



Lynn Vocational Technical Institute
School Improvement Plan
2016-2017

School Improvement Team

Bob Buontempo—Principal
Kim McFarlane—Assessment & Data Services Coordinator
Bonnie Carr—Cooperative Education Coordinator
Amy Herrera—ELL Science Instructor
Jason McCuish—ELA Instructor
John Peabody—Special Education Instructor

School Council Members

Ralph Jamieson—Staff Alumnus
Julio Bare—Mathematics Instructor
Charles MacDonald—Student
Pamela MacDonald—Parent
Beth Mercaldi—Teacher
James Ward—Alumnus
Stanley Wotring—Student
Stanley Wotring—Parent
Shannon Molea—Parent
Meghan Molea—Student

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Lynn Public School's Vision:

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

Lynn Public School's Mission:

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

Lynn Vocational Technical Institute's Mission:

The mission of Lynn Vocational Technical Institute is to provide students with the academic and technical skills necessary to be college and career ready. We are committed to fostering and promoting a strong work ethic that will enable students to become productive, respectful and responsible adults.

Narrative Description of the School

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

- Lynn Vocational Technical Institute (LVTI) is the City of Lynn's non-regional career and technical high school whose enrollment uniquely reflects students in PK, 8-12 and beyond high school. Below is the current enrollment data for LVTI.
- LVTI is unique in that our student population includes the TEAMS, Life Skills and Fresh Start Programs for students with moderate and severe disabilities.
- Demographically, the student population is 10.7% African American, 6.2% Asian, 63.1% Hispanic, 17.1% White, and 2.6% Multi-Racial Non-Hispanic.
- 67.1% of our students belong to the High Needs subgroup and 41.5% are classified as being economically disadvantaged.

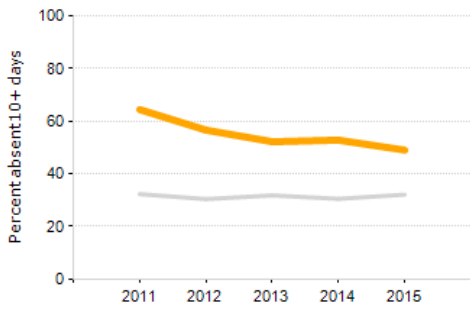
The table below depicts our teacher data for SY1516.

	School	District	State
Total # of Teachers	80.4	1,041.2	72,309.1
% of Teachers Licensed in Teaching Assignment	93.8	97.8	97.4
Total # of Classes in Core Academic Areas	-	-	-
% of Core Academic Classes Taught by Teachers Who are Highly Qualified	-	-	-
Student/Teacher Ratio	11.3 to 1	14.5 to 1	13.2 to 1

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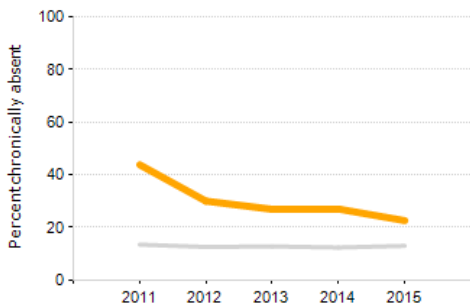
Comparable School :

Student attendance (% of students absent 10 or more days each year)



	2011	2012	2013	2014	2015
Lynn Vocational Technical Institute					
Students Incl	820	740	727	752	839
Absent 10+ days #	527	418	379	396	410
Absent 10+ days %	64.3%	56.5%	52.1%	52.7%	48.9%
Select a Comparable School					
Students Incl	-	-	-	-	-
Absent 10+ days #	-	-	-	-	-
Absent 10+ days %	-	-	-	-	-
State					
Students Incl	1,005,573	1,002,684	1,004,215	1,005,935	1,007,024
Absent 10+ days #	324,206	304,147	317,839	305,512	322,733
Absent 10+ days %	32.2%	30.3%	31.7%	30.4%	32.0%

Chronically absent rate (% of students absent 10% or more each year)



	2011	2012	2013	2014	2015
Lynn Vocational Technical Institute					
Students Incl	820	740	727	752	839
Chronically absent #	358	221	195	202	189
Chronically absent %	43.7%	29.9%	26.8%	26.9%	22.5%
Select a Comparable School					
Students Incl	-	-	-	-	-
Chronically absent #	-	-	-	-	-
Chronically absent %	-	-	-	-	-
State					
Students Incl	1,005,573	1,002,684	1,004,215	1,005,935	1,007,024
Chronically absent #	134,629	125,212	127,983	123,713	129,734
Chronically absent %	13.4%	12.5%	12.7%	12.3%	12.9%

