Lynn Vocational Technical Institute
School Improvement Plan
SY 2019-2020

School Improvement Team

Carissa Karakaedos, Principal

Jennifer Ciampi, Vocational Department Head

Joseph Conlon, Health/Physical Education Teacher

Diana Lima, Math Teacher

James McDonald, Special Education Teacher

Katherine Pieroni, Program Specialist

Meghann Price, Library Media Specialist

Lucretia Williams, Special Education Department Head

School Council Members

Carissa Karakaedos, Principal

Jim Ward, Alumni Association President

, Parent

Kerry Hayward, Vice Principal

District Strategic Objectives			
1. Provide engaging, relevant, and rigorous learning experiences that support each student and educator in reaching their fullest potential	2. Strengthen an environment and school culture that honors and celebrates diversity and responds effectively to the social-emotional experiences of every student and family	3. Maintain up-to-date, secure, safe, and equitable facilities that are conducive to active learning	4. Strengthen family and community partnerships to support and enhance student learning and well being

Lynn Public Schools Mission
The Lynn Public Schools commits to providing our students with a safe inclusive learning environment that inspires and promotes individual academic and personal growth.

Lynn Public Schools Vision
Drawing upon the strength of our community, our families, our students, and our partners, Lynn Public Schools commits to fulfilling the intellectual, physical, and social-emotional potential of all of our students. We work together so our students learn to thrive, advance, and impact the greater community and the world.

Lynn Public Schools Core Values
The Lynn Public Schools community celebrates that we live in a rapidly changing, increasingly diverse and connected world. In our partnered effort to prepare students for this world, we are equally committed to: - Inclusiveness   - Shared responsibility   - Collaborative relationships   - High expectations   - Inspiring life-long learning

School Vision and Mission:
Our Philosophy 　　　Lynn Vocational Technical Institute provides its student population with a career and technical education as well as a rigorous academic program. By creating a safe environment that is conducive to learning, students are able to develop into successful professionals and life-long learners. The school gives students the opportunity to participate in cooperative education, community service, and numerous extracurricular activities. 　　　Lynn Vocational Technical Institute takes pride in supporting a diverse student body. The highly qualified staff is committed to helping its students excel in their academic and technical pursuits and in developing leadership skills that will prepare them for the future. *Our Mission Statement* 　　　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.

Our Goals
1. To use evidence-based teaching practices and instructional technologies to teach the content in the Massachusetts Curriculum Frameworks.
2. To increase family and community involvement.
3. To provide ongoing professional development to the staff.
4. To provide students with guidance and support services that help to enrich their vocational, technical, academic, physical and social development.
5. To provide a clean, safe, and welcoming school environment free of bullying, discrimination and harassment.
6. To carry out the School Improvement Plan by using data to evaluate and inform curriculum.
7. To expand the integration of vocational and academic education.
8. To continually examine our CVTE programs and offer shops that will prepare students for careers in emerging local and global industries and trades.

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 7.2% African American, 6.1% Asian, 68.8% Hispanic, 14.1% White, 3.4% Multi-Racial Non-Hispanic.
- 63.1% of our students are non-native English Speakers, and 14.6% are classified as English Language Learners
- 53.8% of students are classified as being economically disadvantaged.

The table below depicts our teacher data for SY19-20.

Student Enrollment

	2017	2018	2019	2019 District
Grades PK-8	46	47	53	11,172
Grade 9	264	256	275	1,296
Grade 10	229	266	256	1,192
Grade 11	214	203	247	1,092
Grade 12	187	224	212	979
SP (over age)	29	12	20	20
Total	969	1008	1063	15,751

Teacher Information

	2017	2018	2019	2019 District	2019 State
Teacher Retention	84.4	79.6	80.4	81.5	84.8
Total # Teachers (FTE)	81.5	81.8	83.7	1124.8	73878
Student to Teacher Ratio	11.9 to 1	12.3 to 1	12.7 to 1	14.0 to 1	12.9 to 1
% of Licensed Teachers	96.3	91.4	92.8	97.4	97.3

Performance Indicators

	2017	2018	2019	2019 District	2019 State
Student Attendance Rate	93.1	92.9	93.2	94	94.9
Absent 10 or more days (%)	50.4	51.4	49.8	38.7	34.5
Chronically Absent (10% or more)	22.7	24.6	23.6	18.7	12.9
Student Retention Rate	0.9	1.9	2.8	1.7	1.2
Out-of-School Suspension Rate	10.7	9.8		6.9	2.9

Percent of Students by Race and Gender

	% of Students				
	2017	2018	2019	2019 District	2019 State
African American	8.6	7.6	7.2	9.2	9.2
Asian	6.0	6.1	6.1	8.5	7.0
Hispanic	66.9	68.4	68.8	63.0	20.8
White	15.9	15.0	14.1	15.4	59.0
Multi-Race	2.5	2.9	3.4	3.5	3.8
Male	58%	58%	57%	52.4	51.2
Female	42%	42%	43%	47.5	48.7

Enrollment by Selected Populations

Demographic Group	2017	2018	2019	2019 District	2019 State
First Language Not English	62.2	62.4	63.1	54.6	21.9
English Language Learners	11.2	12.4	14.6	25.0	10.5
Students with Disabilities	24.8	21.7	21.1	16.5	18.1
Economically Disadvantaged	48.7	57.0	53.8	56.7	31.2

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:

17 CVTE programs:
- Automotive Collision Repair and Refinishing
- Automotive Technology
- Carpentry
- Cosmetology
- Culinary Arts
- Early Education and Care
- Electricity
- Engineering Technology
- Graphic Communications
- Health Assisting
- Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC-R)
- Informational Support Services and Networking
- Machine Tool Technology
- Metal Fabrication and Joining Technology
- Plumbing
- Program & Web Development
- Radio & Television Broadcasting

At-Risk Students (w/ Disabilities and English Language Learners):
- Saturday School: MCAS prep—prior to MCAS testing, students are encouraged to report to Saturday School for additional preparation in the content areas.
- Smaller Resource ELA and Math classes for students on IEPs.
- Inclusion Classes in ELA, Math, and Science for students on IEPs—Classes are co-taught by content and special education 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 collaborate with academic teachers across all disciplines to plan and create a student project connecting field to theory studies.
- District-based Professional Development for all designated staff to address EL needs in the classroom and strategies to ensure student success.
- School created a professional practice goal for all teachers around increasing the capacity and providing supports to all EL students as evidenced by an integrated project.
- 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, United Way.

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 the HR Office with the credentials of all teaching applicants. The Human Resources Office, in concert with the Assistant Director of Curriculum for Teaching Quality identify teachers who are highly qualified in terms of credentials and who inspire 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 MTELs.

Teacher Evaluation: All of our teachers are evaluated using the Massachusetts Educator Evaluation System. Teachers who might be in need of improvement are monitored as they work towards improving their instruction.

Curriculum and instruction teachers, math and ELA coaches, and ESL coaches work to model lessons for teachers who need to improve Coordinate and integrate Federal, State, and local services and programs; and meet intent and purposes of each program whose funds are consolidated, if applicable:

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

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.

Increase in enrollment of students indicates that LVTI is considered in a positive light by the parents and community. Parent feedback is positive during the three annual parent nights, parent information night & tours for prospective 8th and 9th grade students, International Night, and other school-sponsored events.

