

# **Lynn English High School**

## **School Improvement Plan**

**May/June 2013**

### **PIM Team Members**

**Thomas Strangie, Principal**  
**Anastasia Mower, English Department Head**  
**Kathleen Bonnevie, Mathematics Department Head**  
**Diane Lynch, ELL Department Head**  
**Carol Conway, SPED Department Head**  
**Tim Serino, Math Teacher**  
**Michael Swartz, Math Teacher**  
**Maura Walsh, Science Department Head**  
**James Keefe, Program Specialist**  
**Shirley Albert, School Support Coordinator**

### **School Council Members**

**Thomas Strangie, Principal**  
**James Keefe, Co-chairman**  
**Maria Alcantara, Teacher**  
**Ken Oswald, Teacher**  
**Paul Mailloux, Teacher**  
**Henry Santiago, Teacher**  
**Timothy Ring, Teacher**  
**Karen Holey, Parent**

**Kim Holey, Parent**  
**David Woumn, Parent**  
**Darren Cyr, Community**  
**Fred Cole, Community**  
**Jose Liria, Community**  
**Amanda Mavros, Student**  
**Joshua Michel, Student**  
**Kati Vu, Student**

## EXECUTIVE SUMMARY

### School Profile and Demographics

Lynn English High School is the largest high school in the city and has a student population of approximately 1653 students. Demographically the student population is 12.5% African American, 10.5% Asian, 49.2% Hispanic, 24.7% White, 0.1% Native American, and 3.0% Multi-Racial Non-Hispanic.

Of the total student body, 53.1% are FLNE, 10.8% are LEP students, 12.8% receive services from the Special Education Department and 79.6% of students are from low-income households.

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed	% High Needs
Lynn English	1,653	12.5	10.5	49.2	0.1	24.7	3	53.1	10.8	79.6	12.8	82
Lynn	14,139	11.3	9.8	53.1	0.3	22	3.5	54.2	17.5	82.6	16.4	86.2
State	954,773	8.6	5.9	16.4	0.2	66	2.7	17.3	7.7	37	17	47.9

## Accountability Status

In February of 2012, Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. Beginning with the 2012-2013 school year, the NCLB goal of 100 percent proficiency will be replaced with a new goal of reducing proficiency gaps by half by the end of the 2016-2017 school year. NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI). PPI combines information on up to seven indicators (where applicable) that include: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates. Most districts, schools, and groups will receive an annual PPI based on improvement over two years and a cumulative PPI that measures improvement over four years. Extra credit is awarded for reducing the percentage of students scoring *Warning/Failing* and/or by increasing the percentage of students scoring *Advanced* on English language arts, mathematics, or science MCAS tests. To be considered on target for a given indicator, a group must earn 75 points. It is important to note that if NCLB is reissued or changed, the new Massachusetts Accountability Reporting System could be discontinued.

### PPI Indicators (all students)

Proficiency Gap Narrowing	2011 CPI	2012 CPI Target	2012 CPI	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA	88.8	89.4	92.9	100	Above Target	25	25
Math	83.4	84.8	84.8	75	On Target	0	0
Science	80.4	82	83.7	100	On Target	25	25

Student Growth (SPG)	6 Yr Goal	2011 SGP	2012 SGP	PPI Points	Target Rating
ELA	51	49	53	75	On Target
Math	51	45	46	75	On Target

Graduation Rate	Base Rate	Annual Target	Cohort Rate	PPI Points	Target Rating
2011 4-Year Cohort	77.5	75	80.2	75	On Target
2010 5-Year Cohort	86.6	80	82.1	75	On Target

Dropout Rate	2010 Rate	Annual Target	2011 Rate	PPI Points	Target Rating
All Students	4.8	4.4	3.9	75	On Target

<b>Accountability and Assistance Level- Level 3</b>
<b>Cumulative PPI (all students)- 70</b>

## MCAS Results

The following chart shows the percentage of Lynn English High School's students in each of the reporting categories, Advanced, Proficient, Needs Improvement, and Warning, for MCAS math and English language arts (ELA).