Percentage of students suspended in-school at least once

Student Enrollment

	2014	2015	2016	2016 District
PreK	41	43	40	277
Grade 8	2	2	4	944
Grade 9	226	241	226	1,271
Grade 10	201	220	228	1,136
Grade 11	139	192	200	967
Grade 12	123	131	181	922
SP (over age)	12	22	27	23
Total	750	855	906	5540

Teacher Information

	2013	2014	2015	2015 District	2015 State
Teacher Retention	84.1	85.2	82.8	75.9	83.5
Staff Age	2014	2015	2015	2016 District	2016 State
Under 26	<1%	2%	<1%	7%	6%
26-56	70%	66%	72%	72%	76%
Over 56	29%	32%	28%	21%	18%
Median Yrs Experience	-	9			
% ≥ 10 Yrs Experience	-	47%			

Performance Indicators

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	2012	2013	2015	District 2016	State 2016
Student Attendance Rate	92.5	92.6	92.3	93.9	94.9
Absent 10 or more days (%)	52.1	52.7	56.4	38.1	30.5
Chronically Absent (% with < 90%)	26.8	26.9	29.4	19.6	12.3
Student Retention Rate	4.4	3.6	2.0	3.2	1.5
Out-of-School Suspension Rate	24.9	19.4	9.7	8.1	2.9

Percent of students by race and gender

	% of Students				
	2014	2015	2016	2016 District	2016 State
African American	10.7	10.5	10.7	10.1	8.8
Asian	6.7	5.7	6.2	9.1	6.5
Hispanic	60.0	62.9	63.1	58.2	18.6
White	18.9	17.7	17.1	18.3	62.7
Multi-Race	2.9	2.5	2.6	3.9	3.2
Male	55	56	57	52	51
Female	45	44	43	48	49

Enrollment by Special Population

Demographic Group	2014	2015	2016	2016 District	2016 State
First Language Not English	61.2	61.4	61.7	54.0	19.0
English Language Learner	15.3	14.3	11.3	19.5	9.0
Special Education	25.3	27.0	28.4	15.4	17.2
Economically Disadvantaged	-	41.9	41.5	47.0	27.4

Provide instruction by highly qualified teachers

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

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

Core Academic: ELA, math, and social studies implement district-wide curricula that align with Common Core frameworks. Science aligns with the Next Generation Science standards.

Core Vocational: 15 CVTE programs: Culinary Arts, Cosmetology, Graphic Arts, Computer Programming & Web Design, TV Media, Metal Fabrication, Auto Collision, Auto Technology, Carpentry, Plumbing, Health Assisting, Electricity, Machine Technology, Engineering Technology, and Early Childhood Education.

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

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

Student-to-Student volunteer tutoring for ELA MCAS prep by National Honor Society.

Smaller Resource ELA and Math classes for students on IEPs.

Inclusion Classes in ELA and Math for students on IEPs—Classes are co-taught by content and special education

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teachers to ensure that students are in the least restrictive environment possible and receive the same instruction as their non-disabled peers.

Afterschool Learning Center Homework Help—All students are supported by special educators. Students can get help with homework, papers, projects and other academic assignments. Likewise, students can practice and prepare for upcoming standardized tests.

Vocational integration—Technical teachers co-teach with the vocational math integration specialist to work towards mastering the weaknesses identified by both pre and post assessment results.

Student Study Team (SST)—The Student Study Team meets once a month to collaborate and develop action plans concerning how best to meet the needs of individual students who are experiencing difficulty. The team consists of members from each academic department, a vocational teacher, guidance counselor, school nurse, and school counselor. The team reviews data on referred students and tries to determine what each student needs in order to be successful. The process begins when a teacher refers a student who is having some difficulty in either behavior or academics. Data is collected from multiple sources (the referring teacher, parents, the student, the student's other teachers, guidance counselor, and the school nurse), compiled, and presented to the team at our meeting.

Teen Health Center (THC)—In-house healthcare professionals/social workers work to provide access to mental health services for students in need.

Community organizations—Girls, Inc., Upward Bound, Girls and Boys Club, No Ceilings Youth Group, Inc.

Teacher Evaluation

All of our teachers are evaluated using the Massachusetts Educator Evaluation System. Teachers who might be in "Need of Improvement" are monitored as they work towards improving their instruction.

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

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

Create strategies to attract highly qualified teachers

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

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

Lynn Vocational Technical Institute promotes a culture of learning that encourages students not only to seek a path in career and technical education, but also higher and further education. Through close and meaningful connections with staff and administration, and as a result of high standards, students are able to thrive and flourish during their tenure at LVTI.

LVTI prepares students with skills to truly succeed in college and the workplace. Through a diverse offering of courses which include college prep, honors and advanced placement, students take courses to prepare them for higher level learning. As a result, many students receive full scholarships to college (e.g. Gates Millennium, POSSE, and Christian Herter). In addition, students receive rigorous and comprehensive training in their particular technical programs. Consequently, students obtain skills which make them more employable and career ready.

