

Classical High School
School Improvement Plan
May 2012

PIM Team Members

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Amy Dunn, Assistant Principal
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EXECUTIVE SUMMARY

Enrollment Data 2011-2012

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed
Classical	1,391	15.8	14.2	39.1	0.1	27.7	3	53.1	12.2	80.9	11.6
Lynn	13,731	12	10	51	0.3	23.1	3.5	53.6	19.6	82.4	16.5
State	953,369	8.3	5.7	16.1	0.2	67	2.5	16.7	7.3	35.2	17

School Profile and Demographics

Classical High School is one of three public high schools in Lynn, Massachusetts. During SY 11/12 we served a total of 1391 students at our campus at 235 O' Callaghan Way. The Lynn Educational Evening Program (LEEP) serves 45 of our students. We are an ethnically and culturally diverse student body. Eighty-one percent of our student body is classified as low-income, and fifty-three percent are students for whom English is a Second Language. We are sixteen percent African American, fourteen percent Asian, thirty-nine percent Hispanic, twenty-eight percent White, and three percent Multi-Race Non-Hispanic. Our faculty consists of eighty full time teachers. Our Administrative staff consists of one Principal and two Vice Principals. We are a faculty of ninety four teachers, including seven Department Chairs, one librarian, five Guidance Counselors and two School Nurses. Our staff also includes a Jobs for Bay State Graduates specialist and a Peer Mediation Coordinator, funded in part with state grant money. Ninety nine percent of our teachers are professionally licensed in their teaching assignment.

We offer Inclusion classes in Mathematics, English, and Science for some of our Special Education students, as well as a Learning Center classroom for Special Education students and students with 504 plans, in conjunction with our Liaison Program. We also offer a program for students with Language Based disabilities, a Transitional Learning Center Program for students that are significantly below grade level, as well as, a Creating Opportunities for Autistic Children (C.O.A.C.H) program. LCHS also offers Advanced Placement courses in Spanish and French Language, Calculus, Statistics, U.S. History, Biology, Chemistry, Environmental Science, English Language and Literature, English Language and Composition, Microeconomics, US History and US Government & Politics. LCHS students also have the opportunity to participate in high level computer courses, Desktop Publishing and Web Design and Honors Programming C++. In addition, seniors have the opportunity to participate in the Jobs for Bay State Graduates program which is separately funded by the state, focusing on college and career readiness. Our Limited English Proficient population is served from the Beginner to Intermediate level in a SEI environment.

NCLB Status

For 2011, Lynn Classical High’s Aggregate CPI in ELA is 90.6 and in Mathematics is 84.6. Lynn Classical did make Improvement targets for ELA in the aggregate and all subgroups, but did not make AYP because the graduation rate target was not met in the LEP and SPED subgroups. Lynn Classical did not meet Improvement targets for Mathematics in the Aggregate and for all subgroups. For ELA the NCLB Accountability Status is **Improvement Year 1- Subgroups** with an Improvement Rating of **On Target**. For Mathematics the NCLB Accountability Status is **Restructuring Year 2- Subgroups** with an Improvement Rating of **No Change**.

Classical receives district support that includes:

- Supplemental educational services for struggling students
- Technical assistance in data analysis
- Assistance in writing and implementing their school improvement plan

MCAS Results

The following charts show the percentage of Classical’s students in each of the reporting categories, Advanced, Proficient, Needs Improvement, and Failing, for the past eight years for the MCAS Grade 10 English Language Arts and Mathematics tests.

