

**Classical High School
School Improvement Plan
2015-2016**

School Improvement Team

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School Vision and Mission

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

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

The Lynn Classical High School mission is to meet the needs of all of our students and ensure they become knowledgeable, conscientious, productive, and self-reliant learners who are college and career ready. The school community shares in the responsibility of providing our graduates with the 21st century skills necessary to be successful on a local and global scale. We celebrate our diversity, cultivate creativity and respect, and take pride in knowing our school is safe and supportive for all.

LCHS is a student-centered learning community that VALUES:

- Life-long learning
- Cultural diversity
- High expectations for all
- Safe-learning environment

LCHS is committed to the following beliefs about LEARNING:

- Rigor, relevance, and relationships are key to academic achievement
- All are accountable
- Making connections makes a difference
- Success can be achieved by all

LCHS Learning Expectations:

1. Communicate effectively while making and defending arguments, accessing and relaying information, and addressing peers and adults.
2. Apply analytical, critical, and creative thinking skills to identify and solve relevant problems using appropriate technology and other resources.
3. Demonstrate REMARKABLE content knowledge through authentic tasks, performances, and assessments.
4. Work appropriately and productively both independently and with others in order to accomplish team and individual academic, personal, social or civic goals.
5. Interact positively, accept responsibility, and display consideration for the diversity of the school and community.

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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.

Classical High School is one of four public high schools in Lynn, Massachusetts with a commitment to providing students with the knowledge and skills to be college and career ready. During SY 14/15 we served a total of 1611 students at our campus at 235 O' Callaghan Way. The Lynn Educational Evening Program (LEEP) serves 37 of our students at their evening program. Classical has had an increase in enrollment over the last three years from 1,528 to 1,611 and our current enrollment is 1673. We are an ethnically and culturally diverse student body. Thirty eight percent of our student body is classified as economically disadvantaged, and fifty nine percent are students for whom English is a second language. We are fourteen percent African American, twelve percent Asian, forty nine percent Hispanic, twenty three percent White, and three percent Multi-Race Non-Hispanic. Our student body is made up of 53 percent male and 47 percent female.

Classical High School's administrative staff consists of one Principal and three Assistant Principals and a Data/Assessment Specialist. Looking toward the SY15/16, 100% of our teaching staff is certified in their assignment. We are a faculty of ninety eight teachers, including seven Department Chairs. Our staff also includes one librarian, six Guidance Counselors, two School Nurses, a School Social Worker, a part-time School Adjustment Counselor, and two early college coaches from North Shore Community College, a Peer Mediation Coordinator and a TRIO Advisor. Classical takes pride in the fact that ninety nine percent of our teachers were licensed in their teaching assignment's content area. We were able to retain eighty five percent of our teachers for SY 14/15. The median years of experience is nine, with forty five percent of teachers having ten or more years of teaching experience.

Student Enrollment

	2013	2014	2015	2015 District
Grade 9	492	417	508	1,290
Grade 10	319	433	407	1,082
Grade 11	373	305	410	970
Grade 12	342	341	283	762
SP (over age)	2	2	3	27
Total	1,528	1,498	1,611	4,131

Teacher Information

	2012	2013	2014	2014 District	2014 State
Teacher Retention	84.4	86.4	84.6	79.8	84.6
Staff Age	2013	2014	2015	2015 District	2015 State
Under 26	3%	2%	4%	7%	6%
26-56	69%	71%	69%	70%	75%
Over 56	28%	27%	27%	23%	19%
Median Yrs Experience	-	-	9	8	-
% ≥ 10 Yrs Experience	-	-	45%	45%	-

Performance Indicators

	2012	2013	2014	District 2014	State 2014
Student Attendance Rate	92.5	92.4	92.8	94.0	94.9
Absent 10 or more days (%)	51.3	49.3	47.0	38.2	30.4
Chronically Absent (% with < 90%)	28.4	30.3	26.5	19.1	12.3
Student Retention Rate	27.2	22.7	16.9	4.2	1.6
Out-of-School Suspension Rate	7.2	4.5	5.4	12.0	3.9

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Percent of students by race and gender

	% of Students				
	2013	2014	2015	2015 District	2015 State
African American	15.0	14.3	13.5	10.7	8.7
Asian	12.6	11.7	11.5	9.2	6.3
Hispanic	43.5	45.6	49.0	56.4	17.9
White	25.7	25.4	22.5	19.6	63.7
Multi-Race	2.9	2.7	3.1	3.8	3.1
Male	52	52	53	53	51
Female	48	48	47	47	49

Enrollment by Special Population

Demographic Group	2013	2014	2015	2015 District	2015 State
First Language Not English	53.9	55.2	58.5	54.1	18.5
English Language Learner	11.2	12.5	15.9	18.8	8.5
Special Education	13.3	14.4	14.7	15.4	17.1
Economically Disadvantaged	-	-	37.6	46.2	26.3

Provide instruction by highly qualified teachers

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

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.