With whole school community service projects, LVTI excels in its care for and treatment of the greater Lynn community. With 100% participation in these projects, students work hand in hand with teachers, administrators, organizations, and each other to make a difference. In fact, LVTI has been recognized the past three years with the President’s Volunteer Service Award in recognition of our ever growing commitment to giving back to the City of Lynn.

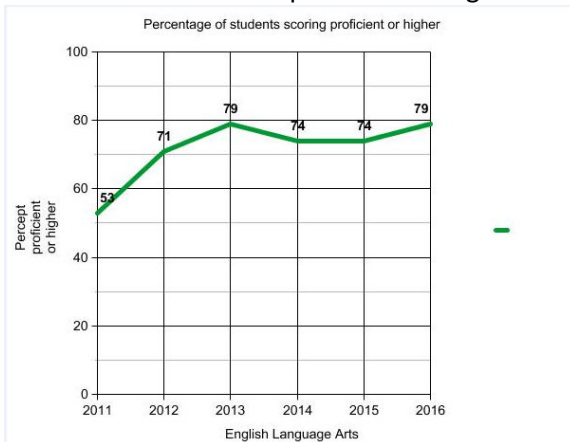
As our school continues to increase our positive perception, there is also a consistent need to redirect archaic thinking of what type of student LVTI enlists. As a forward thinking institution, LVTI continues initiatives to demonstrate that the vocational school of yesterday is the renaissance school of today. Although a common misperception of the archetypal student at LVTI is one who “does not go to college” and “is good with his or her hands,” LVTI debunks all of those stereotypes by producing students prepared to excel in a variety of college and career paths while changing the community one project at a time.

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

The 2016 MCAS data revealed both strengths and areas of concern.

English Language Arts

- Aggregate: 10th grade CPI is 92.6 and SGP is 57.
- 79% of students scored proficient or higher.

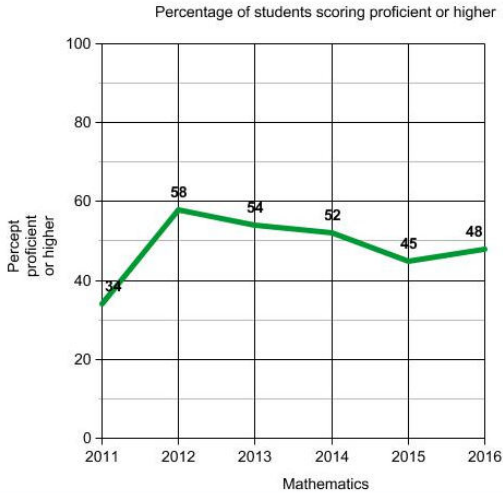


Mathematics

- Aggregate: 10th grade CPI is 77 and SGP is 42.5.

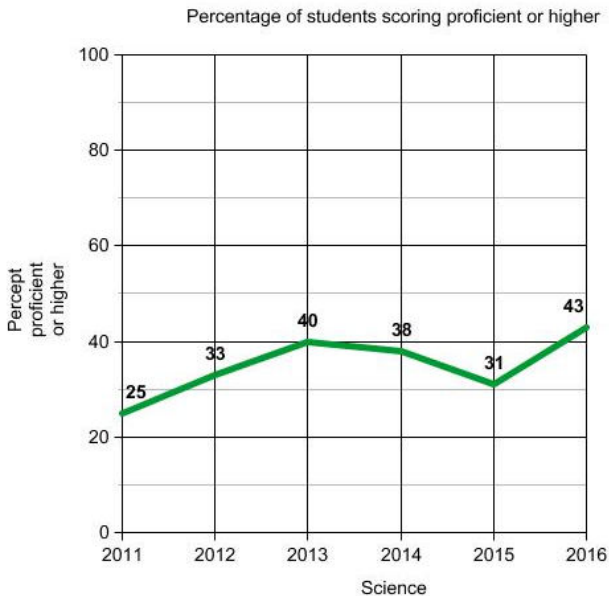
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- 48% of students scored proficient or higher.



Science Technology and Engineering

- Aggregate: 10th grade CPI is 79.8.
- 43% of students scored proficient or higher.



Achievement

Lynn Vocational Technical Institute continues to be designated by the Massachusetts Department of Elementary and Secondary Education as a Level 3 school. Since 2011 ELA scores (CPI) have increased by 16%, math scores (CPI) have increased by 20% and Science, Technology and Engineering scores (CPI) have increased by 40%. These numbers, specifically in mathematics, *as the test has been here since the inception of MCAS*, are significant. Trend graphs shown above depict this achievement.