Grade 10 ELA	Advanced		Proficient		Needs Improvement		Failing	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003	12	8	43	34	33	36	13	21
2004	8	6	43	34	33	38	16	22
2005	11	8	45	38	27	35	17	19
2006	10	5	49	45	32	36	9	15
2007	8	8	54	42	30	38	11	12
2008	12	10	49	47	30	33	8	9
2009	15	13	53	50	23	26	8	10
2010	15	13	53	53	23	27	9	8
2011	25	18	53	52	18	23	5	7

Grade 10 Math	Advanced		Proficient		Needs Improvement		Failing	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003	16	10	24	22	35	35	25	33
2004	16	10	35	25	31	37	18	27
2005	20	14	25	27	31	34	24	25
2006	29	22	29	27	27	29	16	22
2007	32	24	32	29	24	31	12	16
2008	35	27	27	30	26	27	12	15
2009	29	26	30	30	29	28	12	17
2010	43	33	25	28	21	26	11	13
2011	39	32	29	27	20	26	12	15

Graduation Rate

Under NCLB, states are required to use the graduation rate to determine AYP for all high schools. For 2011 AYP determinations, all Massachusetts schools ending in grade 12 and districts at the grade 9-12 grade span will have to meet at least one of the following criteria:

- **A four-year graduation rate of 75 percent** applied to the 2010 graduation cohort, or
- **A two percentage point increase in the four-year graduation rate** from the 2009 cohort to 2010 cohort; or
- **A five-year graduation rate of 80 percent** applied to the 2009 graduation cohort.

In order to make AYP, each high school must meet or exceed the graduation rate target for the aggregate and all subgroups. The following chart shows Classical’s graduation rate by aggregate and subgroups.

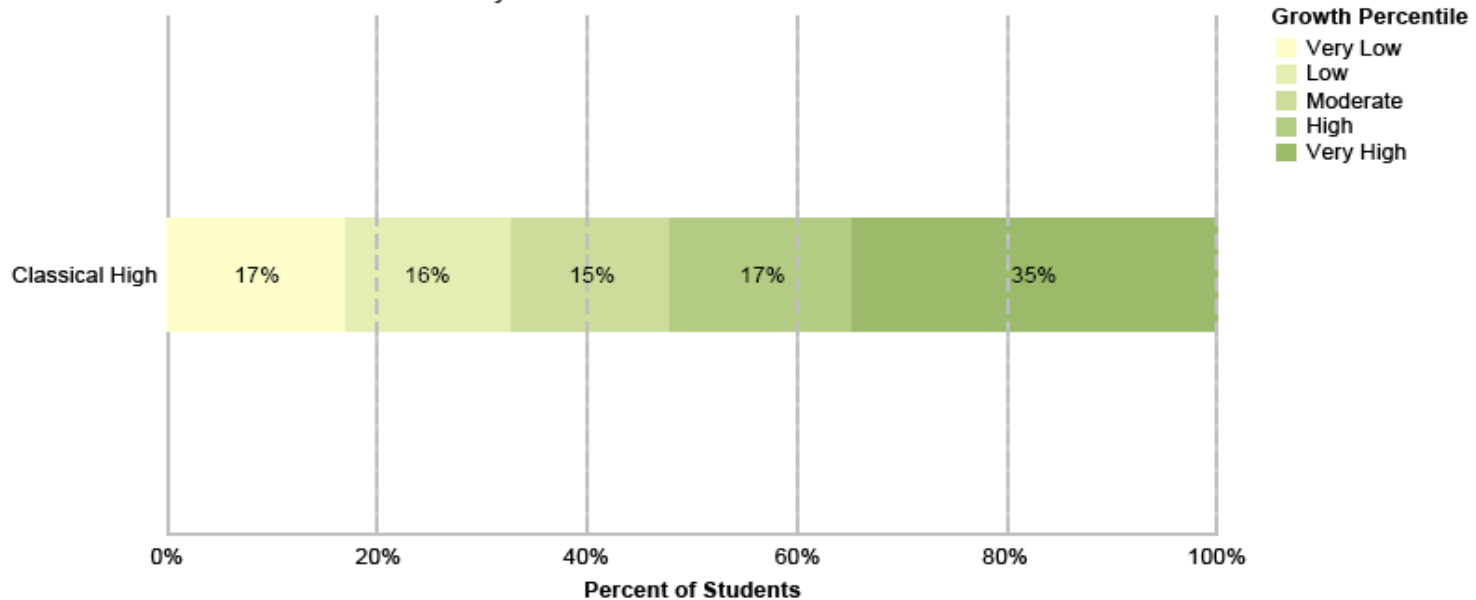
4-Year Graduation Rate for 2011 AYP Determination (LCHS)