Lynn Classical offers many levels of academic courses to support our diverse student bodies learning needs. Students can take part in college preparatory classes, honors classes and AP classes in ELA, Math, Science, Social Studies, Foreign Language, Technology and the Fine Arts. Our ELL program is set up to provide language support through the C level as well as Sheltered Immersion in the core subjects. Our Special Education Department has several settings in accordance with student need, including the COACH program, TLC program, LD program and Inclusion Program and the Learning Center for additional support.

LCHS offers **Advanced Placement Courses** in Art, Biology, Chemistry, Calculus AB, English Language and Composition, English Literature and Composition, Environmental Science, Spanish Language and Culture, United States Government and Politics, Statistics and United States History. The College Board's Advanced Placement courses are college-level classes available to high school students and offer the opportunity to gain college credits through achievement on the College Board AP Test. In addition, seniors have the opportunity to participate in an **Early College Program** with North Shore Community College providing dual enrollment in English, Science, Math and College Readiness.

LCHS students also have the opportunity to participate in **Honors Courses in all subject areas** as well as high level computer courses, Web Design and Desktop Publishing and Honors Programming & Java C++.

Our **Limited English Proficient population** is served from the Beginner to Intermediate level (Levels A, B, C respectively; WIDA ACCESS Levels 1, 2, 3) in a **Sheltered English Immersion (SEI)** environment in mathematics, biology, and history. We also provide two periods a day of English as a Second Language (ESL) for ESL A and B students. ESL C students take one period of ESL along with a mainstream English and social studies course.

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Lynn Classical's **Special Education Program** offers: Inclusion classes in Mathematics, English, and Science as well as a Learning Center classroom for Special Education students. 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 as described below:

- **COACH- Creating Opportunities for Autistic Children-** Smaller group setting specifically designed for students who are on the Autism spectrum. Curriculum is significantly modified to the needs of the students, with ABA and behavioral techniques utilized as a basis of the program.
- **TLC Program** – Smaller group setting specifically designed for students with intellectual disabilities who require substantial modification to the curriculum.
- **LD Program** – Smaller group setting specifically designed for students with language based learning disabilities and specific learning disabilities which require modification to the curriculum
- **Team Teaching (inclusion)-** General education setting with a core teacher and a special education teacher to design instruction and multimodal presentation of information to differentiate instruction
- **Learning Center-** Substantially separate setting for students who require additional instruction and support for the core subjects. Most students are entering less restrictive settings and are within the general education setting for a minimum of 1 class

Our goal is to provide services to students that facilitate access to the curriculum, prepare students to enter less restrictive environments, and become active members of the community. Students who demonstrate academic achievement and display effort are not restricted to the specific programs they are in. Students are encouraged to enter less restrictive environments on a trial basis, monitored for success, and the IEP is written to reflect the placement. The least restrictive environment allows the student more access to the general education curriculum and exposes the student to more material, thus providing a better opportunity for passing MCAS and becoming career and college ready.

--TLC → LD

--LD → TT (with Learning Center)

--TT → General Education (with Learning Center or without support)

Tiered Instruction / Supports and Interventions

- Speech / OT / PT / APE / SAC – services offered to students as a result of an evaluation
- Special Education Liaison Program: Each special education student is assigned a Liaison to maintain communication with parents, students and to complete Annual Reviews and/or Evaluations.
- Drop-out prevention coach for each grade, as well as an ELL Dropout Prevention Coach
- ETS Trio Program: college and financial aid application supports
- School-Based Health Center: a licensed clinic of the Lynn Community Health Center
- ELL CIT
- Parent Liaison and Translator
- Data & Assessment Specialist

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- Librarian
- Guidance counselors
- Two Americorp Volunteers to assist in SEI math and biology class
- One Book Summer Reading Program
- Naviance: online college and career readiness program
- ELA, Math and Science MCAS remediation
- READ 180 for TLC
- Apex Learning: online credit recovery courses
- The Homework Club
- Peer Tutoring
- Peer Mediation
- GE tutors
- Alumni mentoring
- Senior/freshmen mentoring partnerships
- COACH classroom aides
- SAT Prep Course
- Math Portfolio Course
- Biology II
- Extended Mentoring Program
- Student Study Team/ 504 Team
- Harvard Alumni Mentoring and Speaker Series
- School Council: parents, students, teachers and administrators
- Student Council: class officers and Mentoring Room Representatives
- College Express