Teachers and students feel that the overall relationships between staff and students are positive and students feel comfortable in their classes and within the school community. Teachers making connections and building authentic relationships with students has been a continued underlying expectation at LVTI. Building positive relationships creates an inclusive environment for all students to learn and succeed.

We have received positive feedback from outside coaches, Athletic Directors, outside consultants, prospective employers, and other District staff when LVTI students are involved in activities during the school day and outside of the school building. Students have been described as professional, engaging, and respectful.

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 2019 MCAS data revealed both strengths and areas of concern.

English Language Arts
Aggregate: 10th grade CPI is 96 and SGP is 46.4
38% of students are Meeting or Exceeding Expectations

Mathematics
Aggregate: 10th grade CPI is 84.5 and SGP is 41.5
44% of students are Meeting or Exceeding Expectations

Science Technology and Engineering
Aggregate: 10th grade CPI is 85.4

61% of students scored Proficient or Advanced

Achievement
Pending DESE Dropbox data

Growth
The 2018 median SGP for the state is 50 for math and 50 for ELA. LVTI performs 3 points above the state median in ELA showing a student growth percentile of 53 but below the state for math (SGP=47.0).

Graduation and dropout rate
For 2018, our graduation rate for is 87.8 and the dropout rate is 1.1. The state's graduation rate is 87.9 and the dropout rate is 4.8.

Participation
Lynn Vocational Technical Institute continues to meet the 90% 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 10% of all similar grade schools or with any subgroups in the lowest 5% are classified as a school requiring assistance or intervention.

2019 Accountability Classification: Not requiring assistance or intervention

School Accountability Percentile: 19

Cumulative Progress Toward Targets: 69%

Proficiency Gap Narrowing	2017	2018	2019	2019 Change	2019 Progress Status
ELA					
All Students CPI	91.6	92.0	96.0	4.0	Exceeded Target
Lowest Performing CPI	70.0	76.3	84.2	7.9	Exceeded Target
All Students SGP	57.0	50.4	46.4	-4.0	Typical Growth - Low
Lowest Performing SGP	--------	36.6	34.8		Low Growth
Math					
All Students CPI	75.5	80.3	84.5	4.2	Exceeded Target
Lowest Performing CPI	32.4	44.3	50.0	5.7	Exceeded Target
All Students SGP	42.5	47.1	41.5	-5.6	Typical Growth - Low
Lowest Performing SGP	--------	33.5	27.8	-5.7	Very Low Growth
Science					
All Students CPI	79.2	82.8	85.4	2.6	Met Target
Lowest Performing CPI	58.0	60.5	60.3	-0.2	No Change
Chronic Absenteeism					
All Students	21.8	24.4	24.1	-0.3	Improved Below Target
Lowest Performing	19.1	26.3	29.3	3.0	Declined
4 Yr Graduation Rate (1 yr lag)	86.6	87.8			Improved Below Target
Annual Dropout Rate (1 yr lag)	1.3	1.1			Met Target
Extended Engagement (2 yr lag)	93.5				Improved Below Target
Advanced Coursework Completion	56.5	57.1	42.0	-15.1	Declined
Progress Toward Attaining English Language Proficiency	34.3	25.6	21.0	-4.6	Declined

Historical Accountability Data

2015	Level: 3		School Percentile: 17	Annual PPI:	39	Cumulative PPI:	48	
2016	Level: 3		School Percentile: 14	Annual PPI:	75	Cumulative PPI:	55	
2017	Level: 3		School Percentile: 14	Annual PPI:	43	Cumulative PPI:	50	
2018	Overall Classification	Not Requiring Assistance or Intervention	School Percentile: 8	Annual Progress Toward Improvement Targets:	21%	Cummumative Progress Toward Improvement Targets:	--------	
2019	Overall Classification	Not Requiring Assistance or Intervention	School Percentile: 19	Annual Progress Toward Improvement Targets:	65%	Cummumative Progress Toward Improvement Targets:	69%	

English Language Arts

Multi-Year MCAS ELA Results – All Students
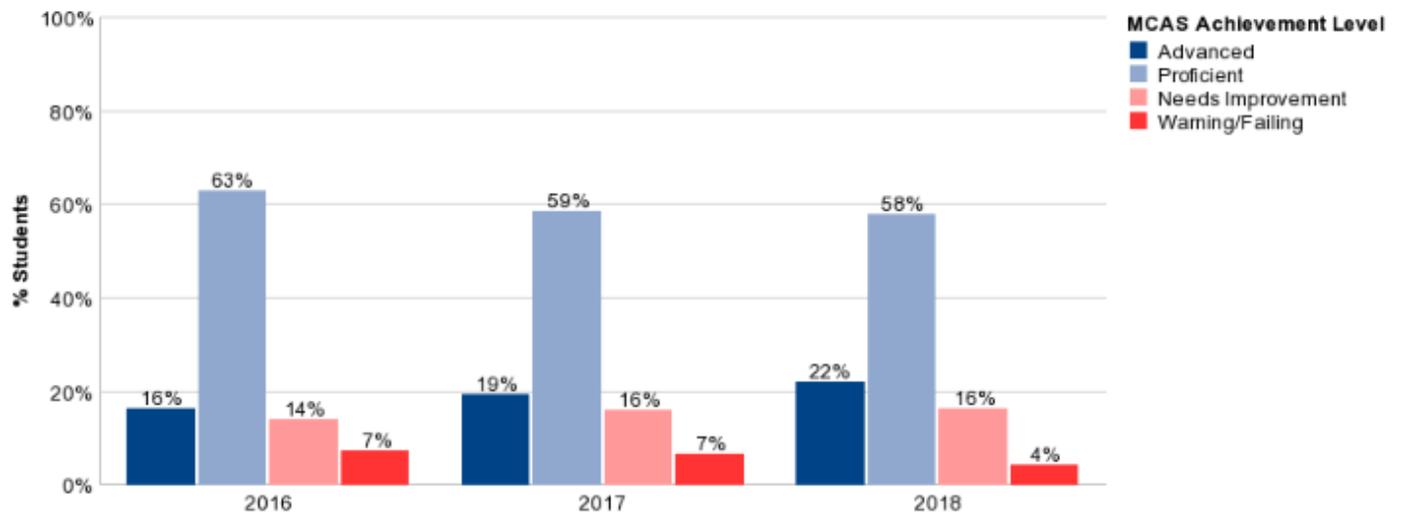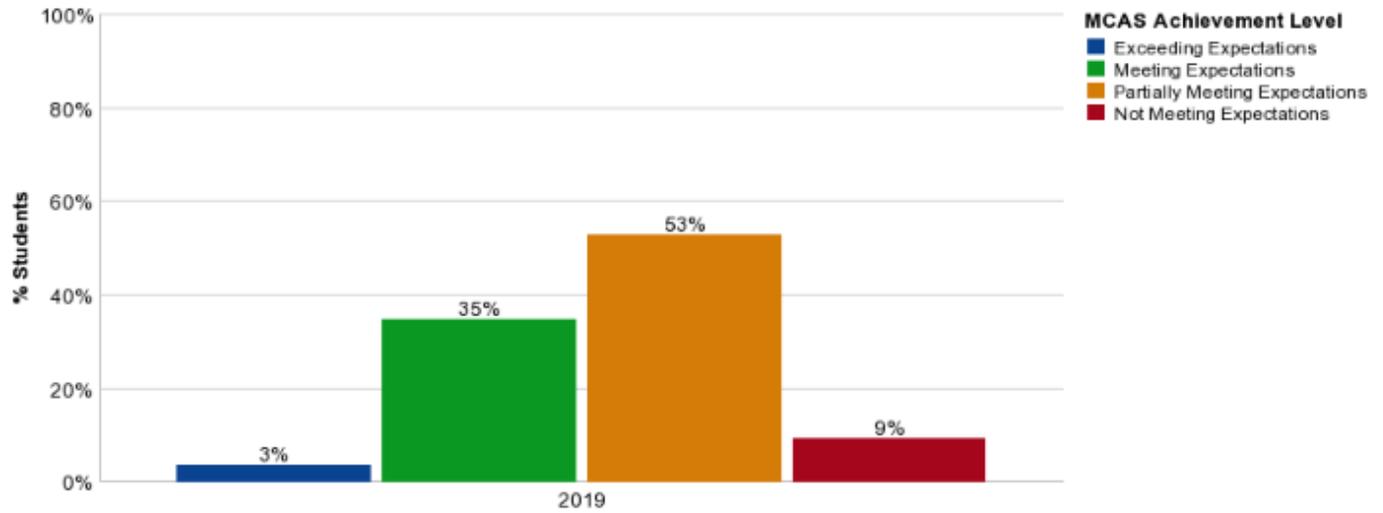
Student Group: All Students