Cohort	AYP Year	Aggregate		ELL		SPED		Low Income		Black		Asian		Hispanic		White		Multi-race Non -Hispanic	
		School	Lynn	School	Lynn	School	Lynn	School	Lynn	School	Lynn	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2008	2009	81	71	75	63	53	44	80	68	74	67	84	77	77	66	84	74	100	77
2009	2010	78	71	59	62	52	47	76	69	69	67	82	75	67	68	88	74	85	70
2010	2011	81	69	58	54	52	44	81	66	76	65	84	70	75	63	85	75	92	86

Student Growth Percentile by School and Grade

For K-12 education in Massachusetts, the phrase “Growth Model”, describes a method of measuring individual student progress on MCAS by tracking students from one year to the next. Each student receives a student growth percentile, which measures how much the student changed relative to other students statewide with similar score histories from one year to the next. The District Growth Stacked Bar Chart, by school, shows how much students grew over the past year relative to their academic peers, with the individual data grouped by school. The District Growth Stacked Bar Chart, by Grade, shows how much students changed relative to their academic peers between grade level MCAS tests. Each chart shows the percentage of growth in the following categories: Very Low, Low, Moderate, High, and Very High.

Student Growth Distribution by School
Lynn - 2011 MCAS Grade 10 Mathematics

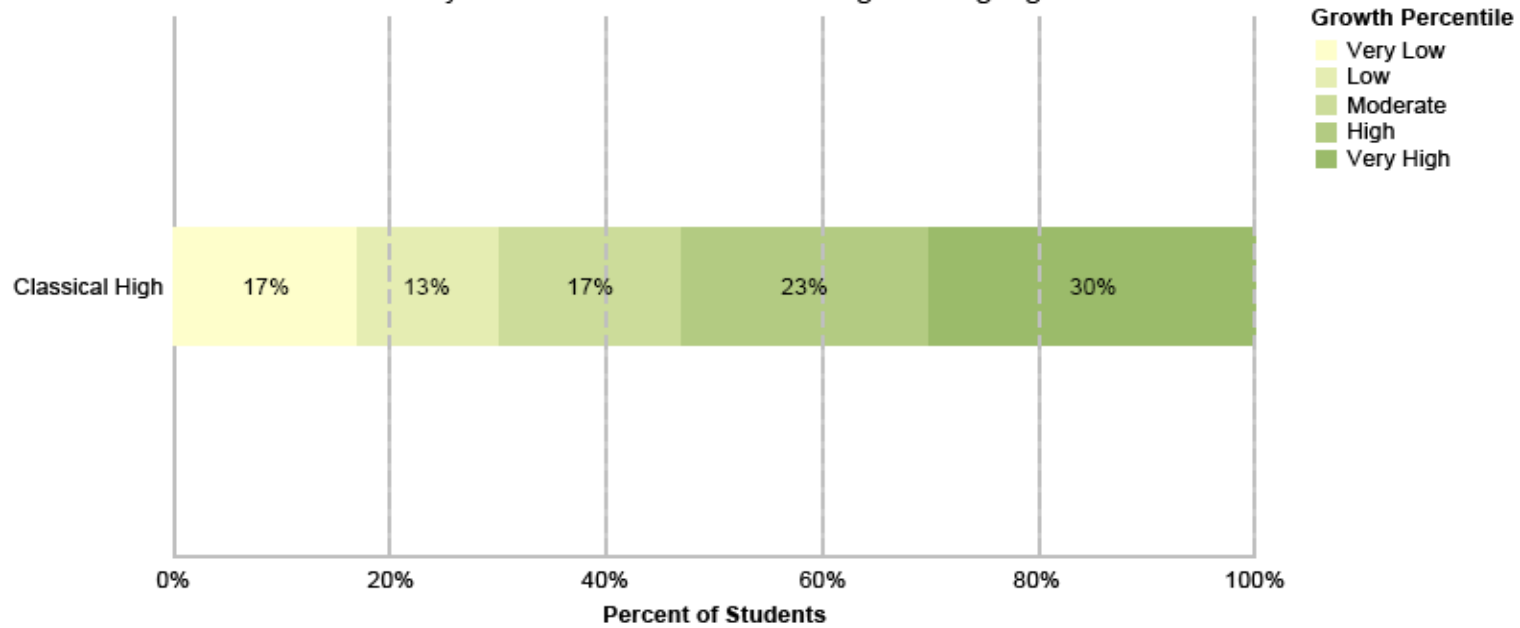


Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Classical High	265	45	42	40	46	92	68%

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

Student Growth Distribution by School Lynn - 2011 MCAS Grade 10 English Language Arts



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Classical High	266	45	35	45	61	80	77%

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

Implementation Summary of SY 11/12 School Improvement Plan

The following chart gives the goals from Classical’s SY 11/12 plan, the strategies that were put in place, the implementation activities to support the strategies, and the results thus far.

Measurable Goals	Strategies	Implementation Status/Evidence
To make AYP in Mathematics	Incorporate lab activities using visual demonstrations and manipulatives in geometry courses.	Completed Geometry classes received manipulative and are incorporating into class
	All Algebra 1 and Geometry classrooms will post laminated MCAS reference sheets at all times.	In progress Laminate machine paper