Grade 10 ELA	Advanced		Proficient		Needs Improvement		Failing	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
<b>2003</b>	10	8	38	34	34	36	18	21
<b>2004</b>	7	6	36	34	35	38	21	22
<b>2005</b>	11	8	44	38	32	35	13	19
<b>2006</b>	5	5	55	45	29	36	11	15
<b>2007</b>	15	8	49	42	32	38	5	12
<b>2008</b>	15	10	54	47	28	33	3	9
<b>2009</b>	20	13	55	50	20	26	5	10
<b>2010</b>	18	13	56	53	22	27	4	8
<b>2011</b>	20	18	54	52	19	23	7	7
<b>2012</b>	24	21	59	59	11	14	6	6

Grade 10 Math	Advanced		Proficient		Needs Improvement		Failing	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
<b>2003</b>	11	10	26	22	39	35	24	33
<b>2004</b>	12	10	26	25	41	37	21	27
<b>2005</b>	16	14	37	27	29	34	18	25
<b>2006</b>	28	22	31	27	25	29	16	22
<b>2007</b>	31	24	34	29	28	31	6	16
<b>2008</b>	35	27	43	30	20	27	5	15
<b>2009</b>	37	26	37	30	20	28	6	17
<b>2010</b>	39	33	31	28	22	26	8	13
<b>2011</b>	38	32	28	27	23	26	11	15
<b>2012</b>	32	33	38	34	18	20	12	13

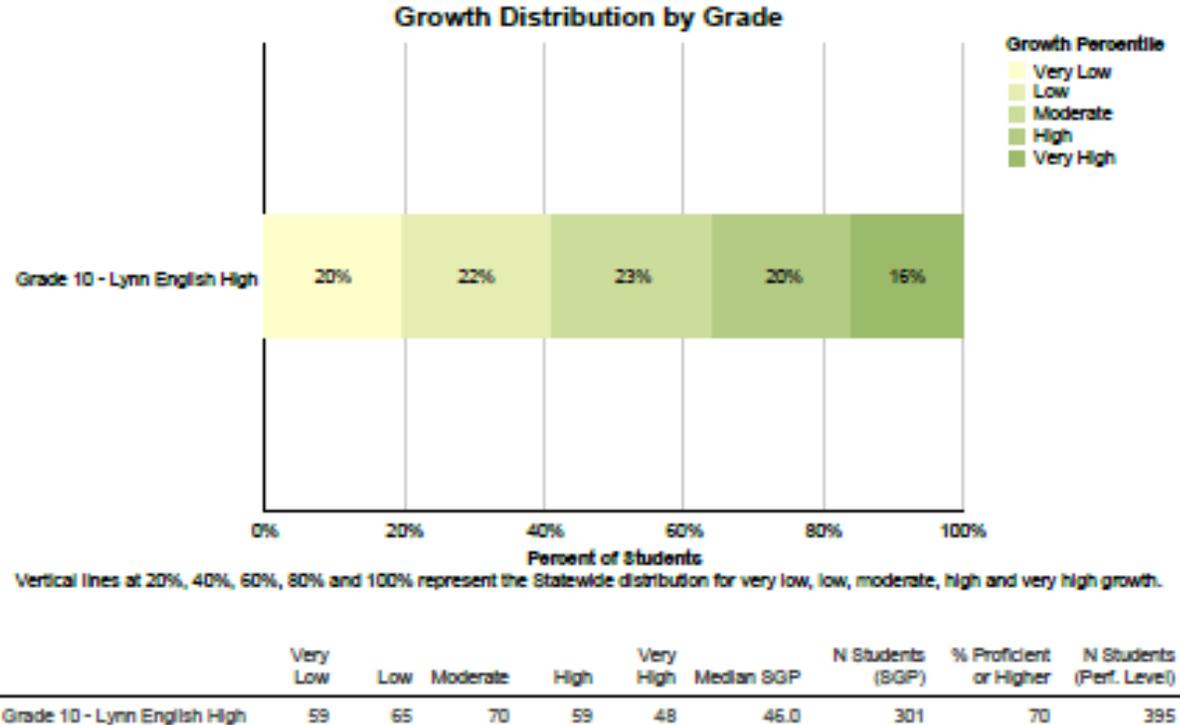
## Student Growth Percentile by School and Grade

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.