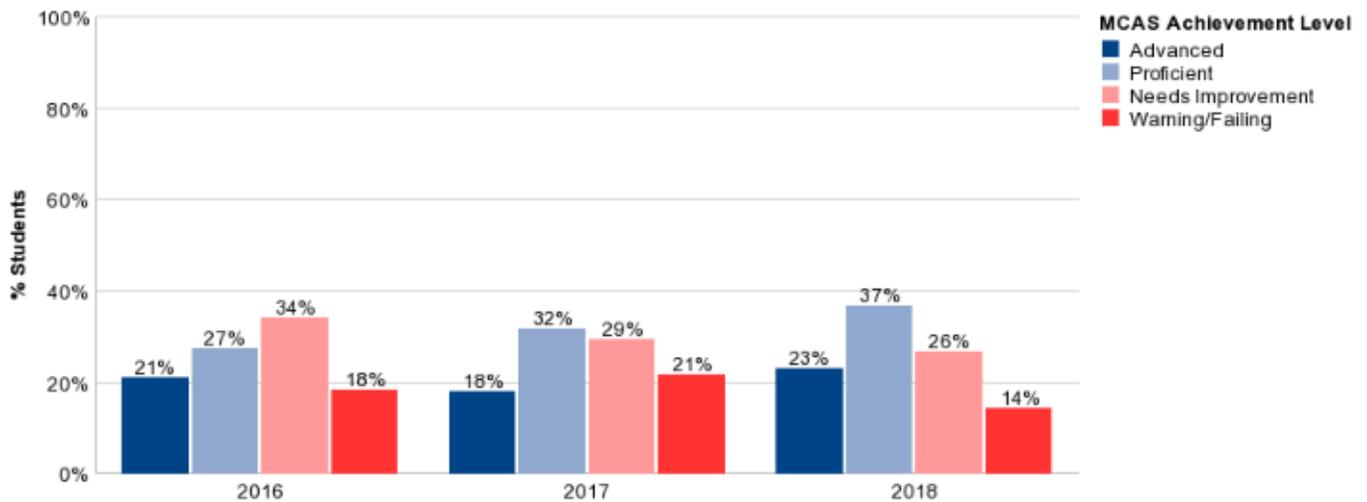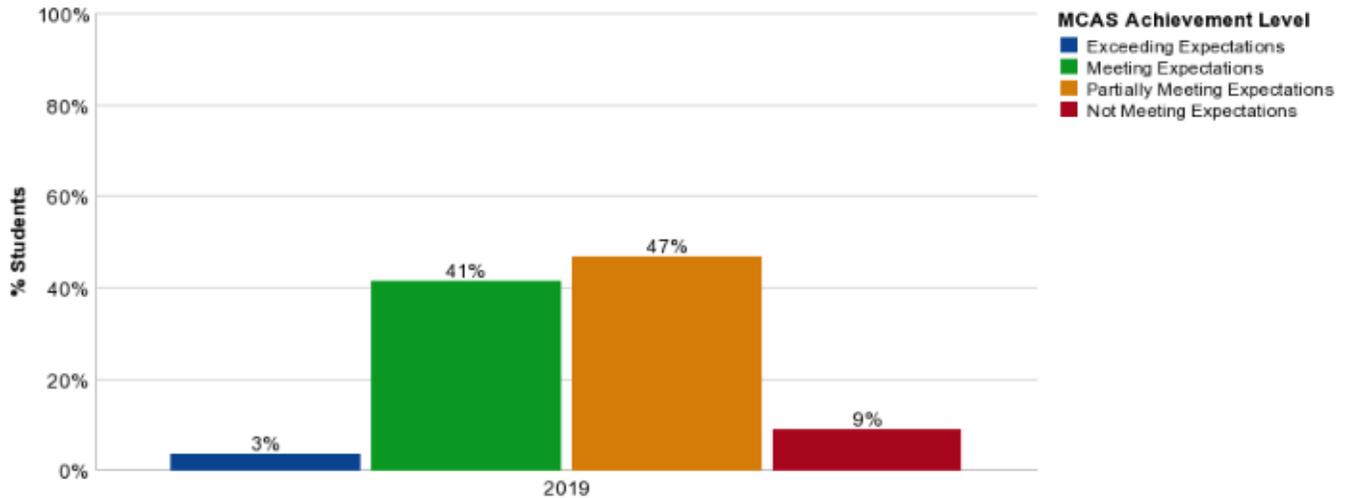|	2016			2017			2018			2019		
	School	District	State	School	District	State	School	District	State	School	District	State
CPI	92.6	91.0	96.7	91.6	89.9	96.5	92.0	87.2	96.2			
Advanced	16%	22%	47%	19%	26%	47%	22%	29%	51%			
Proficient	63%	57%	45%	59%	52%	44%	58%	45%	40%			
Needs Improvement	14%	14%	6%	16%	14%	6%	16%	16%	6%			
Warning/Failing	7%	7%	3%	7%	8%	3%	4%	10%	3%			
Exceeding Expectations										3%	6%	13%
Meeting Expectations										35%	31%	48%
Partially Meeting Expectations										53%	40%	31%
Not Meeting Expectations										9%	23%	8%
Avg Scaled Score										494.8	491.3	506.2
N Students	216	1,041	69,937	215	969	70,268	247	1,090	70,532	240	1,064	70,815
Mean SGP							50.4	50.8	49.9	46.4	48.5	49.4
Median SGP	57.0	56.0	50.0	55.5	56.0	50.0	56.0	53.0	50.0	45.0	47.0	50.0