Assessment practices

- Common quarterlies, mid-terms, finals
--analysis (remediation, enrichment, curricular changes)
- Ongoing, daily formative
- Common projects in math
- Pre-tests in math, social studies, ELA to gather baseline data
- ACCESS Testing for ELLs
- AP Exams
- Pre-SATs for grade 10 students (free)
- SAT, ACT & TOEFL
- Interim Progress Reports
- Report Cards (quarterly)
- Appropriate Special Education evaluations
- Science Labs/ Lab Practicals

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School based Professional Development time and content *Although we do have some mechanisms of this we feel that there is a need to increase the time and availability afforded to professional development.*

- PLC time (common period) in content groups for Math, ELA, and Science, Social Studies, Foreign Language)
-PLC Team Leaders
- Two formal PD days with topics including: cyber-safety, ethics, bullying, Epipen training
- Monthly faculty and departmental meetings (Test Wiz, Best Practices, Six Traits, cultural, pull out focus groups--AP, Team Teaching, etc.)
- New Teacher Mentoring Program
- School Safety
- Learning walks
- Peer Classroom Observations

Celebrations and Initiatives that are indicators of the school culture

- One Book Summer Reading Speakers
- Harvard Alumni Speakers
- Honor Roll Breakfast quarterly
- Student of the Month
- Student Government Day
- ELL Family Night
- Special Education Family Night
- Living in Two Worlds
- Financial Literacy Night
- Night of Excellence
- Extended mentoring periods
- Assemblies: Veterans Day, Memorial Day, Law day, motivational speakers for freshmen and seniors, Organ Donor, pep rally for football, Autism Awareness, MCAS, bullying,
- National Honors Society Induction Ceremony
- Alumni Awards Night
- Freshman Orientation
- Concerts
- Multicultural Nights (African American, Asian American)
- School Newspaper and website
- Social/mental health monthly meetings Nurses, social worker, school adjustment counselors, Vice Principals

Create strategies to attract highly qualified teachers

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

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coop programs with Endicott College are easily accessed by teachers who are earning credentials. Furthermore, the district provides tutoring for any professional seeking to pass MTEs.

Teacher Evaluation

All of our teachers are evaluated using the Massachusetts Educator Evaluation System. Teachers who are “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 on lesson planning and delivery.

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.

Feedback from parent leaders in the school along with an increase in enrollment of both district and out of district students indicates that Classical is considered in a positive light by the parents and greater community. Annual parent nights and celebrations have seen an increase in participation. Parent feedback was overwhelmingly positive during the Special Education Parent Night, ELL Parent Night, The Night of Excellence, The Living in Two Worlds / Multicultural Nights and Guidance College Nights.

Lynn Classical employs several groups within the school to help ensure a safe and equitable learning environment for all students and teachers. The administration is continuously soliciting feedback and looking to data points to adjust instruction and support programs within the school. At the end of the SY 13/14 an informal, anonymous survey was given to the teachers asking what more they would like to see from administration and the practices of the school. The following topics came up repeatedly in the A-team meetings, School Council, Student Council, Teacher Leader Cabinet, Monthly Health Meetings and Department Meetings. Trends that emerged from teacher feedback on the survey as well as focus groups of stakeholders within the school are:

Strengths:

Adults and students report that we have a very supportive and tolerant staff and student body. An example of this would be our school community’s engagement with our COACH program. Our Autistic students in the COACH program are an integral and valued part of our student body. There are a large group of student volunteers that work in our COACH classes and the Autism Assembly is a favorite for our students to participate in and celebrate their peers. We have also seen an increase in our autistic student’s participation in extra-curricular events. We have a large pep squad who are nicknamed the “Roadies” that attend athletic and academic events in support of each other. Our faculty takes pride in attending many extracurricular events at our school and can often be seen making the effort to make connections with students. We have

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also received a multitude of positive feedback from coaches, AD's and other event coordinators when Lynn Classical students are involved in activities outside of the school building. They are often described as polite, engaging and appreciative of the extracurricular experiences. An example of this is that Lynn Classical just received the MIAA Sportsmanship Honor Roll for their positive behavior in and at athletic events.

Another indicator of positive culture is a reduction in violent discipline infractions and bullying referrals and an increase in the use and success of our peer mediation program and conflict resolution.