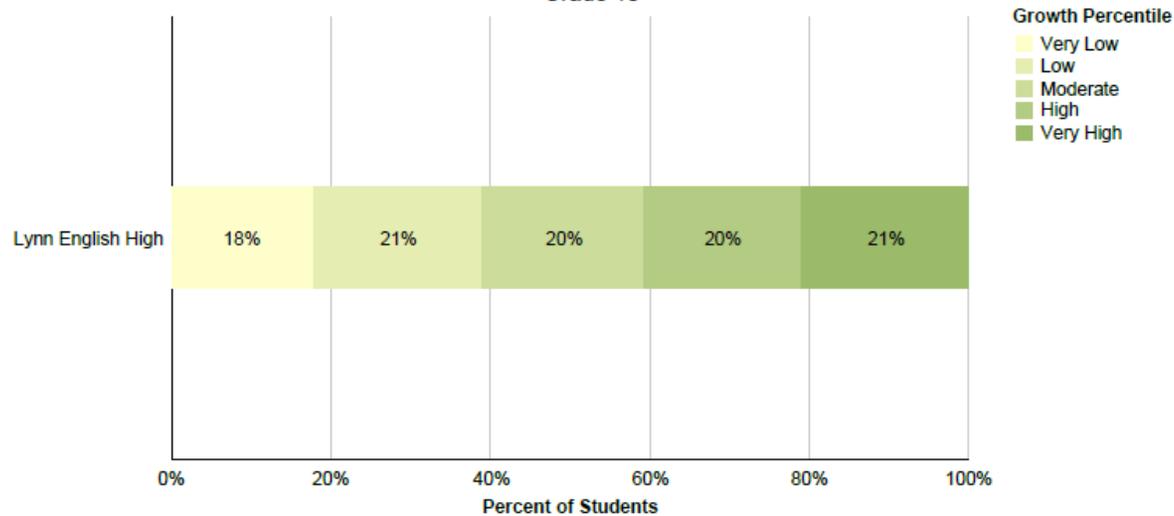
### Spring 2012 MCAS School Growth Distribution Mathematics

District: Lynn  
Subject: Mathematics



**Growth Distribution by School**

Grade 10



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

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Lynn English High	53	63	60	59	62	53.0	297	83	393

### Implementation Summary of 2012/2013 School Improvement Plan

The following chart gives the goals from Lynn English High School’s SY 2012/2013 School Improvement 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
<b>To make AYP in English Language Arts (ELA).</b>	Provide time for identified at risk tenth grade students in an ELA tutoring program.	At risk tenth grade students were assigned to an ELA tutoring program.
	Make teachers aware of at risk students in their classes.	Lists of LEP and other at risk students were distributed to all teachers.
	Provide SEI, differentiated instruction, and RBT training for teachers.	Some teachers completed courses provided by central administration. All teachers participated in professional learning communities focused on integrating differentiated instruction and planning.
	Provide training to administrators in using the TEACHSCAPE evaluation tool.	Administrators completed courses provided by central administration.
	Incorporate word walls in all classrooms.	Teachers displayed word walls in their classrooms.
	Incorporate an emphasis on vocabulary in-context.	Teachers presented in-context vocabulary lessons to reinforce the concept of discovering meaning through inference.
	Develop lessons that focus on inferential thinking.	Teachers presented lessons that focus on inferential thinking.
	Develop lessons that focus on informational text.	Teachers presented lessons that focus on non-fiction text incorporating current events.
	Provide an alternative strategy for our diverse students to make connections with the novels they have read.	Provided a program where relevant films were shown to parallel our novels, thereby taking into account the various learning styles and the diverse cultural needs of our students. Teachers developed handouts that accompanied the films and novels that the students had studied. Using the film and novel materials, students developed their own study guides to help them prepare for the long composition.
	Increase student awareness and morale of this high stakes assessment.	Tenth grade school-wide assembly was held where test-taking skills were shared by teachers. Also, students were provided with a helpful “how to” guide for test preparation.