MCAS ELA 2019 Results by Subgroup

Lynn Vocational Technical Institute - Grade 10 English Language Arts

	% Meeting or Exceeding Expectations	% Exceeding Expectations	% Meeting Expectations	% Partially Meeting Expectations	% Not Meeting Expectations	Average SS	N Included	Mean SGP	N Included in Mean SGP	Achievement Percentile
All Students										
All Students	38	3	35	53	9	494.8	240	46.4	226	19
Economic Status										
Economically Disadvantaged	35	3	32	54	11	493.4	143	47.4	134	31
Non-Economically Disadvantaged	42	4	38	52	6	496.9	97	45.0	92	12
Disability Status										
Students w/ Disabilities	3	0	3	76	22	480.7	37	36.0	34	25
Non-Disabled	44	4	40	49	7	497.4	203	48.3	192	15
English Learner (EL) Status										
EL	0	0	0	55	45	471.5	31	52.8	24	64
Non-EL	44	4	40	53	4	498.3	209	45.7	202	
Race/Ethnicity										
African Amer./Black	50	0	50	44	6	497.5	18		17	59
Asian	39	11	28	56	6	497.6	18		16	10
Hispanic/Latino	35	3	32	54	11	493.6	161	45.7	153	40
Multi-Race, Non-Hisp./Lat.							5		5	
White	45	0	45	53	3	496.9	38	47.8	35	7
Gender										
Male	33	4	29	56	11	493.1	139	46.1	130	19
Female	45	2	43	49	7	497.2	101	46.8	96	16
Title 1 Status										
Title 1	38	3	35	53	9	494.8	240	46.4	226	51
High Needs Status										
High Needs	30	2	27	57	13	491.4	171	45.5	159	30
Non-High Needs	58	6	52	42	0	503.4	69	48.6	67	10
Former EL Status										
Former EL	31	0	31	62	6	492.9	16		16	45
Former EL Year 2							6		6	
Former EL Year 3							8		8	
Former EL Year 4							2		2	
EL and Former EL Status										
EL and Former EL	11	0	11	57	32	478.8	47	48.6	40	35
Ever EL Status										
Ever EL	38	4	34	50	12	494.2	147	46.6	138	50
Other Subgroups										
Foster							1		1	
Homeless	33	8	25	50	17	490.9	12		10	87

MATHEMATICS

Multi-Year MCAS Math Results – All Students

Student Group: All Students

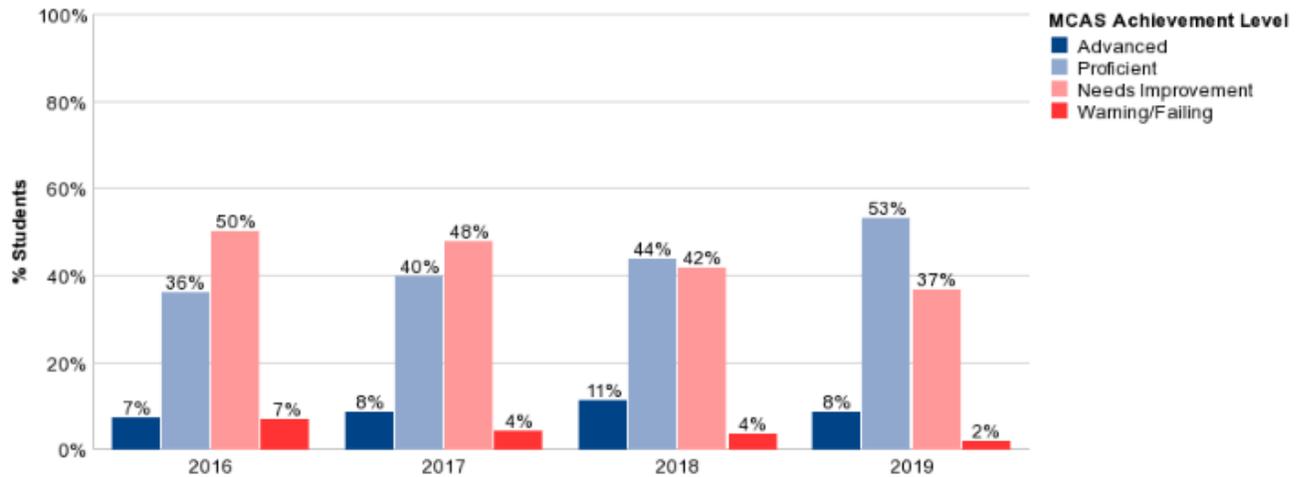|	2016			2017			2018			2019		
	School	District	State	School	District	State	School	District	State	School	District	State
CPI	77.0	77.9	89.7	74.5	77.1	89.9	80.3	76.2	89.5			
Advanced	21%	29%	54%	18%	29%	53%	23%	30%	51%			
Proficient	27%	28%	24%	32%	28%	26%	37%	25%	27%			
Needs Improvement	34%	26%	15%	29%	24%	14%	26%	25%	14%			
Warning/Failing	18%	17%	8%	21%	19%	8%	14%	20%	8%			
Exceeding Expectations										3%	6%	13%
Meeting Expectations										41%	32%	45%
Partially Meeting Expectations										47%	43%	33%
Not Meeting Expectations										9%	19%	9%
Avg Scaled Score										494.8	492.0	505.1
N Students	216	1,042	69,954	215	964	70,340	246	1,060	70,187	240	1,055	70,392
Mean SGP							47.1	47.7	49.9	41.5	41.3	49.7
Median SGP	42.5	46.0	50.0	46.0	47.0	50.0	46.5	47.0	50.0	38.0	38.0	49.0

MCAS Math 2019 Results by Subgroup

Lynn Vocational Technical Institute - Grade 10 Mathematics

	% Meeting or Exceeding Expectations	% Exceeding Expectations	% Meeting Expectations	% Partially Meeting Expectations	% Not Meeting Expectations	Average SS	N Included	Mean SGP	N Included in Mean SGP	Achievement Percentile
All Students										
All Students	45	3	41	47	9	494.8	240	41.5	225	22
Economic Status										
Economically Disadvantaged	45	3	41	46	9	493.5	143	44.0	133	38
Non-Economically Disadvantaged	44	3	41	47	8	496.6	97	38.0	92	14
Disability Status										
Students w/ Disabilities	11	0	11	63	26	478.7	38	33.4	34	30
Non-Disabled	51	4	47	44	5	497.8	202	43.0	191	18
English Learner (EL) Status										
EL	6	0	6	65	29	475.0	31	35.0	24	49
Non-EL	50	4	46	44	6	497.7	209	42.3	201	
Race/Ethnicity										
African Amer./Black	61	6	56	33	6	502.2	18		17	78
Asian	50	0	50	44	6	497.4	18		16	5
Hispanic/Latino	41	3	38	49	10	493.4	162	41.8	153	46
Multi-Race, Non-Hisp./Lat.							5		5	
White	51	3	49	41	8	495.2	37	33.7	34	8
Gender										
Male	42	5	37	47	10	494.4	139	39.0	129	21
Female	48	1	47	46	7	495.3	101	44.9	96	20
Title 1 Status										
Title 1	45	3	41	47	9	494.8	240	41.5	225	57
High Needs Status										
High Needs	40	3	37	49	12	491.4	171	40.0	158	39
Non-High Needs	57	4	52	42	1	503.2	69	45.1	67	15
Former EL Status										
Former EL	50	6	44	50	0	495.3	16		16	46
Former EL Year 2							6		6	
Former EL Year 3							8		8	
Former EL Year 4							2		2	
EL and Former EL Status										
EL and Former EL	21	2	19	60	19	481.9	47	37.5	40	31
Ever EL Status										
Ever EL	44	4	39	47	10	494.2	147	41.9	138	43
Other Subgroups										
Foster							1		1	
Homeless	42	0	42	42	17	487.9	12		10	83