Students have several outlets and adults in the building that they can seek out if they are having issues in the school or at home or if they are feeling uncomfortable in the building. These supports include assistant principals, guidance, nurses, teen health center, school social worker, bullying coordinator, peer mediation, mentoring teachers and classroom teachers. There are also many support programs in place for academic support. All teachers have a night back but many departments coordinate so that each teacher has a night back during the week and they will support any student looking for help in their discipline. We have a homework club after school in the library where students are welcome to use computers or study and is hosted by a different subject each night of the week. We have both GE tutors and a Peer tutoring program for individuals who need consistent help in a subject. We have a Learning Center class for students on IEP's which is a credited class that students receive support in the core classwork as well as study skills training and vocabulary work. We are implementing an athletic study group two days a week that is being organized by a former student athlete giving back to the community, highlighting the importance of being a student athlete and providing a positive role model. We have a full guidance staff that is delivering curriculum in the classroom and guiding students in post high school planning. We also have a representative from the North Shore Community College TRIO program that takes students on college field trips and walks families through the financial aid process.

Areas of Need:

- A declining sense of respect for adults in the building (especially in situations outside of the classroom when a student needs to be spoken to about minor infractions.)
- Concern for time on learning as students adjust to the LPS seven day failure rule and take six "vacation days" per quarter.
- A decline in student's self-reliance, specifically with lack of homework being completed, meeting important deadlines and taking the most appropriate challenging coursework.

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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).

In 2012, Classical was a Level 3 School. The following year the school achieved a Level 1 status (the highest level). In 2014, Classical slipped to a Level 2, and based on the latest data, Classical expects to be back to Level 3 in 2015. The decline in accountability levels has been due to the school's inability to meet its gap narrowing goals over the past two years.

Classical's performance percentile relative to other high schools, its CPI (Composite Performance Index), its SGP (Student Growth Percentile), and PPI (Progress Performance Index) have all declined in ELA and Math for 3 straight years starting with the 2012-2013 school year. These percentiles and indices are all driven from student MCAS scores, so as the students' scores have declined, so have Classical High School's academic performance results.

While the MCAS failure rate for ELA and Biology has remained in the single digits over the past 3 years, Math has seen a steady increase in its failure rate over that time. In the 2012-2013 school the Math failure rate was at 10% while it now stands at 21% for the 2014-2015 school year.

Classical has made positive gains in its 4 year graduation rate going from 75.3% in 2011 to 83.1 in 2014.

Classical's dropout rate has fluctuated from the 3.9% in 2011 to 2.7% in 2012 to 3.3% in 2013 to 3.5% in 2014.

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ACCOUNTABILITY

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

Accountability and Assistance Level: Level 2									
School Percentile: 24th									
Cumulative PPI (all students) 61									
Proficiency Gap Narrowing	2012	2013	2014	2014 Change	2014 %ile	2014 Rating	*2015	2015 %ile	2015 Rating
<u>ELA</u>									
CPI	91.4	94.6	90.7	-3.9	11 th	Declined	89.1	0.9	No Change
SGP	58	66	50	-16	55 th	Below Target	50	0	Below Target
% Advanced	23.1	31.0	25.6	-5.4	31 st	Not Meeting Target	27.8	2.2	Not Meeting Target
% Warning	1.6	2.9	4.7	1.8	8 th	Not Meeting Target	6.7	2.0	Not Meeting Target
<u>Math</u>									
CPI	85.9	83.1	79.7	-3.4	12 th	Declined	74.1	-5.6	Declined
SGP	61	49	48.5	-0.5	44 th	Below Target	41	-7.5	Below Target
% Advanced	39.5	35.6	34.3	-1.3	21 st	Not Meeting Target	27.7	-6.6	Not meeting target
% Warning	8.0	9.7	13.2	3.5	9 th	Not Meeting Target	20.9	7.7	Not meeting target
<u>Science</u>									
CPI	79.7	81.6	79.0	-2.6	17 th	Declined	75.8	-3.2	Declined
% Advanced	11.3	13.3	11.6	-1.7	23 rd	Not Meeting Target			
% Warning	5.2	8.6	5.8	-2.8	20 th	Met Target			
Graduation Rate	80.9	87.8		6.9	38 th	On Target			
Dropout Rate	2.7	3.3		-0.6	15 th	Declined			
Dropout Reengagement			1			Not Meeting Target			

**2015 Accountability Data are Preliminary*

Historical Accountability Data

2012	Level 3	School Percentile:	29 th %ile	Cumulative PPI = 85 (*Grad Rate – Sped)
2013	Level 1	School Percentile:	28 th %ile	Cumulative PPI = 83
2014	Level 2	School Percentile:	24 th %ile	Cumulative PPI = 61
2015	Level	School Percentile:	%ile	Cumulative PPI =

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English Language Arts

3-Year MCAS ELA Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2013	277	31	56	9	4	94.6	66
School 2014	379	26	54	15	6	90.7	50
School 2015	347	28	53	12	7	89.8	51
District 2015 (Grade 10)	996	27	51	15	8	89.1	60
State 2015 (Grade 10)	69,751	49	42	6	3	96.7	51