Growth

The 2016 SGP for the state is 50 for both math and ELA. LVTI performs 7 points above the state median in ELA showing a student growth percentile of 57 but below the state for math (SGP=42.5).

Graduation and dropout rate

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Although our graduation rate increased to 78.1% in 2015 (an increase of 10%), we still did not meet the state target of 80%.

The annual dropout rate continues to decline. Since 2014, the dropout rate has decreased by 36% (from 2.0 to 1.3) and meets the state target.

Participation

Lynn Vocational Technical Institute continues to meet the 95% target for Assessment Participation (MCAS and ACCESS).

ACCOUNTABILITY DATA

The state accountability system considers multiple measures of achievement in ELA, Math, and Science, as well as growth statistics to determine a school's relative standing compared to similar schools in the commonwealth. Schools in the lowest 20% of all High Schools or with persistently low graduation rates (<60) are automatically identified as Level 3. Schools are identified as Level 1 or Level 2 based on whether the school is meeting the cumulative Progress and Performance Index (PPI) target of 75.

Accountability and Assistance Level: Level 3								
School Percentile: 14								
Cumulative PPI (all students) 83								
Proficiency Gap Narrowing	2013	2014	2015	2015 Change	2015 Rating	2016	2016 Change	2016 Rating
<u>ELA</u>								
CPI	92.0	89.1	88.9	-0.2	Above Target	92.6	3.7	Above Target
SGP	69	48	61	13	Above Target	57	-4.0	On Target
% Advanced	15.0	13.0	18.4	5.4	Met Target	15.9	-2.5	Not meeting target
% Warning	3.4	4.9	7.5	2.6	Not meeting target	2.7	-4.8	Met Target
<u>Math</u>								
CPI	76.0	76.6	70.1	-6.5	Declined	77.0	6.9	Improved Below Target
SGP	50	50	41.5	-8.5	Below Target	42.5	1.0	On Target (SH)
% Advanced	13.1	23.4	13.3	-10.1	Not meeting target	20.5	7.2	Met Target
% Warning	15.9	11.2	23.7	12.5	Not meeting target	13.6	-10.1	Met Target
<u>Science</u>								
CPI	71.3	72.0	69.5	-2.5	Declined	79.8	10.3	Above Target
% Advanced	1.5	4.2	3.1	-1.1	Not meeting target	7.0	3.9	Met Target
% Warning	17.8	6.6	8.3	1.7	Not meeting target	2.8	-5.5	Met Target
Graduation Rate	75.9	71.0		-4.9	Declined	78.1	7.1	Improved Below Target
Dropout Rate	4.6	2.0		2.6	On Target	1.3	0.7	On Target

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Dropout Reengagement	-	0	0		Not meeting target	0		Not meeting target
			2015 SGPA	2015 Target		2016 SGPA	2016 Target	
ELL Proficiency Growth			31	60	Not meeting target	50	60	Not meeting target

Historical Accountability Data

2012	Level 3	School Percentile:	6 th %ile	Annual PPI = 104	Cumulative PPI = 79
2013	Level 3	School Percentile:	13 th %ile	Annual PPI = 93	Cumulative PPI = 85
2014	Level 3	School Percentile:	15 th %ile	Annual PPI = 89	Cumulative PPI = 89
2015	Level 3	School Percentile:	15 th %ile	Annual PPI = 50	Cumulative PPI = 80
2016	Level 3	School Percentile:	14 th %ile	Annual PPI = 93	Cumulative PPI = 83

English Language Arts

3-Year MCAS ELA Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2013	147	15	64	14	7	92.0	69
School 2014	188	13	61	18	9	89.1	48
School 2015	212	18	56	15	11	88.9	61
School 2016	216	16	63	14	7	92.6	57
District 2016 (Grade 10)	1,041	22	57	14	7	91.0	56
State 2016 (Grade 10)	69,938	47	45	6	3	96.7	50

MCAS ELA 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	216	16	63	14	7	92.6	57
Students with Disabilities	49	2	49	24	24	83.2	60
ELL	23	4	39	43	13	75.0	-
Former ELL	19	5	84	5	5	94.7	-
Economically Disadvantaged	96	11	61	16	11	90.6	60
African American /Black	26	12	50	23	15	89.4	29
Asian	8						
Hispanic	152	18	63	12	7	92.4	64.5
White	26	12	77	12	0	97.1	50
Male	133	13	68	14	7	92.3	57
Female	83	22	54	16	8	93.1	57.5

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MATHEMATICS

3-Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2013	145	13	40	28	19	76.0	50
School 2014	188	23	27	35	15	76.6	50
School 2015	211	13	30	30	27	70.1	41.5
School 2016	216	21	27	34	18	77.0	42.5
District 2016 (Grade 10)	1,042	29	28	26	17	77.9	46
State 2016 (Grade 10)	69,954	54	24	15	8	89.7	50

