty and improving student achievement dramatically as compared to other similarly sized and proportioned districts.

Table 8
2013-2014 Comparison of Enrollments and Percentages of First Language Not English (FLNE)
and Low-Income Students for the State and Commissioners Districts

District	Total Enrollment 2013	Total Enrollment 2014	District	% FLNE 2013	% FLNE 2014	District	% Low-Income 2013	% Low-Income 2014
Boston	55,114	54,300	Lawrence	72.5	71.9	Lawrence	84.9	92.4
Springfield	25,283	25,826	Lynn	54.2	54.0	Springfield	87.5	87.3
Worcester	24,740	24,562	Holyoke	53.3	49.2	Holyoke	84.7	85.3
Brockton	16,595	17,011	Boston	45.4	46.3	Lynn	82.6	83.0
Lynn	14,139	14,378	Worcester	44	44.4	Brockton	77.1	80.7
Lowell	13,879	14,031	Lowell	41.7	39.6	Fall River	77.9	78.3
Lawrence	13,145	13,504	Brockton	35.4	36.1	Boston	71.7	77.7
New Bedford	12,616	12,744	New Bedford	21.6	32.4	New Bedford	73.4	75.6
Fall River	10,138	10,319	Springfield	26.1	26.4	Lowell	75	75.1
Holyoke	5,782	5,573	Fall River	22	20.9	Worcester	73.1	73.0
State	954,773	955,739	State	17.3	17.8	State	37.0	38.3

The tables on this page and the next two pages display the CPIs for each of our schools over the past five years in the content areas of English language arts (ELA), mathematics and science . These data are ranked by 2013 MCAS results and include state and district results for comparison purposes.

**Table 9
Lynn School CPIs for ELA Compared with District and State Results**

School	Level	2009 ELA	2010 ELA	2011 ELA	2012 ELA	2013 ELA
Classical	1	85.6	86.4	90.6	94.6	94.6
Lynn English	3	89.7	89.7	88.4	93.0	93.4
LVTI	3	76.2	78.5	79.5	88.8	92.0
Lynn Woods	1	89.9	80.2	77.8	79.6	89.7
Aborn	1	84.2	84.5	88.0	90.5	88.9
Sisson	2	89.6	91.8	90.1	90.3	88.2
Shoemaker	2	86.0	86.8	87.9	89.7	87.9
Sewell-Anderson	1	80.7	80.9	79.4	84.6	87.7
STATE	4	86.4	86.9	87.2	86.7	86.8
Pickering	3	85.5	86.4	85.8	84.7	85.0
Lincoln-Thomson	1	85.0	83.0	85.4	83.4	83.3
Drewicz	3	70.7	73.0	75.5	73.9	78.5
Brickett	3	85.9	86.0	80.9	74.4	78.3
LYNN	3	76.2	77.2	78.7	78.1	78.1
Ingalls	2	68.2	67.4	76.6	79.8	76.7
Connery	3	55.9	61.1	69.8	69.4	76.7
Marshall	3	72.3	75.0	76.5	74.2	75.1
Hood	1	66.5	74.2	77.5	77.3	74.8
Callahan	3	76.7	79.5	80.0	76.1	74.6
Breed	3	79.1	76.8	78.8	75.1	74.6
Ford	3	73.2	74.6	72.8	74.0	73.9
Tracy	2	78.4	79.6	78.4	75.5	70.5
Harrington	3	55.6	61.0	67.5	68.8	67.8
Fecteau-Leary	3	61.6	63.5	61.8	56.1	65.5
Cobbet	3	61.5	71.5	67.1	59.0	56.5
Fallon		32.8	37.5	45.0	44.6	

Much improvement is obvious in ELA with eight schools scoring above the state average. However, we still have work to do. Literacy coaches have been working in Level 3 elementary and middle schools all year modeling and assisting in the planning of lessons. They have been a wonderful support to our teachers. MCAS results for 2014 will allow us to evaluate and adapt their use depending on success.