	Develop course “Math Fundamentals/Financial Literacy” for freshman to support and expand on Algebraic Topics and Financial Literacy.	Completed The course has been developed but will not be implemented until the o year 2013-2014. They district wants to put together a team with members from the three high schools to coordinate the curriculum.
	Develop a Foundations skills/MCAS Prep Program for the 9 th grade class during the administration of the 10 th grade MCAS.	Completed/Modified Due to changes in MCAS administration guidelines we have chosen to move the 9 th grade MCAS program to Saturday School Programming in April.
	Algebra 1 students will be offered prior knowledge worksheets to complete	Completed During long block lesson planning Algebra 1 students are completing prior knowledge worksheets.
	10 th Grade “Algebra Boot Camp” offered two weeks prior to 10 th Grade Math MCAS in all Geometry classes.	Completed All Geometry classes will be using the same Algebra Boot camp Materials during the 1 st two weeks in May.

Measurable Goals	Strategies	Implementation Status/Evidence
	Partner with General Electric and Gordon College to provide Math and Science tutors to at risk students.	<p>Completed/Modified</p> <p>GE Tutors are meeting with math and science students throughout the year. Peer tutoring has been coordinated for common studies and after school. Homework club is run by a math teacher one day a week who can help all math students. Lois Cole, a retired math teacher is doing pull out remediation prior to testing for remedial and high risk student body</p>
	Teachers will do ½ hour mini lessons on dissecting, breaking down and analyzing word problems during long block.	<p>Completed</p> <p>Algebra and Geometry teachers are working through one MCAS word problem during all long block sessions.</p>
	Teachers will use word problems during Weekly Assessments.	<p>Completed</p> <p>Teachers are including word problems in all weekly assessments which are turned in to the Department Chair for review.</p>
	Math teachers will do Peer Observations of successful Math Lessons.	<p>Completed</p> <p>Teachers are observing veteran teachers and teachers with “Best Practices” to improve teaching department wide and to share successful lessons within the department.</p>

