

Lynn English High School School Improvement Plan 2015-2016

School Improvement Team

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

School Council Members

Thomas Strangie	Chairman	Principal
Kenneth Oswald	Co-chairman	JROTC
Linda Barefield	Faculty	Librarian
Kirstin Bunker	Faculty	Science
Stephanie Bowden	Parent	
Andrea Dorsey	Parent	
Karen Holey	Parent	
David Woumn	Community	
Frederick Cole	Community	Lynn Business Education Foundation
Jonathan Acevedo	Student	

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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 mission of the LEHS community is to have students become self-directed, life-long learners who acquire core knowledge, think critically and collaboratively and effectively utilize technology to communicate and participate in a global society.

We foster respectful, responsible behavior and leadership in a safe and supportive environment.

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.

LEHS is the largest high school in the city and has a student population of approximately 1,616 students. Demographically the student population is 10.6% African American, 8.0% Asian, 56.1% Hispanic, 22.5% White, 0.1% Native American, and 2.7% Multi-Racial Non-Hispanic. (See data on next page.) Of the total student body, 18.1% are LEP students, 12.4% receive services from the Special Education Department, 59.5% are classified as High Needs, and 38.1% are listed as Economically Disadvantaged.

LEHS has a student attendance rate of 91.9%. For the third year in a row, there has been a decline in the Out-of-School Suspension Rate.

LEHS is comprised of 105 educators including 1 Principal, 3 Vice Principals, 1 Program Specialist, 6 Guidance counselors, 90 teachers, 2 Nurses, 1 Librarian, and 1 part-time School Adjustment Counselor. 98.1% of educators are certified and high qualified in their content area. 77.8% of the educators in the building have professional status. 48% of the teachers have 10 or more years of experience. Due to the Union agreement around staffing at English High School, the principal has hiring authority and takes all necessary steps to recruit and hire certified teachers for all open positions.

Student Enrollment

	2013	2014	2015	2015 District
Grade 9	480	494	506	1,290
Grade 10	385	374	435	1,082
Grade 11	430	344	349	970
Grade 12	358	399	324	762
SP (over age)	0	0	2	27
Total	1,653	1,611	1,616	4,131

Teacher Information

	2012	2013	2014	2014 District	2014 State
Teacher Retention	84.1	86.8	89.3	79.8	84.6
Staff Age	2013	2014	2015	2015 District	2015 State
Under 26	2%	<1%	1%	7%	6%
26-56	70%	70%	72%	70%	75%
Over 56	28%	29%	27%	23%	19%
Median Yrs Experience	-	-	9	8	-
% ≥ 10 Yrs Experience	-	-	48%	45%	-

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Performance Indicators

	2012	2013	2014	District 2014	State 2014
Student Attendance Rate	92.5	91.9	91.9	94.0	94.9
Absent 10 or more days (%)	49.6	48.8	50.7	38.2	30.4
Chronically Absent (% with < 90%)	29.5	31.0	30.9	19.1	12.3
Student Retention Rate	9.3	9.6	8.5	4.2	1.6
Out-of-School Suspension Rate	37.6	31.2	30.6	12.0	3.9

Percent of students by race and gender

	% of Students				
	2013	2014	2015	2015 District	2015 State
African American	12.5	10.8	10.6	10.7	8.7
Asian	10.5	9.9	8.0	9.2	6.3
Hispanic	49.2	53.0	56.1	56.4	17.9
White	24.7	24.0	22.5	19.6	63.7
Multi-Race	3.0	2.2	2.7	3.8	3.1
Male	47	49	52	53	51
Female	53	51	48	47	49

Enrollment by Special Population

Demographic Group	2013	2014	2015	2015 District	2015 State
First Language Not English	53.1	55.6	58.1	54.1	18.5
English Language Learner	10.8	14.7	18.1	18.8	8.5
Special Education	12.8	13.4	12.4	15.4	17.1
Economically Disadvantaged	-	-	38.1	46.2	26.3

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 MTEs.

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

Core Instructional programs

LEHS follows a 7-day water-fall schedule with students attending 6 of their 7 classes every day. A long block is part of the schedule, which provides more time for deeper and more intense learning. Class levels are broken down into 3 types: College Prep, Honors, or Advanced. In SY 2013-2014, LEHS moved to an inclusion model for instruction. There is a Life Skills class and several small, substantially separate (0.4) special education classes as mandated by students' IEP's. In addition, there is a comprehensive program for ELL students that offers core curriculum through sheltered instruction. Students are required to take English, Math, Social Studies, Science, and Foreign Language and fulfill the MassCore requirements.

Tiered Instruction / supports and interventions

Teachers were provided training in the following areas: RETELL, Differentiated Instruction, Studying Skillful Teaching, Read 180, and Six Traits. A full time ELL interventionist that identifies and assists students who need additional support in core academic areas. The School/Parent Liaison provides bilingual communication to families regarding school policies and student performance. Students who have fallen behind in their course work are given the opportunity to participate in Apex, a credit recovery program. Tutoring is also offered to those students who have not achieved a competency determination in the different MCAS tests.