MCAS ELA 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	347	28	53	12	7	89.8	51
Students with Disabilities	52	4	56	29	12	78.4	42
ELL	55	0	27	40	33	58.2	-
Former ELL	11	0	64	36	0	88.6	-
Economically Disadvantaged	158	25	56	15	5	90.7	51
African American /Black	48	17	67	10	6	90.6	42.5
Asian	35	34	49	17	0	92.9	56
Hispanic	178	22	54	13	10	86.7	52.5
White	73	47	44	7	3	95.5	47
Male	184	24	52	15	9	87.1	46.5
Female	163	31	55	9	5	92.8	56

MATHEMATICS

3-Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2013	278	36	28	26	10	83.1	49
School 2014	385	34	26	25	14	79.7	48.5
School 2015	350	28	26	25	21	74.1	41
District 2015 (Grade 10)	990	26	26	26	22	73.3	47
State 2015 (Grade 10)	69,766	53	25	13	8	89.9	50

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MCAS Math 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	350	28	26	25	21	74.1	41
Students with Disabilities	54	2	4	44	50	43.5	32
ELL	55	0	5	29	65	35.9	-
Former ELL	11	0	27	45	27	61.4	-
Economically Disadvantaged	160	20	29	28	23	71.6	39.5
African American /Black	49	18	14	33	35	60.2	26
Asian	35	31	34	26	9	83.6	57.5
Hispanic	179	23	30	25	23	72.8	42
White	75	47	24	19	11	84.0	44
Male	186	28	25	26	21	73.3	44
Female	164	27	28	24	21	75.0	39

SCIENCE/TECHNOLOGY & ENGINEERING

3-Year MCAS STE Results – All Students

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
School 2013	255	13	47	31	9	81.6
School 2014	346	12	39	43	7	79.0
School 2015	301	15	30	48	7	75.8
District 2015 (HS)	897	9	30	50	11	72.3
State 2015 (HS)	67,732	27	44	23	5	88.2

MCAS STE 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	301	15	30	48	7	75.8
Students with Disabilities	47	0	15	72	13	59.0
ELL	32	0	6	47	47	44.5
Former ELL	11	0	9	91	0	59.1
Economically Disadvantaged	137	10	23	61	6	71.2
African American /Black	37	8	30	54	8	70.3
Asian	30	30	20	47	3	80.8
Hispanic	156	10	30	51	9	73.1
White	70	24	36	36	4	84.3
Male	158	16	28	48	8	75.6
Female	143	13	31	48	7	76.0

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ACCESS for ELLs 3-Year Results on Overall Score.

Proficiency Level	2013 ELL Students		2014 ELL Students		2015 ELL Students	
	#	%	#	%	#	%
Entering	39	35%	46	22%	66	25%
Emerging	44	39%	90	43%	94	35%
Developing	19	17%	44	21%	76	28%
Expanding	8	7%	20	10%	25	9%
Bridging	3	3%	7	3%	4	1%
Reaching	0	0%	3	1%	2	1%
Total	113		210		267	

ACCESS for ELLs Growth

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	30	35%	12	14%	43	51%
2015	46	38%	28	23%	48	39%

ACCESS for ELLs change in proficiency level (ELL Students with 2014 and 2015 Results).

2014 ACCESS Proficiency Levels	2015 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering	12 (34%)	18 (51%)	4 (11%)	1 (3%)	-	-
Emerging	3 (4%)	30 (42%)	33 (46%)	5 (7%)	1 (1%)	-
Developing	-	1 (3%)	21 (57%)	14 (38%)	1 (3%)	-
Expanding	-	-	2 (40%)	1 (20%)	1 (20%)	1 (20%)
Bridging						
Reaching						
Total (149)	15	49	60	21	3	1