<b>Measurable Goals</b>	<b>Strategies</b>	<b>Implementation Status</b>
	Ensure that all ninth and tenth grade students have a consistent assessment of a long composition to provide valid and reliable data.	All ninth and tenth grade students were assigned the same long composition prompt based on grade level as practice for the MCAS and to provide valid and reliable data.
<b>To make AYP in Mathematics.</b>	Increase the time for identified at risk tenth grade students in math classes.	At risk tenth grade students were assigned to a math tutoring program.
	Make teachers aware of at risk students in their classes.	Lists of LEP and other at risk students were distributed to all teachers.
	Provide SEL, differentiated instruction, and RBT training for teachers.	Some teachers completed courses provided by central administration. All teachers participated in professional learning communities focused on integrating differentiated instruction and planning.
	Provide training to administrators in using the TEACHSCAPE evaluation tool.	Administrators completed courses provided by central administration.
	Provide teacher training in reading in content areas.	Some teachers completed courses provided by central administration.
	Incorporate word walls in all classrooms.	Teachers displayed word walls in their classrooms.
	Incorporate math posters, student work of diagrams and charts and other visuals for display in each classroom.	Teachers displayed math posters, student work of diagrams and charts and other visuals for display in their classroom.
	Incorporate the use of MCAS Grade 10 Mathematics Reference Sheet in all Grade 9 and Grade 10 math classrooms.	Teachers consistently used the MCAS Grade 10 Mathematics Reference Sheet.
	Incorporate a daily “warm-up” problem in all Grade 9 and Grade 10 math classrooms representative of math MCAS review.	Digital, transparency, and paper copies of Algebra 1 and geometry problems were provided for teachers to use for daily warm-up activities.

## **SY 2013-2014 School Improvement Plan**

Our goal has been revised because Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. AYP results are no longer the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI).

Therefore, the goal for this School Year 2013-2014 is:

- **To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.**

### **Data Analysis – Strengths and Weaknesses**

#### **At Risk Student Weaknesses in ELA:**

- Identifying basic facts, inferences, and main ideas in multiple genres.
- Identifying, analyzing, and applying knowledge of the purposes, structures, and elements of various genres and providing evidence from the text to support understanding.
- Responding to literature as opposed to summarizing.

#### **At Risk Student Weaknesses in math:**

- Comprehending open-response questions and using various problem solving strategies to find solutions.
- Using proportions to solve algebra and geometry problems as applied to real-life situations.
- Applying number sense concepts of operations involving fractions, order of operations, and absolute value.
- Reasoning and interpreting graphical representations of data in the form of pie charts, box and whisker, stem and leaf, and histograms.
- Interpreting and utilizing mathematical formulae applied to geometric figures.
- Simplifying, operating with, and factoring polynomial expressions including quadratics.

## Student Learning Objectives

### **In ELA, students will be able to:**

- Identify basic facts, inferences, and main ideas in text and use them as the basis for interpretation.
- Identify, analyze, and apply knowledge of the structures, themes, and elements of multiple genres and provide evidence from the text to support understanding.
- Respond to literature as opposed to summarizing.

### **In math, students will be able to:**

- Comprehend open-response questions and use various problem solving strategies to find solutions.
- Use proportions to solve algebra and geometry problems as applied to real-life applications.
- Recognize number sense operations involving fractions, order of operations, and absolute value and then apply these concepts to solve problems.
- Reason and interpret graphical representations of data in the form of pie charts, box and whisker plots, stem and leaf plots, and histograms.
- Interpret and utilize mathematical formulae as applied to geometric figures.
- Simplify, operate, and factor polynomials including quadratic expressions.

## Lynn English High School SY 2013/2014 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.
Identified Student Weakness	Ability to identify basic facts, inferences, and main ideas in multiple genres.
Student Learning Objective	Students will be able to identify basic facts, inferences, and main ideas in text and use them as the basis for interpretation..

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When...Begin/end)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
Incorporate word walls in all classrooms that include vocabulary and literary terminology.	9/2013 – 6/2014	Funding for Supplies	Administrator walk-through
Provide time for identified at risk tenth grade students in an ELA tutoring program.	9/2013 – 6/2014	Eighth grade ELA MCAS scores. Tenth grade first semester ELA grades.	List at risk students who are in the ELA tutoring program to ensure that 100% are enrolled
Make teachers aware of at risk students in their classes. Teachers make a note in their rank book.	9/2013 – 6/2014	None	Department Heads check teachers' rank books
Provide SEI, differentiated instruction, and RBT training for teachers.	9/2013 – 6/2014	District funding for teacher training programs.	Yearly check of professional development plans

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.
Identified Student Weakness	Ability to identify, analyze, and apply knowledge of the structures, themes, and elements of multiple genres and provide evidence from the text to support understanding.
Student Learning Objective	Students will be able to identify, analyze, and apply knowledge of the structures, themes, and elements of multiple genres and provide evidence from the text to support understanding.