Measurable Goals	Strategies	Implementation Status/Evidence
To make AYP in English Language Arts	Students will identify new words acquired through reading and create a vocabulary journal/notebook	<p>Completed</p> <p>A) Students maintain a “Challenging Vocabulary” as a separate section in their binders.</p> <p>B) Students identify and define embedded words from text.</p> <p>C) Students keep journals of new words.</p>
	Use vocabulary books and lists to supplement new word acquisition.	<p>Completed</p> <p>A) Weekly quizzes from top 1000 SAT Prep List.</p> <p>B) Students participate in SAT enrichment activities once each 7 day cycle.</p> <p>C) Weekly text-specific vocabulary quizzes.</p> <p>D) Special Education classes are utilizing Scholastic Read 180 Program to improve vocabulary and reading skills.</p>
	Use visuals/illustrations to teach and further explain vocabulary.	<p>Completed</p> <p>A) Use of PowerPoint, context and concept maps.</p> <p>B) Vocabulary Mapping</p> <p>C) Illustrations</p> <p>D) Internet</p>
	Include vocabulary definitions regularly in assessments	<p>Completed</p> <p>A) Weekly vocabulary tests</p> <p>B) Unit tests</p> <p>C) English Language Learners Oral Assessments</p>

	<p>“Non-fiction Initiative” each discipline takes ½ hour during long block every 7 days to read non-fiction excerpts in its discipline and answers short answer essay questions and discusses the readings in class.</p>	<p>Completed</p> <p>School wide each teacher provides a discipline specific nonfiction reading sample during their long- block for ½ hour once per cycle. The students read, answer short answer essay questions and discuss the reading and important vocabulary.</p>
	<p>Students will analyze and evaluate the logic and use of evidence in an author’s argument.</p>	<p>Completed</p> <p>Students complete guided reading outlines as they read, identifying main ideas (evidence), discussing topics and writing essays and open response answers (analysis).</p>
	<p>“One Book Initiative” Non-fiction interdisciplinary Project.</p>	<p>Completed</p> <p>All students and staff will be reading, “Alex and Me” by local author Irene Pepperberg. The author will be visiting Classical High School to discuss the book, answer questions and do a book signing in the fall. This year’s choice was through the science department by committee. The book choice rotates through the disciplines to expose students to different styles of non-fiction writing.</p>
	<p>Develop and present characters through the use of role playing and performing skits, discussing the importance of artistic choices that are made.</p>	<p>Completed</p> <p>A) Students are participating in cooperative projects and creating Video Productions</p> <p>B) Class Discussions on Cause and Effect, Motivation and Repercussions.</p> <p>C) Talk show panels</p>
	<p>Students will identify and analyze a monologue, soliloquy, chorus, aside and dramatic irony in an essay.</p>	<p>Completed</p> <p>Annually students participate in a drama unit. Examples of specific works/themes are: Dramatic Irony, Shakespeare, Romeo & Juliet, Macbeth, Antigone and Greek Dramatic Structure</p>

SY 12/13 SCHOOL IMPROVEMENT PLAN

Goal

Because of NCLB and because the AYP results are the only measure of school success currently used by the Massachusetts Department of Elementary & Secondary Education (DESE), our goals have been revised to just one:

- **To make AYP in ELA in the aggregate and all subgroups.**
- **To make AYP in Mathematics in the aggregate and all subgroups.**

Data Analysis – Strengths and Weaknesses

The 2011 AYP report (attached with NCLB Report Card) shows that Classical made AYP for the aggregate in English Language Arts, however did not make AYP in all subgroups for ELA. The two subgroups that did not make adequate yearly progress are Limited English Proficient and Special Education. English Language Arts has a NLCB Accountability Status of Improvement Year One. Classical did not make AYP in Mathematics for both the aggregate and subgroups. The subgroups that did not make AYP are Limited English Proficient, Special Education, African American/Black, Low Income and White students. Mathematics has a NLCB Accountability Status of Restructuring Year Two. AYP is getting more difficult for urban high schools to achieve as indicated by our mathematics status. We are also looking at the Growth Model as an Indicator of success. English Language Arts and Mathematics fell into the High Growth/High Achievement quadrant using the Growth Model. The Growth Model indicates that students are progressing significantly from their 7th and 8th grade MCAS scores to their 10th grade MCAS scores. The state has indicated that they are moving towards the Growth Model as the benchmark for success in the future. Massachusetts was granted exemption from the NCLB 2014 goals due to positive progress and adequate self-assessment tools.