Table 10
Lynn School CPIs for Mathematics Compared with District and State Results

School	Level	2009 Math	2010 Math	2011 Math	2012 Math	2013 Math
Aborn	1	82.9	85.0	88.8	87.3	92.5
Lynn Woods	1	85.1	74.4	74.7	71.0	89.7
Sewell-Anderson	1	80.0	78.7	76.7	84.2	88.3
Shoemaker	2	87.0	85.7	84.9	88.3	84.6
Lynn English	3	88.2	86.2	83.4	85.0	84.5
Lincoln-Thomson	1	84.6	88.7	87.4	78.5	84.4
Sisson	2	86.3	86.6	88.5	89.7	83.8
Classical	1	80.3	83.8	84.6	86.7	83.1
Hood	1	60.0	69.3	74.2	74.1	81.3
STATE	4	78.4	79.9	79.9	79.9	80.8
Brickett	3	74.3	80.0	74.5	73.1	78.4
Ingalls	2	69.9	68.0	78.1	76.5	78.0
LVTI	3	66.6	69.1	64.4	79.3	76.0
Tracy	2	79.6	86.9	80.8	77.7	75.9
Ford	3	70.6	69.6	72.2	68.2	75.3
Connery	3	62.9	59.6	67.3	70.5	75.1
Callahan	3	72.9	81.3	76.3	73.5	72.7
Drewicz	3	65.4	76.1	77.0	71.3	72.1
Pickering	3	70.6	72.6	75.3	72.3	70.4
LYNN	3	66.6	68.8	70.0	69.6	70.1
Harrington	3	48.7	56.8	68.2	67.8	67.8
Cobbet	3	55.0	63.9	66.2	60.1	67.4
Breed	3	59.9	62.0	60.4	62.8	60.3
Marshall	3	51.7	54.9	55.3	54.7	52.8
Fecteau-Leary	3	42.0	47.8	37.9	25.7	38.8
Fallon		32.8	37.5	45.2	40.7	

In mathematics, nine schools have scored above the state average, but more improvement is needed. In this day of strong emphasis on science, technology, engineering and mathematics (STEM) mathematics education is the key to unlocking our students STEM potential. Similar to our work in ELA, we have sent mathematics coaches to the Level 3 schools to assist in planning, delivering and modeling lessons. We have invested much in the First in Math on-line program for Grades K through 8 and are in the process of purchasing a new common-core correlated mathematics programs for both our elementary and middle schools. We are hoping to see excellent gains from the 2014 MCAS administration.

Table 11
Lynn School CPIs for Science Compared with District and State Results

School	Level	2009 Science	2010 Science	2011 Science	2012 Science	2013 Science
Aborn	1	83.6	94.4	80.7	92.9	96.2
Lincoln-Thomson	1	77.1	92.2	85.9	95.2	95.7
Lynn English	3	74.7	81.0	80.4	83.7	82.2
Sewell-Anderson	1	79.1	79.3	66.4	73.3	82.1
Classical	1	67.5	76.2	77.8	86.5	81.6
Lynn Woods	1	65.4	59.6	60.2	67.7	79.3
STATE	4		78.3	77.6	78.6	79.0
Shoemaker	2	84.9	82.8	79.8	82.9	78.1
Hood	1	55.5	61.5	77.6	72.6	77.3
Ford	3	60.2	69.6	67.8	61.8	76.9
Ingalls	2	74.0	70.6	58.5	67.3	74.7
Drewicz	3	53.8	65.1	73.9	67.3	73.6
Tracy	2	63.2	75.6	58.9	77.1	73.0
Brickett	3		70.7	67.7	74.3	71.6
LVTI	3	56.9	59.7	56.9	64.4	71.3
Connery	3	67.6	72.2	43.8	59.2	70.7
LYNN	3		66.1	64.7	66.3	67.1
Sisson	2	77.2	76.6	69.5	76.1	66.3
Pickering	3	65.2	59.2	64.4	67.9	65.8
Callahan	3	62.7	72.6	71.0	58.8	64.2
Breed	3	54.6	56.7	56.4	52.7	58.8
Harrington	3	53.5	60.3	55.9	63.5	51.3
Cobbet	3	69.0	71.3	58.6	53.7	48.3
Marshall	3	44.0	47.5	49.7	44.4	41.6
Fallon						
Fecteau-Leary	3					

Science is a content area that has seen little district oversight. That has changed this year with the addition of an Assistant Director of Curriculum and Instruction for Science who has begun science lesson planning at the elementary and middle school level, written curriculum maps for science instruction, overseen the district use of the Know Atom science program, and attended state and regional science meetings to keep us abreast of the new curriculum requirements in science. Although Aborn gained prominence as being the sixth highest scoring elementary school in the state for science and our scores show six schools scoring above the state average, we need to improve more. Results for Fallon and Fecteau-Leary are not reportable because of the low numbers of students tested, but clearly results for some of the lower performing schools must improve. Although science coaches have yet to be added, they will be added as soon as the budget permits.