MCAS Math 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	216	21	27	34	18	77.0	42.5
Students with Disabilities	49	4	6	45	45	59.7	41.5
ELL	23	0	17	43	39	57.6	-
Former ELL	18	6	33	50	11	73.6	-
Economically Disadvantaged	96	17	23	36	24	72.9	45.5
African American /Black	27	15	30	26	30	78.7	35
Asian	8						
Hispanic	152	22	26	33	18	76.8	47
White	25	20	28	44	8	77.0	32
Male	132	22	25	39	14	77.1	45
Female	84	19	31	25	25	76.8	41

SCIENCE/TECHNOLOGY & ENGINEERING

3-Year MCAS STE Results – All Students

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
School 2014	166	4	34	55	7	72.0
School 2015	192	3	28	60	9	69.5
School 2016	213	7	35	49	8	79.8
District 2016 (HS)	944	8	38	46	8	77.6
State 2016 (HS)	67,941	29	44	21	5	88.9

MCAS STE 2016 Results by Subgroup

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Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	213	7	35	49	8	79.8
Students with Disabilities	50	2	10	58	30	73.5
ELL	21	0	10	76	14	56.0
Former ELL	18	0	28	72	0	75.0
Economically Disadvantaged	94	5	29	52	14	76.1
African American /Black	26	12	35	42	12	84.6
Asian	8					
Hispanic	150	6	35	49	10	78.3
White	25	8	32	60	0	84.0
Male	132	6	35	52	7	79.2
Female	81	9	36	44	11	80.9

ACCESS for ELLs 3-Year Results on Overall Score.

Proficiency Level	2014 ELL Students		2015 ELL Students		2016 ELL Students	
	#	%	#	%	#	%
Entering	1	1%	1	1%	9	9%
Emerging	31	28%	31	28%	30	30%
Developing	40	36%	40	36%	34	34%
Expanding	26	24%	26	24%	19	19%
Bridging	11	10%	11	10%	9	9%
Reaching	1	1%	1	1%	0	0%
Total	110		110		101	

ACCESS for ELLs Growth

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	29	31%	28	30%	36	39%
2015	53	42%	25	20%	47	38%
2016	35	39%	23	26%	32	36%

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ACCESS for ELLs change in proficiency level

2015 ACCESS Proficiency Levels	2016 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering	2 (14%)	10 (71%)	1 (7%)	1 (7%)		
Emerging	4 (10%)	14 (35%)	18 (45%)	4 (10%)		
Developing	1 (4%)	2 (8%)	11 (42%)	8 (31%)	4 (15%)	
Expanding			3 (23%)	5 (38%)	5 (38%)	
Bridging						
Total (93)						

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

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

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

Strengths:

- LVTI staff follows recent curriculum guides (posted on the LPS website).
- LVTI staff adheres to the Massachusetts Common Core frameworks.
- Academic staff at LVTI participates in bi-monthly common planning time.
- Vocational leadership team participates in bi-monthly meetings to plan the implementation of the curriculum for the vocational programs (including Vocational Math integration).
- Vocational and Academic content areas work to continually integrate literacy and mathematics.
- As teachers are trained in Six Traits Writing, teachers of Freshmen/Sophomores (Academic/Technical) require students to write according to the Six Traits Writing program.
- All MCAS level teachers do daily warm-ups and/or Open Response style questions that model the state assessment.

Areas of Need:

- The bi-monthly Common Planning Time, in order to be effective, should be structured to accommodate the need for curriculum development that teachers require.
 - Staff needs to collaborate to ensure both horizontal and vertical alignment of lesson planning.
 - Time spent on administrative issues should be avoided during common planning time.
 - Utilize time for teachers to create and share lessons that work or discuss how to improve lessons that did not work.
- Most staff members are still novices and need to work to unpack the Common Core standards to align with lesson objectives and instructional strategies. LVTI administration realizes that it takes time to achieve this goal.
- Teachers need more consistent and accessible professional development as it aligns to the available resources at the school.
- LVTI provides its staff with numerous technology resources to assist in efficient instruction (Adaptive, First Fives, SmartBoards, iPads, TestWiz), however due to problematic IT infrastructure these resources are often ineffective.