Weaknesses in Mathematics:

- The ability to plot the best fit line of a set of graphed data without use of a calculator.
- The ability to apply the order of operations to an expression to elicit a particular outcome without using a calculator.
- The ability to calculate and analyze the volume of spheres and rectangular solids

Weaknesses in ELA:

- The ability to identify author's meaning and the main idea of a poetry selection.
- The ability to access enriched vocabulary and to use context clues to determine word meaning.

**Classical High School
SY 2012/2013
School Improvement Plan**

Goal	To make AYP in Mathematics
Identified Student Weakness	The ability to plot the best fit line of a set of graphed data without use of a calculator.
Student Learning Objective	10.D.2 - Approximate a line of best fit (trend line) given a set of data (e.g., scatterplot). Use technology when appropriate.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Develop a common course project using real world data in Algebra and Geometry classes that utilizes manual calculations and technology calculation to approximate a line of best	Quarterly	Common planning time, graphing calculators and electronic white board	Lesson plans Project rubric Student work Department Head observations
Cross curricular activity/project within the science/math departments or history/math departments where science/history collects data to then be graphed and analyzed in Algebra and Geometry.	2x a year	Common planning time, graphing calculators and electronic white board	Lesson plans Project rubric Student work Department Head observations.
Algebra 1 Boot Camp	Month prior to MCAS	Released MCAS questions, MCAS prep books and Boot Camp materials	Lesson plans Student work Department Head observations.

**Classical High School
SY 2012/2013
School Improvement Plan**

Goal	To make AYP in Mathematics
Identified Student Weakness	The ability to apply the order of operations to an expression to elicit a particular outcome without using a calculator.
Student Learning Objective	10.N.2 - Simplify numerical expressions, including those involving positive integer exponents or the absolute value, e.g., $3(2^4 - 1) = 45$, $4 3 - 5 + 6 = 14$; apply such simplifications in the solution of problems. (AI.N.2)

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
As a Power Standard, we will incorporate Order of Operations into common course assignments and assessments in Algebra and Geometry	Quarterly	Common planning time and electronic white board	MCAS Data and Common Assessments.
In algebra and geometry, classrooms will create and display mnemonic devices that visually scaffold order of operations.	1 st Quarter Project that will be displayed daily.	Poster board	Project rubric Lesson plans Displayed student work.
Study Island will be used as a skill builder	Minimum of 4x a quarter.	Computer Lab	Study Island measures pre/post skills.

**Classical High School
SY 2012/2013
School Improvement Plan**

Goal	To make AYP in Mathematics
Identified Student Weakness	The ability to calculate and analyze the volume of spheres and rectangular solids
Student Learning Objective	10.M.2 - Given the formula, find the lateral area, surface area, and volume of prisms, pyramids, spheres, cylinders, and cones, e.g., find the volume of a sphere with a specified surface area.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Utilize manipulatives, students will perform problem solving activities that are hands and involve cooperative learning.	Up to 2x per quarter	None at this time	Project details submitted
Develop long block activity for hands on experiences that access both tactile and kinesthetic abilities as it applies to the various topics.	Once per quarter	None at this time	Project details submitted
Study Island will be used as a skill builder	Minimum of 4x a quarter.	Computer lab time	Study Island measures pre/post skills.