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Needs Assessment- Curriculum and Instruction (Refer to Conditions for School Effectiveness III and IV)
Using state, local, and classroom assessment data, identify specific areas of strength and need in the Curriculum and Instruction areas listed below. Consider and analyze student results by grade-level, subgroups, learning standards/strands/domains, question type, etc. The curricula and instructional practices in the school are developed and implemented to attain high levels of achievement for all students.
Indicator 1: Aligned and Consistently Delivered Curriculum: School leadership, teachers and other staff ensure consistent use and effective delivery of the district's curricula/mapping. The school's taught curricula are aligned to state curriculum frameworks and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.
<p>Strengths:</p> <ul style="list-style-type: none"> • Curriculum Maps are aligned to state standards and CCSS • Common Quarterlies are used to assess learning, determine strengths and weaknesses and adjust practice when appropriate to ensure understanding. • Subject and Discipline Level PLC time provided to assess data, share lessons and make adjustments when necessary. • Implementation Six Traits training • PLC time to discuss and cooperatively write lesson plans to successfully implement the curricula. • Classical Lesson Plan Template utilized by majority of staff (Components must be used even if they use other template).
<p>Areas of Need:</p> <ul style="list-style-type: none"> • Professional development centered on teachers of special populations to ensure that special education curriculum and English language learners' curriculum is aligned with the districts standards in Math, English Language Arts, Science and History. • Need for teachers who are dually certified in subject areas and special education or ELL. • Need for major electives that target in ELA (writing) and Math (Algebra Essentials) to support student weaknesses in standardized testing and college readiness. • Planned and purposeful cross-curricula embedded work between departments to increase student skills. • Quarterly Exams/DDM's need to be aligned more purposefully to new curricula. • Increase opportunities for vertical alignment of curriculum and PLC time for teachers of vertically aligned courses to meet and discuss student work and curricula.
Indicator 2: Effective Instruction: Instructional practices are based on evidence from a body of high quality research and on high expectations for all students. The school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.
<p>Strengths:</p> <ul style="list-style-type: none"> • District Training Initiatives: RETELL Training, Six Traits Training, RBT Training, Close Reading Training, Classroom Management Training. • New Teacher Mentoring Program • Evaluators have been provided with both ATSR and OATs training to be able to evaluate and support instruction. • Common Planning Time • Best Practices shared regularly at department meetings and faculty meetings. • Department Heads provide time for PLC's and peer observations. • New Objective and Evidence based evaluations system
<p>Areas of Need:</p> <ul style="list-style-type: none"> • Teachers need to vertically align curriculum to support increase in rigor. • Increase teachers use and understanding of Differentiated Instruction. • Monitoring and support of lesson planning and instruction by department heads can be inhibited by teaching Department Heads teaching assignments and other administrative duties. • Increase opportunities for teacher and student use of technology • Professional Development on effective use of technology in the classroom.

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Needs Assessment- Assessment (Refer to Conditions for School Effectiveness V)
School leadership, teachers and other staff use student assessment results (formative, benchmark, state assessments) external and internal reviews, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: professional development, student services, instructional programs, and assessment practices.
Indicator 3: Data-based Decision-Making: The school analyzes and uses data to drive decision-making. School leadership, teachers and other staff review student assessment results, external and internal reviews, and other pertinent data to prioritize goals, maximize effectiveness in allocating resources and to initiate, modify or discontinue programs, policies and initiatives.
<p>Strengths:</p> <ul style="list-style-type: none"> • Classical has several “special teams” devised of varied stakeholders to review multiple sources of data. The following teams use data to drive decisions on curriculum, assessment, resources, staff assignments and to devise solutions to improve student achievement: <ol style="list-style-type: none"> 1. School Improvement Team (Principal, Assistant Principal, Department Heads, Guidance Counselors, Teachers) Administrative Team (Principal, Assistant Principal, Department Heads, Guidance Counselors, Athletic Director) 2. School Council (Voting Members :Principal, Teachers, Parents, Students) Non-Voting Members (Department Heads, Assistant Principal, Data & Assessment Specialist) 3. Student Council (Principal, Class Advisors, Class Officers) 4. Mentoring Room Representatives 5. Other: Special Focus Groups are set up regularly to look at data and solve more specific issues. An example would be an Advanced Placement Focus Group • Quarterly Assessments Data is utilized to find strengths and weaknesses to drive future instruction. • Standardized Testing results, Quarterly Assessments used to decide teacher assignments • Utilize standardized testing like MCAS, access, AP, etc. to identify staffing needs and placement.
<p>Areas of Need:</p> <ul style="list-style-type: none"> • Need to increase understanding, variety and utilization of formative assessments in the classroom. • Need to increase opportunity to look at data and improve follow up with ideas.

Needs Assessment- Professional Learning (Refer to Conditions for School Effectiveness VII)
Describe the process of determining the professional learning needs of all staff, including how the school implements ongoing professional development during the school year. Professional development programs and services are based on district and school priorities, information about staff needs, student achievement data and assessments of instructional practices and programs.
Indicator 4: Professional Development: PD for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning.
<p>Strengths:</p> <ul style="list-style-type: none"> • PLC time to support and coach • Technology PD • Applestein Motivational Speaker to give teachers methods on improving class climate • Long planning training • Differentiated Instruction • Classroom Management • Best Practices during monthly faculty meetings
<p>Areas of Need:</p> <ul style="list-style-type: none"> • Department Heads need to have more time to mentor and support teachers. • Content PD for secondary levels. • Inclusion Training • Vertical alignment training • Effective PLC facilitation training

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

Strengths:

- Administrative team
- PLC time provided for ELA , Math, Science, Social Studies, Foreign Language and Technology
- School Council
- Student Council
- DDM planning at district level (Administrators and Teachers were involved in the DDM process)

Areas of Need:

- PD on Learning Walks and coaching on successful implementation.
- No Common Planning time for Ell and Special Education Teachers due to scheduling restrictions
- All inclusion pairings do not have same prep or administrative periods with their co-teachers so often planning and scaffolding of lessons happens in isolation.