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

Strengths:

- LVTI teachers see the value of differentiation in the classroom and adjust practices as needed.
- With inclusive classrooms, students with learning disabilities are in the same classrooms as their non-disabled peers.
- ELL students are placed in inclusive classrooms as they reach a Level Three WIDA status.
- The implementation of Common Planning Time (CPT) for academic teachers greatly impacts the effectiveness of our educational programs.
- The staff regularly uses technology resources as part of their instructional practices to engage students.
- Teachers and administrators utilize TeachPoint to document high quality evidence-based instruction.
- Teachers participate in Learning Walks.
- New teachers are assigned a mentor to work with on a one-to-one basis.
- Teachers in their first three years at LVTI attend School Support Team meetings to further their development and enhance their instructional repertoire.
- LVTI has a vocational math integration program that is based on baseline data for all 10th, 11th and 12th grade students.

Areas of Need:

- Staff at LVTI feels that they could benefit from more time to collaborate with colleagues.
- Staff at LVTI would benefit by observing expert instructors in action.
- Teachers need training in order to more effectively integrate the use of technology in their instructional practices.
- IT infrastructure is not consistent and often results in the inability to deliver effective instruction on a regular basis.

Needs Assessment- Assessment (Refer to Conditions for School Effectiveness V)

School leadership, teachers and other staff use student assessment results (formative, benchmark, state assessments) external and internal reviews, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: professional development, student services, instructional programs, and assessment practices.

Indicator 3: Data-based Decision-Making: The school analyzes and uses data to drive decision-making. School leadership, teachers and other staff review student assessment results, external and internal reviews, and other pertinent data to prioritize goals, maximize effectiveness in allocating resources and to initiate, modify or discontinue programs, policies and initiatives.

Strengths:

- LVTI has an *Assessment and Data Services Coordinator* at the school.
- All staff members have access to the web-based TestWiz program.
- The Department Heads and staff regularly receive data from the assessment coordinator to be used in instructional decision making and in the establishment of tiered instruction for “at risk” students.
- The *Assessment and Data Services Coordinator* oversees the Vocational Math Integration Program and uses baseline data to inform the curriculum and instruction that students receive.
- Extended-Time Targeted Math Intervention initiative will be implemented in SY 16-17.
- Regular analysis of formative assessments by all academic departments.

Areas of need:

- The teaching staff does not have access to EDWIN.

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- The administrative staff has access to EDWIN but needs additional training
- Teachers need more professional development in using TestWiz to create formative assessments and, in using data in general, to analyze, interpret and adjust instruction and plan lessons.

Needs Assessment- Professional Learning (Refer to Conditions for School Effectiveness VII)

Describe the process of determining the professional learning needs of all staff, including how the school implements ongoing professional development during the school year. Professional development programs and services are based on district and school priorities, information about staff needs, student achievement data and assessments of instructional practices and programs.

Indicator 4: Professional Development: PD for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning.

Strengths:

- LVTI Faculty have access to smart board training through professional development in SY 16-17 and by taking free Salem State Collaborative courses.
- Staff regularly avails themselves to professional development as it applies to their professional goals.
- Administrative staff have received ATSR training in SY1415 and are offered refresher courses as needed.
- LVTI has held courses for vocational staff at the school through MAVA to ensure CVTE staff is working towards certification.
- Administrative staff will provide training or PD on the MA evaluation system (TeachPoint) in SY 16-17.
- LVTI faculty will continue to explore by taking Learning Walks in SY 16-17.
- Technical teachers are participating in MAVA cohort classes for licensure.

Areas of need:

- SmartBoard training.
- Professional development is needed in all areas and by all staff as it applies to using data to guide instruction and increase student achievement.
- If courses are not held at the school for vocational staff there may be obstacles such as time, distance, etc. preventing vocational staff from participation in these courses.

Indicator 5: Structures for Collaboration: The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.

Strengths:

- Bi-monthly CPT in academic areas.
- Monthly Department meetings.
- Monthly all-staff meetings.

Areas of need:

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

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Needs Assessment- Student Support (Refer to Conditions for School Effectiveness VIII, IX and X)
<p>Schools have a framework for providing appropriate supports (academic, social, emotional, and health) to all students. School leadership, teachers and other staff engage with families and community partners to promote student achievement and progress.</p>
<p>Indicator 6: Tiered Instruction and Adequate Learning Time: The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.</p>
<p>Strengths:</p> <ul style="list-style-type: none"> • Teachers provide time after school for additional help for students. • The Assessment and Data Services Coordinator regularly identifies “at risk” students. • LVTI has a successful Saturday School program for MCAS support. • There is an after school program for credit recovery (APEX), online learning, SAT help and where students can use computers. • There is a Student Learning Center staffed by special education faculty for all students for help with any academic need. • Extended-Time Targeted Math Intervention initiative will be implemented in SY 16-17. • LVTI receives support from the Alumni Association to provide healthy snacks for Saturday school. • The “No Ceilings” after-school academic support for athletes.
<p>Areas of need:</p> <ul style="list-style-type: none"> • The MCAS 632 grant was eliminated for SY 16-17 and funds are now limited to support MCAS “at risk” students; there are limited funds to help graduates obtain competency portfolios. • More training in differentiated instruction would benefit the staff at LVTI.
<p>Indicator 7: Students’ social, emotional, and health needs: The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students.</p>
<p>Strengths:</p> <ul style="list-style-type: none"> • The use of the visitor badges for visitors to the school has added to the security of the campus. • Scheduling changes have minimized student crossings between buildings. • A secretary in the Annex monitors who is being let in and out with a rotating schedule of teachers staffing the office. • LVTI regularly holds emergency drills in the areas of lock down, fire drills, and shelter in place. • Teen Health Center program. • School Adjustment Counselor. • Proactive staff in whom the students feel comfortable in confiding in for social and emotional needs
<p>Areas of need:</p> <ul style="list-style-type: none"> • There is minimal supervision in the streets as students cross between the Main Building and the Annex. • Room keys for substitutes in the event of an emergency and/or a lock down.
<p>Indicator 8: Family-school and Community engagement: The school develops strong working relationships with families and appropriate community partners and providers in order to support students’ academic progress and social and emotional well-being.</p>
<p>Strengths:</p> <p>PAC</p> <ul style="list-style-type: none"> • Continually expand Program Advisory Committees to include additional business leaders and parents. • PAC Dinner scheduled twice a year in Tiger’s Den followed by individual meetings in shops. • Vocational Dept. Heads have agendas, sign-in sheets and meeting Minutes. <p>WIB</p> <ul style="list-style-type: none"> • To continue a relationship with the WIB (Workforce Investment Board) by attending WIB meetings and also

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incorporating WIB resources.

- Co-op coordinator attends all WIB Meetings and also Skills Committee Meetings
- Works directly with WIB youth career Counselors as a resource for our students

Youth Career Center

- To collaborate with the Youth Career Center.
- Youth Career Center Counselors schedule blocks of time with students to assist with career information info, applications and interview skills in collaboration with Co-op Coordinator.
- Blocks of time scheduled by Cooperative Education Coordinator.

Career Information

- Industry representatives interview students for co-op and post-grad opportunities.
- Cooperative Education coordinator arranges this endeavor.

Open House

- To hold an annual Open House for prospective students and invite parents as well as community members in an effort to showcase Lynn Vocational Technical Institute.
- Information is kept by the Guidance Department.
- ELL Parent Open Houses and cultural presentations.

GAC

- To invite parents to be involved in the General Advisory Committee and the School Council.
- Dinner served in front office conference room.
- Principal develops agenda, sends invitations, and has meeting minutes on hand.

Parent/student information for college

- Parents are invited to two district-wide financial aid nights.
- We hold a financial aid/scholarship pizza party where the advisor and other ETS staff help students and parents to fill out the FAFSA.
- Funding for Educational Talent Search Coordinator
- Guidance counselors and Educational Talent Search Advisor will coordinate this activity.
- Early college
- ELL parent informational nights for community services and college info

Teen Health Center

- Students have access to services provided by nurses, a Nurse Practitioner and mental health professionals.

Areas of need:

- Increase individual parent-teacher contact.
- Increase special events involving parents.
- Strategize to come up with ways that parents can support student learning, growth and achievement.

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Define Priorities and Describe the Strategies/Actions
Define Priorities for School Improvement that have been identified as a result of the Needs Assessment. Name and describe the strategies/actions that correspond to each of the priorities identified. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.
<p>Identified Area(s) of Need: Mathematics Proficiency (All students improved, but Below Target); Mathematics Growth (High Needs students are Below Target—67.1% of students are in the “High Needs” subgroup.)</p> <p>Areas to improve in ELA:</p> <ul style="list-style-type: none"> • Infer/find main ideas. • Writing skills (OR questions). • Expand vocabulary. • Strategies to answer multiple choice questions. <p>Areas to improve in Mathematics:</p> <ul style="list-style-type: none"> • Ability to answer open response questions thoroughly and completely. • Ability to apply basic skills that are the foundation for high school mathematics. • Scoring percentage correct in these standards: <i>Interpreting Categorical and Quantitative Data</i> and <i>The Number System</i>. <p>Areas to improve in Science:</p> <ul style="list-style-type: none"> • Ability to answer open response questions thoroughly and completely. • Scoring percentage correct in these standards: <i>Anatomy and Physiology</i> and <i>Genetics</i>. <p>School level capacity to analyze data from various relevant sources (MCAS, district, grade level formative assessments, etc.) and use the information to develop benchmarks for learning, modify instructional practices, and provide intervention as needed.</p>