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Assessment practices

Common assessments (quarterly, midterm, and final) are used in all core subject areas. The Principal reviews these assessments and provides constructive feedback to teachers on a quarterly basis.

Formative Assessment is regularly used in classrooms. Many teachers were trained in using and developing formative assessments. These assessments are used daily to drive day to day instruction. Some of the formative assessments used include tickets to leave, quick sorts, warm-ups/do nows, and checking for understanding.

Professional Development

All teachers meet on a regularly scheduled monthly basis to participate in professional development focused on the school-wide professional learning goal. New teachers are enrolled in a mentoring program (School Support Team) that meets monthly with experienced school support staff. All staff participates in two staff development days per year.

School culture

At the end of each quarter, every department selects a student of the quarter. A picture of the student including a brief biography is on display in the main foyer. All students who achieve an Advanced rating on the Spring MCAS tests also have their names posted on another bulletin board in the main foyer. The school hosts the Living in Two Worlds and Transitions programs that explore and celebrate the lives of immigrant students adjusting to a new culture and country. The MJROTC program provides 170 students with training in discipline and leadership civic responsibilities. Students are given an opportunity to compete and perform with their peers on a statewide and national level. Other celebrations of student performance include Academic Awards Night, National Honor Society Induction, National Technical Honor Society Induction, Drama Festival, RAW Arts, and Senior Scholarship Awards Night. In addition, all students are given an opportunity to participate in a wide variety of sports and extracurricular activities.

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 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 might be "in need of improvement" are monitored as they work towards improving their instruction. Curriculum and instruction teachers, math and ELA coaches, and ESL coaches work to model lessons for teachers who need to improve.

Coordinate and integrate Federal, State, and local services and programs; and meet intent and purposes of each program whose funds are consolidated, if applicable. Our school submits budget requests directly to the Superintendent's Senior Leadership team. This team includes both Deputy Superintendents, the Executive Director of Curriculum, the ELL coordinator, the SPED administrator, the human resources manager, and the financial manager for the Lynn Public Schools. As the organization is formed and resources are allocated, all sources of funds are coordinated in order to meet the needs of our school.

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

According to the Endicott Survey Self Study which was conducted during School Year 2012-2013, 61.1% of the students felt that the teachers were concerned about their learning. To the same question, 87% of the staff and 84.5% of the parents provided a more positive response.

For learning to take place, everyone must feel that the school provides a safe, positive, respectful, and supportive school culture. In answer to this question, 74.2% of the students, 88% of the staff, and 74.2 of the parents gave a positive response.

Several surveys are conducted annually that contribute to the understanding of the perception of the school's learning environment. Among them are senior surveys, AP student surveys, and Title I parent surveys. Teachers and school leaders participate in learning walks to gain a better understanding of the learning environment. Staff is provided feedback in order to enhance teaching and learning. The School/Parent Council meets 4 times a year to discuss the school climate.

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).

Between the years 2012-2015 the number of students achieving a competency determination in English Language Arts has been at 93% or higher. During the same time frame, the median student growth percentile has gone from 53% in 2012 to 66% in 2015 while the Composite Performance Index declined from 93.3% in 2014 to 88.9% in 2015.

Between the years 2012-2014 the number of students achieving a competency determination in Math has been at 87% or higher. In 2015, the number of students achieving a competency determination in Math dropped to 79%. The median student growth percentile has steadily increased from 46.0% in 2012 to 59.0% in 2015 while the Composite Performance Index declined from 84.8% in 2012 to 75.4% in 2015.

In 2012, the number of students achieving a competency determination in Science was 90%. From 2013-2015, the number of students achieving a competency determination in Science has declined from 83% to 78%.

There has been an increase in the 4-Year Graduation Rate from 2013 to 2014. In 2013 it was 74.8% and in 2014 it was 77.8%. At the same time, the Annual Dropout Rate has decreased from 4.8% in 2013 to 4.3% in 2014.

In the 2012-2013 School Year, 215 students took the SAT test. The number of students who took the test in the 2013-2014 School Year was 263. With this increase of students, there was only a slight decrease in the scores for Reading, Writing, and Math.

In the 2012-2013 School Year, 145 students took the Advanced Placement test. The number of students who took the test in the 2013-2014 School Year was 198. With this increase of students, there was also an increase in the number of students achieving a score between 3-5 from 45.5% to 47.5%.

During the 2013-2014 and 2014-2015 school years, LEHS hosted a newcomer program for students with interrupted formal schooling. Each year over 50 students were enrolled in the program and received intensive instruction in both English and Math. However, significant gaps in both literacy and rudimentary math skills were identified and have had a dramatic impact on the overall school performance in statewide testing. Discussion regarding this issue has been raised at the district level.