SCIENCE/TECHNOLOGY & ENGINEERING

Multi-Year MCAS STE Results – All Students

Student Group: All Students

	2016			2017			2018			2019		
	School	District	State	School	District	State	School	District	State	School	District	State
CPI	79.8	77.6	88.9	79.2	79.5	89.4	82.8	78.8	89.3	85.4	78.9	89.1
Advanced	7%	8%	29%	8%	10%	32%	11%	16%	32%	8%	11%	30%
Proficient	36%	38%	44%	40%	42%	42%	44%	37%	43%	53%	41%	44%
Needs Improvement	50%	46%	21%	48%	40%	21%	42%	38%	21%	37%	37%	20%
Warning/Failing	7%	8%	5%	4%	8%	5%	4%	9%	5%	2%	11%	5%
N Students	209	944	67,941	191	881	68,063	228	956	67,875	229	927	68,517
Mean SGP												
Median SGP												

NOTE: Achievement level percentages are not calculated for student groups of less than 10.

Median or mean student growth percentile (SGP) is not calculated if the number of students with SGP is less than 20.

*NOTE: Grade 10 Science and Technology/Engineering results represent the highest achievement level attained by Grade 10 students in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering) assessed in grades 9 or 10. In addition, only students enrolled in Massachusetts since October of 9th grade are included in state-level results; only students enrolled in the same district since October of 9th grade are included in district-level results; only students enrolled in the same school since October of 9th grade are included in school-level results.

MCAS STE 2019 Results by Subgroup

Lynn Vocational Technical Institute - Science and Technology/Engineering (Grade 10*)

	% Proficient or Higher	% Advanced	% Proficient	% Needs Improvement	% Warning/ Failing	CPI	N Included
All Students							
All Students	62	8	53	37	2	85.4	229
Economic Status							
Economically Disadvantaged	54	7	47	43	2	83.0	138
Non-Economically Disadvantaged	73	10	63	26	1	89.0	91
Disability Status							
Students w/ Disabilities	28	0	28	67	6	68.8	36
Non-Disabled	68	10	58	31	1	88.5	193
English Learner (EL) Status							
EL	7	0	7	86	7	61.6	28
Non-EL	69	9	60	30	1	88.7	201
Race/Ethnicity							
African Amer./Black	62	12	50	31	6	85.9	16
Asian	78	6	72	17	6	90.3	18
Hispanic/Latino	57	8	48	42	1	83.9	155
Multi-Race, Non-Hisp./Lat.							5
White	74	6	69	26	0	89.3	35
Gender							
Male	60	7	53	38	2	83.9	132
Female	64	10	54	35	1	87.4	97
Title 1 Status							
Title 1	62	8	53	37	2	85.4	229
High Needs Status							
High Needs	54	6	48	44	2	82.0	164
Non-High Needs	82	14	68	18	0	93.8	65
Former EL Status							
Former EL	69	12	56	31	0	89.1	16
Former EL Year 2							6
Former EL Year 3							8
Former EL Year 4							2
EL and Former EL Status							
EL and Former EL	30	5	25	66	5	71.6	44
Ever EL Status							
Ever EL	60	10	50	38	2	84.9	141
Other Subgroups							
Foster							1
Homeless	55	9	45	27	18	75.0	11

*NOTE: Grade 10 Science and Technology/Engineering results represent the highest achievement level attained by Grade 10 students in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering) assessed in grades 9 or 10. In addition, only students enrolled in Massachusetts since October of 9th grade are included in state-level results; only students enrolled in the same district since October of 9th grade are included in district-level results; only students enrolled in the same school since October of 9th grade are included in school-level results.

2019 ACCESS Results

Total Tested:	124 (Only students who complete all 4 sections of the Standard or ALT test are included.)
Participation Rate:	99%
Included in Made Progress:	124
% Made Progress:	21%

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language		Literacy		Comprehension		Overall Score	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 - Entering	10	8%	35	28%	18	15%	1	1%	11	9%	4	3%	9	7%	2	2%
2 - Emerging	20	16%	44	35%	48	39%	18	15%	41	33%	32	26%	47	38%	37	30%
3 - Developing	37	30%	44	35%	23	19%	82	66%	58	47%	69	56%	24	19%	73	59%
4 - Expanding	28	23%	1	1%	12	10%	23	19%	14	11%	18	15%	24	19%	12	10%
5 - Bridging	20	16%	0	0	16	13%	0	0	0	0	1	1%	15	12%	0	0
6 - Reaching	9	7%	0	0	7	6%	0	0	0	0	0	0	5	4%	0	0

Combinations of Language Domains:
Oral Language = 50% Listening + 50% Speaking
Literacy = 50% Reading + 50% Writing
Comprehension = 70% Reading + 30% Listening
Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

ACCESS for ELs 3-Year Results on Overall Score.

Overall Proficiency Level	2017		2018		2019	
	#	%	#	%	#	%
1 - Entering	10	9%	10	8%	2	2%
2 - Emerging	36	33%	45	35%	37	30%
3 - Developing	48	44%	61	47%	73	59%
4 - Expanding	12	11%	12	9%	12	10%
5 - Bridging	2	2%	1	1%	0	0%
6 - Reaching	0	0%	0	0%	0	0%
Total	108	100%	129	100%	124	100%

ACCESS for ELs Change in Proficiency Level

2018 ACCESS Proficiency Levels	2019 ACCESS Proficiency Levels						Totals
	1 Entering	2 Emerging	3 Developing	4 Expanding	5 Bridging	6 Reaching	
1 - Entering	1	6	2				9
2 - Emerging		23	17	2			42
3 - Developing		8	50	3			61
4 - Expanding			4	7			11
5 - Bridging							
6 - Reaching							
Total (123)							123

2018 ACCESS Proficiency Levels	2019 ACCESS Proficiency Levels						Totals
	1 Entering	2 Emerging	3 Developing	4 Expanding	5 Bridging	6 Reaching	
1 - Entering	11%	67%	22%				100%
2 - Emerging		55%	40%	5%			100%
3 - Developing		13%	82%	5%			100%
4 - Expanding			36%	64%			100%
5 - Bridging			100%				100%
6 - Reaching							

In addition to the data provided above, is it _strongly recommended_ that schools also consult the Edwin Analytic reports listed below as they provide more detailed, drilled down data.

CU306 MCAS School Results by Standards

IT401 MCAS School Test Item Analysis Summary

IT402 MCAS School Test Item Analysis Graph

IT616 MCAS Student Item Analysis Roster

PE404 MCAS School Results by Subgroup   *(Only school summary is provided above. Individual grades are available in PE404)

EW318 EWIS K12 Subgroup Analysis

SE321 Student Learning Experience Summary Report

Needs Assessment-1. Curriculum and Instruction (Refer to Conditions for School Effectiveness* III and IV and District Strategic Objective 1)   *See Appendix A
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 1a: 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
- 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.
- LVTI has implemented a Professional Practice Goal encompassing increasing the capacity of our EL population through direct instructional strategies and service

Areas of Need:

- Curriculum aligned to national approved program standards and student certifications in vocational areas
- Collaboration between vocational and academic teachers
- 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 grade 8 staff members are new educators 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.