Needs Assessment- Student Support (Refer to Conditions for School Effectiveness VIII, IX and X)

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

Strengths:

- “Finish Line Mentoring Period” for our at risk students
- Extended Monthly Mentoring to address social and emotional issues and provide education on positive decision making.
- Data and Assessment Specialist
- Afterschool MCAS remediation and support programs
- MCAS math portfolio class
- 7 day waterfall schedule allowing all classes to have a long block lesson for more in depth learning
- Homework club in the Library after school with teacher support
- Learning Center for Special Education students to support the core curricula
- School Social Worker
- Guidance Staff
- SAT prep classes
- Inclusion setting to provide support to Special education students within the regular education setting.
- Teen Health Center that provides both physical and behavioral support.
- ELL Guidance Counselor
- Spanish Translator/Parent Liaison
- ELL Interventionist

Areas of Need:

- Inclusion Training
- Dual Certification
- Math CIT
- Reduce Class sizes
- Increase in RETELL Strategies being implemented in the classroom.

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Indicator 7: Students' social, emotional, and health needs: The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students.

Strengths:

- Teen Health Center in house behavioral health
- School based social worker
- School based nurses
- Health classes
- Mentoring teachers
- Extended Mentoring Lessons
- Motivational Speakers
- Guidance Counselor
- Peer Mediation Program
- Partnership with GE tutor program
- Alumni Mentors Spanish
- Translator/Parent Liaison
- ELL Interventionist
- Peer Tutoring
- Student Study Team
- 504 Team
- Monthly Health and Wellness Meetings with Assistant Principals, Nurses, Guidance and Teen Health Center to coordinate care for at risk students

Areas of need:

- School Resource Officer
- Financial Resources to continue Parent University
- Ease in restriction of placing students in a more productive learning environment such as Lynn Vocational Technical School, Fecteau-Leary Alternative, LEEP, etc.

Indicator 8: Family-school and Community engagement: The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.

Strengths:

- Jupiter is a web based transparent gradebook and communication center where emails and text messages can be sent out to the school community as a whole or to target specialized groups. Jupiter also allows an easy way for student to get missing work and contact their teachers with questions.
- Blackboard Connect community outreach calling
- Three Open Houses including a "Night of Excellence"
- Special Education Parent Information Night
- ELL Parent Information Night
- Student Athlete Information Night
- Guidance Information Nights for applying to College and Financial Aid
- Naviance
- Financial Literacy Night
- Lynn Community Health Satellite Office
- Positive Relationship with community resources including DCF, Elliot, Lynn Police, Lynn Fire Department,

Areas of Need:

- Increased parent involvement
- Funding source for Parent University

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Define Priorities and Describe the Strategies/Actions

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

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

Identified Area(s) of Need: To improve writing in MCAS open responses in all subject areas,

Priority 1

To improve writing across all content areas with a focus on word choice and citing textual evidence to further prepare students for college and career readiness.

**Strategies/
Actions**

Our school-wide professional practice goal for all educators is to utilize the RETELL 7 steps vocabulary strategy and student glossaries to accommodate differences in learning needs and levels of readiness in teaching vocabulary.

Utilize Six Traits writing strategies school wide with departments focusing on specific traits in their writing by:

- Ensuring there is a common understanding and vision among all staff of Six Traits Writing.
- First Staff Development Day will include Power Point so all staff will have an introduction to Six Traits.
- Work towards all teachers being trained by the district in Six Traits.
- Six Traits Leader Training will be utilized in PLC time, monthly meetings and faculty meeting. Three Six Traits Leaders will act as coaches in the building.
- Department Heads will incorporate time during monthly meetings and PLC time to practice, share experiences or collaboratively correct writing samples utilizing Six Traits Writing.
- Best practices during faculty meetings throughout the year will be reminders and additional training around Six Traits Writing.
- Students will be provided with a wealth and variety of opportunities for practice.
- All major assessments must include a writing opportunity.

PD Focus on Feedback that moves writing forward not just praise.

Close Reading strategies in Social Studies departments and other departments as training and materials become available.

**Expected
Outcome(s)**

To show measurable progress in writing in both internal assessments and standardized testing including Quarterlies, MCAS, SAT, and AP scores.

**Timeline
for Actions**

This will be a year- long initiative and data teams will be looking at internal assessments quarterly. Standardized testing will be looked at as testing data is released in comparison to prior test releases. Qualitative data will be derived from PLC meetings and common correcting meetings.