After a successful pilot after school Robotics program in four elementary schools, we have extended the program to all of our elementary schools for next year. STEM emphasis in our economy requires that we prepare our students to be ready to handle higher level course work and higher level thinking with regard to mathematics and science. Our efforts are research based and should produce measurable improvements in student achievement, our ultimate goal.

College Acceptances for 2012-2013

I conclude with a list of college and post-secondary school acceptances received by our students last year. These acceptances are testimony to the fact that the Lynn Public School District is succeeding in its mission to provide outstanding educational opportunities to the students in Lynn.

Arcadia University	Hofstra University	Siena College
Assumption College	Howard University	Simmons College
Bard College	Hudson Valley Community College	Southern New Hampshire University
Barry University	Husson College	Spelman College
Bay Path College	Iowa Western Community College	Springfield College
Bay State College	Ithaca College	St. Johns University
Becker College	Johnson and Wales University	St. Joseph's College
Benjamin Franklin Institute of Technology	Keuka College	St. Michael's College
Bentley University	La Salle University	Stetson University
Berklee College of Music	Lasell College	Stonehill College
Boston College	Le Cordon Bleu College	Sony Brook University
Boston University	Lesley University	Suffolk University
Bowdoin College	Maine College of Art	Thomas College
Brandeis University	Manhattanville College	Towson University
Brevard College	Marian Court College	Tufts University
Bridgewater State University	Marion Military Institute	United States Air Force
Bryant University	Marist College	United States Marine Corps
Bryn Mawr College	Massachusetts College of Art	Universal Technical Institute
Bucknell University	Massachusetts College of Liberal Arts	University of Albany
Buffalo State College (SUNY)	Massachusetts College of Pharmacy & Health Sciences	University of Bridgeport
Bunker Hill Community College	Merrimack College	University of Charleston
Calvin College	Middlebury College	University of Connecticut
Chestnut Hill College	Montserrat College of Art	University of Hartford
Clark University	Mount Ida College	University of Maine - Augusta
Clarkson University	NCAA Eligibility Center	University of Maine - Farmington
Colby-Sawyer College	New England College	University of Massachusetts Amherst
College of the Holy Cross	New Hampshire Institute of Art	University of Massachusetts Boston
Columbia University	New York Institute of Technology	University of Massachusetts Dartmouth
Culinary Institute of America	New York University	University of Massachusetts Lowell
Curry College	Newbury College	University of Miami
Daniel Webster College	North Shore Community College	University of New Hampshire
Dartmouth College	Northeastern University	University of New Haven
Dean College	Northern Essex Community College	University of Rhode Island
Denison University	Norwich University	University of Southern Maine
Drew University	Pace University	University of the Pacific
Drexel College	Pennsylvania College of Technology	University of Vermont
Eastern Nazarene College	Pine Manor College	Ursinus College
Elmira College	Princeton University	Utica College
Elms College	Providence College	Vanderbilt University
Emmanuel College	Quinnipiac University	Virginia Commonwealth University
Empire Beauty School	Reed College	University of Vermont
Endicott College	Regis College	Wentworth Institute of Technology
Everest Institute - Chelsea	Rivier University	Western New England University
Fairfield University	Rochester Institute of Technology	Westfield State University
Fisher College	Roger Williams University	Wheaton College
Fitchburg State University	Rollins College	Wheelock College
Florida Institute of Technology	Rutgers University - New Brunswick	Worcester Polytechnic Institute
Fordham University	Salem State University	Worcester State University
Framingham State University	School of Visual Arts NY	
Framingham State University		
Franklin Pierce University		
George Mason University		
Georgetown University		
Gordon College		
Green Mountain College		
Harvard College		