Indicator 1b: 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:

- The collaboration during Common Planning Time (CPT) for all teachers greatly impacts the effectiveness of our educational programs.
- The staff regularly uses applicable online programs and technology resources as part of their instructional practices to engage students.

- Teachers and administrators utilize TeachPoint to document high quality evidence-based instruction.
- The establishment and implementation of Learning Walks has positively affected relationship building and collaboration between staff.
- 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.

Areas of Need:
- Staff at LVTI would benefit by observing expert instructors in action.
- New and or struggling 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.
- The lack of technology devices and/or availability greatly impacts students having sufficient preparation and comfort with technology.

Needs Assessment- 2. Assessment (Refer to Conditions for School Effectiveness V and District Strategic Objective 1 and 2)
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 2a: 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.
- ELT Intervention initiative continues to be implemented.
- Regular analysis of formative assessments by all academic and vocational departments.
- Vocational staff and programs are starting to explore assessments in student trade areas for certification.

Areas of Need:

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

Needs Assessment- 3. Professional Learning (Refer to Conditions for School Effectiveness VII and District Strategic Objective 1 and 2)
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 3a: 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: - Staff regularly participates in professional development as it applies to their professional goals.   - New administrative staff receive ATSR training 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.   - Technical teachers are participating in MAVA cohort classes for licensure.   - All LVTI teachers participate in MAVA Summer Conference
Areas of Need: - Overall technology training (i.e. SmartBoard training, TestWiz).   - Professional development is needed in all areas and by all staff as it applies to using data to guide instruction and increase student achievement.   - Administrative staff to provide training or PD on the MA evaluation system (TeachPoint)   - Administrative staff to receive training on duties related to the department head position (i.e. Fiscal Management, Conflict Resolution, and Meeting Presentations)   - 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 3b: 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.   - Integration of a multi-discipline project
Areas of Need: - Collaboration at these meetings is often limited due to agenda items and time limit

Needs Assessment- 4. Student Support (Refer to Conditions for School Effectiveness VIII, IX and X and District Strategic Objective 1, 2 and 4)

Schools have a framework for providing appropriate supports (academic, social, emotional, and health) to all students. School leadership, teachers and other staff engage with families and community partners to promote student achievement and progress.

Indicator 4a: Tiered Instruction and Adequate Learning Time: The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.

Strengths:
- Teachers provide time after school for additional help for students.
- Teachers and Guidance Counselors regularly identify "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 Intervention
- Spanish Translator, Parent Liaison
- 504 Team and Student Study Team
- EL Interventionists
- Data and Assessment Specialist

Areas of Need:
- Reduced class sizes
- Special Programs Program Specialist (TEAMS, COACh, Life Skills)
- Additional training for implementation of EL strategies in the classroom to ensure student success

Indicator 4b: Students' social, emotional, and health needs: The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students.

Strengths:
- 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, School Psychologist, School-based nurses, school-based Social Worker
- Proactive staff in whom the students feel comfortable in confiding in for social and emotional needs
- EL Interventionist
- Peer Mentoring
- Health classes

Areas of need:
- School Resource Officer
- Updated security camera system
- Trauma training for staff
- Increased bilingual mental health support
- Increased School Adjustment Counselor support

Indicator 4c: Family-school and Community engagement: The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.

Strengths:
- LVTI receives support from the Alumni Association
- Teen Health Center
- Program Advisory Committee (PAC), GAC, School Council
- Career fair
- Home Access Center (HAC)
- Naviance
- Partnership with MassHire
- Partnership with NSCC
- Open houses
- Parent Night Back

Areas of Need:
- Increase individual parent-teacher contact.
- Strategize to come up with ways that parents can support student learning, growth and achievement.
- Increase support for parents who need help with HAC

Needs Assessment- 5. Leadership (Refer to Conditions for School Effectiveness II and District Strategic Objective 1, 2, 3 and 4)
Effective School leadership. The school takes action to attract, develop, and retain an effective school leadership team that obtains staff commitment 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 5a: 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.

Strengths:

- 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.
- Learning Walks
- 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.
- Visible leadership
- Staff feels valued by leadership team

Areas of need:

- Provide school faculty with time to implement district initiatives and revise with multiple tries before implementing additional initiatives

SIP Action Plan Goals

To meet or exceed the State Accountability Targets for the following indicators:

- MCAS achievement for ELA, Math and Science
- MCAS growth for ELA and Math
- High School Completion
  - Four-year cohort graduation rate
  - Extended engagement rate
  - Annual drop-out rate
- Progress toward English language proficiency
- Additional Indicators
  - Chronic absenteeism percentage (Grades 1-12)
  - Advanced coursework percentage (Grades 11 and 12)

- Vocational Goal
  - All students will receive appropriate grade level career development training.

SIP Action Plan Year 1   School Year 2019-2020

Define Priority and Describe the Strategies/Actions
Name and describe the strategies/actions that correspond to the priority that will be implemented during the 2019-2020 school year. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes. **A strategy is a broadly stated intervention or course of action to achieve an outcome, objective, and target.**
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: EL and Former El Students
Alignment to District Strategic Objectives: EL District Initiative

Priority 1

> Federally designated subgroup of EL and former EL will show improvement across all MCAS standardized tests (Science, ELA, and Math).

	Strategies / Actions	Expected Outcomes (Evidence/Data)	Method of Monitoring Progress	Specific Timeline for Action	Person(s) Responsible
1.	Saturday Intervention Program for EL (Saturday School) for Science, ELA, and Math.	Increase test scores across all subjects. (Data provided by DESE).	Attendance, pre, and post-test results. MCAS results (DESE).	SY 2019-2020	Department Heads, assigned teachers.
2.	"Pull out times" for small EL group instruction to increase ELA exposure.	Increase proficiency and fluency in English. Increase test scores in ELA (Data provided by DESE).	Attendance, pre, and post-test results. MCAS results (DESE).	SY 2019-2020	Department Heads, assigned teachers.
3.	Professional development for all faculty in EL and former EL students.	Teachers develop strategies to incorporate EL strategies in their instruction.	Attendance at Faculty PD, SEI Endorsement for all faculty members, learning walks, and peer classroom observations (TIGER Symbol on the door).	SY 2019-2020	All Faculty
4.					