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

Identified Area(s) of Need: Increase students self-reliance and time on learning, promote successful social interactions with peers, classrooms should move from mostly teacher centered to student centered.

Priority 2

Establish and maintain a school culture designed to promote student-centered, collaborative classrooms where student's take responsibility for their learning and interact respectfully.

Classical will establish a student-centered, collaborative and respectful culture that maximized time on learning in the following ways:

- A. Move the focus of classroom time towards more student centered collaborative learning experiences.
- B. Provide Character education and exercises through the LCHS Extended Mentoring Curriculum and monthly character themes.
- C. Increase time on learning through improving attendance.

Create student-centered classrooms focused on collaboration where students take responsibility for their learning.

- Professional Development on setting up student-classrooms, cooperative learning and affective methods of choosing groups to suit your classroom needs
- Faculty meeting best practices focus on cooperative lessons.
- Department Chairs will promote and aid planning of cooperative, self-centered activities during PLC time.
- Walk-through's will focus on student centered, collaborative learning activities.
- PLC time will be dedicated to sharing ideas and practices on affective pairing and grouping strategies to promote positive collaboration and modeling among students.
- Materials on creative collaborative lesson planning will be made available for teachers borrow and utilize in the teachers common areas.
- Department Chairs will review RETELL strategies on effectively grouping ELL students within a mainstream class.
- Department Chairs will train their staff on uploading important documents to Jupiter to enhance the student's ability to get assignments.
- Staff will continue to promote use of Jupiter by students and parents to engage students in actively tracking their progress
- Jupiter will aid students in becoming more self-reliant in keeping up to date in their classes when they are not able to attend.
- Parents will be able to take an active role in monitoring the daily/weekly progress of their students work.

**Strategies/
Actions**

Character Building Activities

- Each month will have a theme of a highlighting an attribute that defines an aspect of character that which we hope to enhance in our student body. An Extended Mentoring Room Lesson will focus on the month's theme and a series of activities that dovetail with the theme will be used to reinforce the message to the student body. The traits to be celebrated by all students and staff with samples of activities are:

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Extended Mentoring				
Dates	Topics	Who	Lesson	Monthly tasks/People Responsible
September 18 th	Attendance	Jessica/Sally	Slogan Challenge	“Good Morning”
October 7 th	Citizenship	Chris H/Fran	Mentoring Room Reps	Park Clean up Keep your school clean Environmental club provide PSA Say no to graffiti
November 25 th	Kindness	Jessica/Amy	Thank you Note Lesson	Say Thank you
December	Give to Others/Pay it Forward (no extended)	Amy/Jessica	No Lesson	Elf Day Pay it Forward Commercial
January 27 th	Integrity/Honesty	Amy/Fran		Real World Scenarios Skits with follow up interviews in the cafeteria.
February 10 th	Healthy Relationships/Respect	Donna/Shanna	Healthy Relationships	Make a Friend Sit with someone new
March 9 th	Responsibility/Perseverance	Dennis/Chris W		Personal Goal Homework Perseverance/keep Trying Share stories of students from
April 27 th	Caring/Tolerance	Shanna/Donna	Autism Awareness	Celebrate differences Extend your tolerance
May 25 th	Decision Making	Dennis/Chris W		Prom safety Good Judgment
June (TBA)	Celebrate Summer Reading/Do one thing to better yourself	Sally G/Chris		Give back to your community

** Teams are developing lessons for each subject that will be added.

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Attendance Strategies

- September Poster Contest between mentoring rooms for best slogan for increasing attendance to gain success.
- Art classes will have an assignment to reproduce the slogan that is chosen for decorating the school.
- At the end of each month mentoring rooms will be rewarded by each grade with the highest attendance percentage.
- Quarterly individual perfect attendance breakfast
- Attendance Awards at end of the year awards ceremony
- Post the rankings in the café by percentage top to bottom by grade level.
- Identify lowest ranking home rooms and have assistant principals and support staff focus in on re-engaging student to attend school through mentoring room visits, calls and meetings with at risk parents.
- Biweekly meetings with assistant principals and attendance clerk to coordinate efforts to engage at risk students
- Increase the utilization of the truancy officers to for students with poor attendance.

Expected Outcome(s)

A decrease in the percent of students with 10 or more days absent and an overall increase in monthly student attendance rates.

A decrease in in-school and out-of-school suspensions

Increased MCAS scores in ELA, Math, and Science.

Timeline for Actions

This will be a year- long initiative and the Administrative Team and School Improvement Team will be looking at attendance and suspension data Monthly and Quarterly to assess progress.

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Appendix A

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

October Accountability Data Update and Reflections:

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

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