Needs Assessment- Leadership (Refer to Conditions for School Effectiveness II)
Effective School leadership. The school takes action to attract, develop, and retain an effective school leadership team that obtains staff committed to improving student learning and implements a clearly defined mission/vision and set of goals. Clear systems, structures, and procedures guide daily routines and school programs.
Indicator 9: School leaders convey clear, high expectations for all stakeholders and ensure that the school-wide focus remains on established academic goals and school priorities. Communication between the leadership team and staff is fluid, frequent, and open to ensure an inclusive, transparent decision-making across the organization.
<p>Strengths:</p> <ul style="list-style-type: none"> • Many of the LVTI faculty participates in leadership roles, such as teaching peers during professional days, mentoring peers, and in sharing responsibilities for carrying out school wide initiatives. • All students and faculty participate in community service projects through SkillsUSA. • School leaders are responsive to the professional development needs of the faculty. • Leadership is aware of the high priority needs of the school. • Teachers are invited to be on the School Improvement Planning team.
Areas of need:

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- It is not clearly defined to faculty who is a part of the leadership teams in the school (leaderships teams as opposed to administrative staff)
- No clear path or obvious recruitment for staff to be part of the leadership team/opportunities for leadership
- Development of focus groups that work on high priority areas such as graduation rate, absences & tardiness, MCAS passing rates, school rating, co-op eligibility, student GPA's, SAT scores, etc.

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

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

Identified Area of Need: Limited use of district’s test creation and reporting tool by Math and Science departments

Alignment to District Priority(s): Data Informed Decision Making /Tiered Instructional System of Support/Raise Student Achievement in Math, Science and ELA

Priority 1

Teachers will use a variety of formative assessment techniques to check for understanding in the classroom.

**Strategies/
Actions**

- Department heads will survey their staff and bring back best practices to administrative team
- Provide professional development on Web 2.0 formative assessment tools
 - At faculty meetings
 - At CPT meetings
- Provide professional development on using the SmartBoard with a specific emphasis on the formative assessment features of Notebook software
 - Offer a 5 week 10 pdp course *at LVTI* for staff
- Conduct “Instructional Observations” of classrooms with the goal of modeling best formative assessment practices
 - IN SY 1617 focus on one content area based on results of Department surveys
- Continue to utilize TestWiz to analyze and create formative assessments

**Expected
Outcome(s)**

- By the end of SY1617, staff will experiment with at least 3 different “new” techniques of formative assessment
- Staff will become more adept at using the SmartBoard and Notebook software to create lesson plans
- Students will be more engaged in their lessons
- State test scores will be impacted and the percentage of students scoring proficient in Math, ELA and Science will increase
- Increase skill level of staff using TestWiz to analyze and create formative assessments

**Timeline
for Actions**

- Department Head Survey (December 2016)
- Web 2.0 PD (ongoing SY1617))
- SmartBoard Class (Spring 2017)
- Instructional Observations (Winter/Spring 2017)
- TestWiz(ongoingSY1617)

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GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.
Identified Area of Need: Focus standards - <i>Interpreting Categorical and Quantitative Data</i> and <i>The Number System</i> ; Focus subgroup- <i>Students with Disabilities</i>
Alignment to District Priority(s): Standards-Based Instruction/Data Informed Decision Making/Tiered Instructional System of Support/Raise Student Achievement in Math

Priority 2 Increase School-wide Performance in Mathematics

Strategies/Actions

<p><u>Core Instruction</u></p> <ul style="list-style-type: none"> • Ensure that the staff has access to and is adhering to the current curriculum maps • Continue the math integration program using baseline data to inform curriculum (grades 10, 11 and 12)-----Provide training for vocational staff in TestWiz to drill down to class and student data • Provide PD for teachers to increase their ability to use the <i>Notebook</i> software to create engaging math lessons for the SmartBoard <p><u>Tiered Instruction</u></p> <ul style="list-style-type: none"> • Continue to provide Saturday School for MCAS preparation <ul style="list-style-type: none"> ○ Create Saturday school curriculum based on an analysis of data and identify “at risk” students for intervention • Implement the <i>Extended Time Targeted Math Intervention</i> program

Expected Outcome(s)

<ul style="list-style-type: none"> • Raise scores on baseline vocational math test (this will impact the students’ Accuplacer scores and reduce the number of remedial courses students must take at community colleges) • Teachers will be observed using technology lessons in the classrooms • Overall increase in student achievement
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Timeline for Actions

<ul style="list-style-type: none"> • Professional development on SmartBoards (Spring 2017) • Common Planning Time(ongoing SY1617) • Vocational Math Integration program(ongoing SY 1617) --TestWiz PD (9/3/2016 and 11/8/2016) • Saturday School (ongoing SY1617) • <i>Extended Time Targeted Math Intervention</i> program (November –June 2016)
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Appendix A

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

October Accountability Data Update and Reflections:

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

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