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When...Begin/end)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
Teachers identify the characteristics of various genres in class.	9/2013 – 6/2014	Curriculum guide and text	Data analysis of MCAS
Teachers present lessons that focus on inferential thinking.	9/2013 – 6/2014	Copy of multi-media lessons as needed.	Quarterly assessment review and administrator walk-through
Teachers present lessons that focus on responding to literature.	9/2013 – 6/2014	MCAS or teacher-generated literature prompts.	Quarterly assessment review and administrator walk-through

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.
Identified Student Weakness	Ability to demonstrate an understanding of reading and comprehending word problems, including translating English sentences into algebraic expressions.
Student Learning Objective	Students will be able to read and comprehend word problems and translate English sentences into algebraic expressions.

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When...Begin/end)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
Incorporate a daily “warm-up” problem in all Grade 9 and Grade 10 algebra and geometry classrooms.	9/2013 – 6/2014	Transparency, paper, and electronic (SMART Board) copies.	Administrator walk-through
Incorporate word walls in all classrooms.	9/2013 – 6/2014	Funding for Supplies	Administrator walk-through
Make teachers aware of the LEP students in their classes. Teachers make a note of this in their rank book.	9/2013 – 6/2014	None	Department Heads check teachers’ rank books
Provide SEI, differentiated instruction, and RBT training for teachers.	9/2013 – 6/2014	District funding for teacher training programs.	Yearly check of professional development plans

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.
Identified Student Weakness	Ability to recall and apply Algebra 1 skills consistently.
Student Learning Objective	Students will be able to recall and apply Algebra 1 skills consistently.

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When...Begin/end)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
Incorporate a daily “warm-up” problem in all Grade 9 and Grade 10 geometry classrooms.	9/2013 – 6/2014	Transparency, paper, and electronic (SMART Board) copies.	Administrator walk-through
Incorporate the use of the MCAS Grade 10 Mathematics Reference Sheet in Grade 10 math classrooms.	9/2013 – 6/2014	Copies of the Grade 10 Mathematics Reference Sheet.	Administrator walk-through and plan book check

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.
Identified Student Weakness	Ability to read and interpret graphical representations of data in the form of pie charts, box and whisker plots, stem and leaf plots, and histograms.
Student Learning Objective	Students will be able to read and interpret graphical representations of data in the form of pie charts, box and whisker plots, stem and leaf plots, and histograms.

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When...Begin/end)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
Teachers post visual displays of data in all mathematics classrooms in the form of posters, charts, or student work.	9/2013 – 6/2014	Supplies to create or funds to buy graphical displays.	Administrator walk-through
Incorporate a unit concentrating on graphical displays of data to identified, at risk tenth grade students.	9/2013 – 6/2014	Worksheets and an assessment tool.	Assessment scored, collected and evaluated.

## Parent Involvement

Lynn English High School has the following on-going parental involvement activities:

- School council meets regularly.
- Freshman orientation presented each spring and prior to the start of school to incoming freshmen and their parents.
- Guidance newsletter distributed quarterly.
- Financial Aid Night held twice a year.
- Bilingual Financial Aid Night held twice a year.
- Parent Liaison Named for Special Education Department.
- Special Education Department Parent Advisory Council Newsletter distributed monthly.
- Parents' Newsletter distributed twice a year.
- Parents' Night held three times each year.
- ELL informational community meeting.
- Each student provided with a school handbook, which requires parent signature.
- Interim progress reports and report cards distributed quarterly.
- Robotic caller notifies parents of interim progress reports, report cards, Parents' Nights, and other events.
- School policy is available in various languages.
- Interpreters are available for translation.
- LEHS website is continually updated for parent access.
- Faculty web pages.
- Naviance website available to the LEHS community.
- Endicott Opinion Survey for parents.
- Academic Awards Night held annually.
- Senior Scholarship Night held annually.
- Parental participation required in all IEP team meetings and 504 plan development.