	Teacher collaboration in Department meetings/CPT.	Teachers develop strategies to incorporate EL strategies in their instruction. Example: common assignments/assignments/open responses, conversation prompts and sentence frames specific to each subject	Attendance at Department meetings and CPT. Departments create final products.	SY 2019-2020	All Faculty
5.	Opportunities for parents to learn alongside their child ("Learn alongside your child" Events)	Increase proficiency and fluency in English and specific subject. Increase test scores in all subjects (Data provided by DESE). Increase parent engagement in the school community.	Attendance, participation, and anonymous survey feedback. MCAS results (DESE).	SY 2019-2020	Administration, guidance department, and assigned teachers.
6.	Targeted subgroup family informational night	Increase parent engagement in the school community. Increase two-way communication. Present test information/schedule and available studying supports (Saturday School, pull out opportunities).	Attendance, participation, and anonymous parent survey feedback.	SY 2019-2020	Administration and guidance department.
7.	After-school one-to-one tutoring program (similar to the Learning Center) for El and former EL students.	Increase proficiency and fluency in English and specific subject. Increase test scores in all subjects (Data provided by DESE).	Attendance, and MCAS results (DESE). Overall academic performance. Anonymous student survey feedback.	SY 2019-2020	Assigned teachers

Lynn Vocational Technical Institute
SY 2019-2020 School Improvement Plan

SIP Action Plan Year 1   School Year 2019-2020

Define Priority and Describe the Strategies/Actions
Name and describe the strategies/actions that correspond to the priority that will be implemented during the 2019-2020 school year. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes. **A strategy is a broadly stated intervention or course of action to achieve an outcome, objective, and target.**
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: Focused standards-Interpreting Categorical and Quantitative Data, The Number System; Focus subgroup – all students
Alignment to District Strategic Objectives: Provide engaging, relevant, and rigorous learning experiences that support each student and educator in reaching their fullest potential with the intentional outcome of closing the academic achievement gap in Math and on the Math MCAS

Priority 2   Increase School-wide Performance in Mathematics

	Strategies / Actions	Expected Outcomes (Evidence/Data)	Method of Monitoring Progress	Specific Timeline for Action	Person(s) Responsible
1.	Design a program that can be run during the summer that will give students the opportunity to improve basic math skills	Students will be better prepared with basic fundamental math skills. (student grades/MCAS data)	Pre and post test results	Summer 2020	LVTI Admin.
2.	Use Warm-Ups/Bell ringers in the ninth-grade classrooms. In tenth-grade Geometry classes, the Warm-Ups/Bell ringers will be questions from previous MCAS administrations that test the standards with which students struggled (e.g., Quantitative Data)	Students will have the necessary exposure and preparation for MCAS, as well as develop the ability to activate prior knowledge (student grades/MCAS data)	Department heads and admin. observations as well as review of staff lesson plans	SY 2019-2020 (on-going)	Math Dept. Heads and Math Teachers

3.	Use interactive, web-based formative assessment activities (e.g., Kahoot!) to monitor students' understanding	Enhance student engagement, implement formative assessments and monitor students understanding of material (student grades/MCAS data)	Department heads and admin. observations as well as review of staff lesson plans	SY 2019-2020 (on-going)	Math Dept. Heads and Math Teachers
4.	Run the Extended Learning Time program for mathematics on Saturdays. Traditional "Saturday School" sessions will also be offered to help tenth-graders prepare to take the MCAS	Students will earn better grades in their math classes and will perform better on Districtwide unit exams and MCAS with the intention to move students from *Needs Improvement* to *Proficient.* Also students will become self-motivated and self-directed learners so that there will be a discernible increase in school-wide academic achievement.	Data submitted by ELT Coordinator	SY 2019-2020	ELT Coordinator
5.	Create a daily schedule that makes sure that Sophomores are in their math classes *every single day* that classes are in session—as opposed to an every-other-day meeting schedule, since this type of schedule makes for periods of time where students do not meet for class.	Improve student performance by bringing consistency to their studies as well developing their retention rate. (student grades/MCAS data)		SY 2020-2021	LVTI Admin.

SIP Action Plan Year 1   School Year 2019-2020

Define Priority and Describe the Strategies/Actions
Name and describe the strategies/actions that correspond to the priority that will be implemented during the 2019-2020 school year. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes. **A strategy is a broadly stated intervention or course of action to achieve an outcome, objective, and target.**
GOAL: a. Ensure that all CTVE programs remain relevant and rigorous to meet the needs of a diverse student body. b. Make meaningful connections for students through cooperative education, internship and externship opportunities and linkage activities to post-secondary education. c. All students will receive appropriate grade level career development training.
Identified Area of Need: Career and College Readiness
Alignment to District Strategic Objectives:

Priority 3

Increase achievement in all facets of college and career readiness by making meaningful connections for students with support.

	Strategies / Actions	Expected Outcomes (Evidence/Data)	Method of Monitoring Progress	Specific Timeline for Action	Person(s) Responsible
1.	Students will be able to identify and use appropriate resources required for early access to post-secondary experiences (college and/or career)	- Continued implementation of Naviance for college exploration and application process Pilot implementation of Gale Career Transitions curriculum for career exploration and career readiness (i.e. resume building, job seeking skills)	- Naviance - Gale Career Transitions - Student Portfolio - Mock Interview	SY19-20 Planning & PD SY 20-21 Ongoing Implementation	LVTI Staff
2.	Implement a reverse career fair in CTE areas	- More business involvement for our students - More community awareness	- Create a database of anticipated employers Create publicity for community involvement	SY19-20 Planning & PD	Co-op Coordinator, Vocational Department heads

				SY 20-21 Ongoing Implementation	
3.	Refine mechanism and protocols for collection of competency tracking in all CTE areas	- Update electronic accessibility of Master Checklist (Vocational Strands) - Monitor enrollment in CTE programs and align programs to industry standards	- Professional Development attendance for Vocational Teachers Quarterly student progress updates	SY19-20 Planning & PD SY 20-21 Ongoing Implementation	Vocational Teachers, Vocational Department Heads
4.	Increase CO-OP presence in the school and have students maintain co-op eligibility	- Increase number of students on CO-OP by 10% each year Present CO-OP information to students in each vocational shop	Create a regularly updated database of currently on CO-OP	Ongoing Implementation	Vocational teachers, Co-op Coordinator

Appendix A

Conditions for School Effectiveness Self-Assessment

The Conditions for School Effectiveness (CSEs) articulate what schools need to have in place in order to educate their students well. These conditions, voted into regulation by the MA Board of Elementary and Secondary Education in 2010, are provided on the next page and detailed in the remainder of this tool. They can be used as benchmarks against which schools can gauge their practice in key areas. Note that the first condition, District Systems for School Support and Intervention, is not addressed by this tool, as it relates to what is beyond the control of the school. That condition can be assessed through use of the District Self-Assessment available through the MA Department of Elementary & Secondary Education under District Standards and Indicators at http://www.doe.mass.edu/apa/review/district/district-self-assessment.doc.

Using the CSE Self-Assessment
The CSE Self-Assessment is designed to be used at the school level by leaders, those responsible for day-to-day instruction, and key stakeholders. It is a tool for conducting a scan of current practice, identifying areas of strength, and highlighting areas requiring greater focus. To gain information on strengths and needs, the tool delineates the level of development of each condition along the continuum that is described below:

- **One (Little Evidence)** – A school is demonstrating little to no progress in implementing an element of a CSE, or implementation is so infrequent that its impact is negligible.

- **2 (Developing)** – Some policies, practices, and procedures are emerging or are in place to support the condition; however they are not yet fully developed or implemented with fidelity.

- **3 (Providing)** – The school's policies, procedures, and practices are implemented consistently, with fidelity.

- **4 (Sustaining)** – The school's policies, procedures, and practices are in place (with all being implemented at a "Providing" or at-standard level), are aligned to and integrated with one another to the point of being self-sustaining, and are supported by district efforts.