**Classical High School
SY 2012/2013
School Improvement Plan**

Goal	To make AYP in English Language Arts
Identified Student Weakness	Ability to identify author's meaning and the main idea of a poetry selection.
Student Learning Objective	Students will be able to identify an author's meaning and the main idea or theme of a poetry selection.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
All students will be required to read, analyze and respond to a variety of poetry selections.	1 per quarter	Poetry Selections	Lesson Plans Student Work Department Head Observations
Utilize song lyrics to discuss elements of poetry.	2 per year	Song Lyrics	Lesson Plans Student Work Department Head Observations
Integrate a poetry slam for grades 9 & 10.	Annually	Poetry Selections Coaches Judges Use of Building	Lesson Plans Student Work Poetry Show

**Classical High School
SY 2012/2013
School Improvement Plan**

Goal	To make AYP in English Language Arts
Identified Student Weakness	Ability to access enriched vocabulary and to use context clues to determine word meaning.
Student Learning Objective	Students will be exposed to and utilize new vocabulary terms.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Review test taking strategies, specifically analyzing reading selections and utilizing MCAS results and released MCAS questions.	Once per cycle	Released MCAS results Released MCAS questions Reading passages	Lesson Plans Formative and Summative Assessments Teacher Observation
Utilizing SAT vocabulary and content specific academic vocabulary, each discipline will create key vocabulary lists to teach and display vocabulary.	Once per cycle	SAT Materials Collegeboard.com Bell Ringers/warm-up Journals or Binders	Department Head Observations Lesson Plans Formative and Summative assessments
Pre-teach content specific vocabulary utilizing the Non-Fiction Initiative.	Once per cycle	Nonfiction, Discipline-specific text	Lesson Plans Department Head Observations

PARENT INVOLVEMENT

The Lynn Public Schools has provided the schools in the district with Blackboard Connect which is an automated communication system. This technology has been extremely helpful with parental involvement. This telecommunication system allows the school to make Emergency and Community Outreach calls to a variety of groups: students, faculty, etc. In addition, calls are made daily, from Central Administration, to the homes of absent students. The logs of “undelivered messages” and “bad phone numbers” provided by the Blackboard Connect system have also helped us to update our student information. The Lynn Public Schools has developed a new district level website www.lynnschools.org in 2012 to better inform all parents in the district and to universalize individual school websites. Classical’s website, www.lynnclassical.org is still being updated; however we are transitioning to the new universal format for SY 2012-2013. The website has helped us to increase parental and community involvement in our school. Our year-long Calendar of Events and photos and news stories from current events are published on the site and updated regularly. In addition, each teacher/administrator has developed his or her own web page at www.lynnclassicalstaff.org, which contains assignments, assessments and projects as well as other information pertinent to the particular course. Report cards and Interim Progress Reports are sent home quarterly, and display important messages to parents on each report card. Classical has also piloted two programs to report to our parents on their student’s progress in attaining The Lynn Classical Academic, Social & Civic Learning Expectations. Parents will receive biannual reporting on the Academic Expectations with a report developed through ESchool, the LPS Data Management System. Students will work on a progress report biannually with their mentoring teachers to assess progress on attaining our Social and Civic Goals.

LCHS hosts three Parent/Teacher Nights each year. The first open-house “Meet the Teacher Night” will be held within the first two weeks of school. Parents will follow their students schedule and receive course expectations from each of their student’s teachers. The second open house will be designated as a Night of Excellence, where student work is showcased and celebrated and eighth grade parents and student are invited to tour the school. The third open house will be a traditional open house with an opportunity to monitor their student’s progress and for parents to get information on Financial Aid and the Scholarship Application Process. Classical partners with North Shore Community College & ETS Trio program to help students and their parents through the college selection and financial aid processes. The guidance staff hosts several informational nights during the year, featuring college applications, financial aid services and health and safety awareness. Classical has a School Council consisting of parents, teachers, administrators and students that meet quarterly to discuss school issues and aid in policy making. Classical has a tiered student government that includes Class Officers, Mentoring Room Representatives and a Student Council that meets monthly with an advisor and the principal who then brings pertinent issues to be discussed by the School Council. LCHS has a committed group of parents who make up the “Athletic Boosters”, who dedicated their time to fundraising for individual athletic teams and senior scholarships, as well as working at athletic events and organizing athletic banquets and awards. The Classical Alumni Association works closely with the school to provide opportunities for Classical students including a yearly Scholarship Night that provides an average of \$60,000 to Classical graduates attending four year universities and colleges.