As individuals or teams think about the different aspects of each condition, they should circle the placement on the continuum that is most appropriate. There will be instances where it may be difficult to choose a placement because practice may straddle two descriptions. In these instances, those completing the self-assessment should select the lower of the two placements and identify specifics about what needs to be established in order to move practice to the next level. This will provide insights into action steps that might be taken, and the results of those actions can be reflected on as part of the use of a cycle of continuous improvement http://www.doe.mass.edu/apa/sss/turnaround/ODST-theory.pdf.

What's Next?
After completing the self-assessment, a school should have a clearer sense of which practices are contributing to success and which might be developed more fully. ESE's District Data Team Toolkit outlines five root cause protocols (http://www.doe.mass.edu/apa/ucd/ddtt/toolkit.pdf#search=%22district%22, Appendix 4.2) which may be useful as districts determine where their support is needed. Understanding where support is most needed is key to ensuring that resources are targeted to bolster the work of the highest need schools in the district. Such understanding is also key in planning for improvements and turnarounds at Levels 3 and 4 schools. For more information, or to provide feedback on this or other school/district support resources, visit ESE's webpage on Accountability, Partnerships, and Assistance at http://www.doe.mass.edu/apa/general/default.html or email districtassist@doe.mass.edu.

Conditions for School Effectiveness

I.   ***Effective district systems for school support and intervention:*** The district has systems and processes for anticipating and addressing school staffing, instructional, and operational needs in timely, efficient, and effective ways, especially for its lowest performing schools.

II.   ***Effective school leadership:*** The district and school take action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission and set of goals.

III.   ***Aligned curriculum:*** The school's taught curricula are aligned to state curriculum frameworks and the MCAS performance level descriptions, and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.

IV.   ***Effective instruction:*** Instructional practices are based on evidence from a body of high quality research and on high expectations for all students and include use of appropriate research-based reading and mathematics programs; the school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.

V.   ***Student assessment:*** The school uses a balanced system of formative and benchmark assessments.

VI.   ***Principal's staffing authority:*** The principal has the authority to make staffing decisions based on the School Improvement Plan and student needs, subject to district personnel policies, budgetary restrictions and the approval of the superintendent.

VII.   ***Professional development and structures for collaboration:*** Professional development for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning. 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.

VIII.   ***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.

IX.   ***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 that reflects the behavioral health and public schools framework.

X.   ***Family-school 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 wellbeing.

XI.   ***Strategic use of resources and adequate budget authority:*** The principal makes effective and strategic use of district and school resources and has sufficient budget authority to do so.

Models, Tools, and Resources

The following links lead to both web pages and actual documents related to the Conditions for School Effectiveness. While the list is not comprehensive of all available ESE resources, it can provide access points from

which to further explore what ESE has to offer districts and schools. If you would like to recommend other resources for this list, please email districtassist@doe.mass.edu

Overarching:

- Overview of the ESE Framework for District Accountability and Assistance: http://www.doe.mass.edu/sda/framework/default.html
- MA Tiered System of Support (MTSS): http://www.doe.mass.edu/mtss/default.html

I. Effective district systems for school support and intervention:

- District Effectiveness Self-Assessment http://www.doe.mass.edu/apa/review/district/district-self-assessment.doc
- Emerging Practices in Rapid Achievement Gain Schools:

http://www.doe.mass.edu/apa/sss/assistance/default.html

II. Effective school leadership:

- Cycle of Continuous Improvement: http://www.doe.mass.edu/apa/sss/turnaround/ODST-theory.pdf
- Education Data Warehouse: http://www.doe.mass.edu/infoservices/dw/
- District Analysis and Review Tool (DART): http://www.doe.mass.edu/apa/dart/
- District Data Team Toolkit: http://www.doe.mass.edu/apa/ucd/ddtt/toolkit.pdf
- Educator Evaluation Rubrics: http://www.doe.mass.edu/edeval/model/
- School/District Profiles: http://profiles.doe.mass.edu/
- Student Growth Percentile resources: http://www.doe.mass.edu/mcas/growth/
- Emerging Practices in Rapid Achievement Gain Schools:

http://www.doe.mass.edu/apa/sss/assistance/default.html

III. Aligned curriculum:

- Common Core Standards Initiative: http://www.doe.mass.edu/candi/commoncore/
- MCAS performance level descriptions: http://www.doe.mass.edu/mcas/tdd/pld/
- Information on RETELL and WIDA: http://www.doe.mass.edu/retell/faq.pdf#search=%22wida%22
- Science and Technology/Engineering Strand Maps:

http://www.doe.mass.edu/omste/maps/default.html

IV. Effective instruction:

- Common Core: http://www.doe.mass.edu/candi/commoncore/
- Learning Walkthrough Implementation Guide: http://www.doe.mass.edu/sda/ucd/walk/text.pdf

V. Student assessment:

- District Analysis and Review Tool (DART): http://www.doe.mass.edu/sda/dart/
- Education Data Warehouse: http://www.doe.mass.edu/infoservices/dw/
- Student Growth Percentile resources: http://www.doe.mass.edu/mcas/growth/

VI. Principal's staffing authority:

- Educator Evaluation, Model System: http://www.doe.mass.edu/edeval/model/

- Educator Preparation: http://www.doe.mass.edu/edprep/

- Selecting Outstanding Teachers for Level 4 Schools:
http://www.doe.mass.edu/sda/framework/level4/SelectingTeachers.pdf

- Gateway for Educators of Massachusetts: http://www.doe.mass.edu/gem/
- Teacher Induction Programs: http://www.doe.mass.edu/educators/mentor/teachers.html
- ESEA Waiver's Impact on Titles I and IIA:

http://www.doe.mass.edu/apa/titlei/default.html?section=GI

VII. Professional development and structures for collaboration:

- Professional Learning Communities Guidance:
http://www.doe.mass.edu/sda/ucd/PLCguidance.doc

- Common Planning Time Self-Assessment Toolkit:

http://www.doe.mass.edu/sda/ucd/CPTtoolkit.doc

VIII. Tiered instruction and adequate learning time:

- MA Tiered System of Support (MTSS): http://www.doe.mass.edu/mtss/default.html

IX. Students' social, emotional, and health needs:

- The Behavioral Health and Public Schools Framework: http://bhps321.org/viewframework.asp

- Bullying Prevention and Intervention Resources: http://www.doe.mass.edu/bullying/

- Safe and Healthy Learning Environments: http://www.doe.mass.edu/ssce/safety.html

X. Family-school engagement:

- Adult and Community Learning Services (ACLS): http://www.doe.mass.edu/acls/

- Massachusetts Family Literacy Consortium: http://www.doe.mass.edu/familylit/cal.html

- Family and Community Engagement Standards:
http://www.doe.mass.edu/boe/sac/parent/FSCPfundamentals.pdf

- Students and Families: http://www.doe.mass.edu/FamComm/f_studentsupport.html

XI. Strategic Use of Resources and Adequate Budget Authority:

- DART Detail, Staffing and Finance: http://www.doe.mass.edu/apa/dart/
- ESEA Waiver's Impact on Titles I and IIA:
http://www.doe.mass.edu/apa/titlei/default.html?section=GI