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ACCOUNTABILITY DATA

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

Accountability and Assistance Level: Level 3 (Among lowest performing 20% of subgroups – Focus on Students w/disabilities)									
School Percentile: 22									
Cumulative PPI (all students) 69									
Proficiency Gap Narrowing	2012	2013	2014	2014 Change	2014 %ile	2014 Rating	*2015	2015 Change	2015 Rating
<u>ELA</u>									
CPI	92.9	93.4	93.3	-0.1	17 th	Above Target	89.2	-4.1	Declined
SGP	53	71	65	-6.0		Above Target	66	1	Above Target
% Advanced	24.2	35.1	28.3	-6.8		Not Meeting Target	32.6	4.3	Met Target
% Warning	4.6	3.2	3.7	0.5		Not Meeting Target	6.5	2.8	Not meeting target
<u>Math</u>									
CPI	84.8	84.5	84.0	-0.5	19 th	No Change	75.4	-8.6	Declined
SGP	46	47	51	3		On Target	59	8	On Target
% Advanced	31.9	37.0	36.9	-0.1		Not meeting target	32.4	-4.5	Not meeting target
% Warning	10.6	9.1	9.4	0.3		Not meeting target	19.9	10.5	Not meeting target
<u>Science</u>									
CPI	83.7	82.2	79.9	-2.3	19 th	No Change	73.0	-6.9	Declined
% Advanced	12.7	14.6	8.6	-6.0		Not meeting target			
% Warning	5.9	7.6	5.3	-2.3		Met target			
Graduation Rate	78.1	74.8		-3.3		Declined			
Dropout Rate	2.9	4.8		-1.9		Declined			
Dropout Reengagement	-	-	5			Met Target			

**2015 Accountability Data are Preliminary.*

Historical Accountability Data

2012	Level 3	School Percentile:	19 th %ile	Annual PPI = 96	Cumulative PPI = 70
2013	Level 3	School Percentile:	20 th %ile	Annual PPI = 75	Cumulative PPI = 73
2014	Level 3	School Percentile:	22 nd %ile	Annual PPI = 57	Cumulative PPI = 69
2015	Level	School Percentile:	%ile	Annual PPI =	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	342	35	50	11	4	93.4	71
School 2014	325	28	54	11	7	93.3	65
School 2015	378	33	45	15	7	89.2	66
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	378	33	45	15	7	89.2	66
Students with Disabilities	50	2	42	32	24	73.0	54.5
ELL	69	0	23	51	26	59.8	-
Former ELL	23	17	65	13	4	95.7	-
Economically Disadvantaged	181	24	55	15	6	90.2	65
African American /Black	26	46	50	4	0	98.1	65
Asian	32	31	56	12	0	96.1	71
Hispanic	220	23	44	22	12	83.3	66
White	94	54	40	4	1	98.1	66
Male	193	28	42	20	10	85.6	66
Female	185	38	48	11	4	93.0	66

MATHEMATICS

3-Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2013	341	37	32	21	10	84.5	47
School 2014	320	37	28	22	13	84.0	51
School 2015	372	33	24	23	21	75.4	59
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	372	33	24	23	21	75.4	59
Students with Disabilities	51	0	14	24	63	41.7	51
ELL	65	2	11	28	60	41.5	-
Former ELL	23	17	26	43	13	79.3	-
Economically Disadvantaged	178	24	30	25	22	73.0	60
African American /Black	26	54	15	19	12	84.6	74
Asian	32	38	28	31	3	87.5	73.5
Hispanic	215	20	25	26	30	66.7	59
White	93	57	22	13	9	89.0	48.5
Male	191	32	20	25	23	72.5	60
Female	181	33	28	20	18	78.5	58

SCIENCE/TECHNOLOGY & ENGINEERING

3-Year MCAS STE Results – All Students

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
School 2013	316	15	44	33	9	82.2
School 2014	304	9	40	43	8	79.9
School 2015	338	7	36	45	12	73.0
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	338	7	36	45	12	73.0
Students with Disabilities	46	0	4	52	43	44.6
ELL	52	0	6	52	42	43.3
Former ELL	19	0	26	68	5	67.1
Economically Disadvantaged	163	4	32	55	9	70.9
African American /Black	22	9	55	36	0	87.5
Asian	29	10	21	66	3	69.0
Hispanic	196	2	30	52	17	65.8
White	85	19	51	27	4	86.8
Male	169	5	37	43	15	70.4
Female	169	9	36	47	8	75.6

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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	33	24%	51	20%	99	33%
Emerging	44	32%	90	35%	102	34%
Developing	46	33%	48	19%	49	16%
Expanding	12	9%	42	17%	30	10%
Bridging	3	2%	18	7%	14	5%
Reaching	0	0%	5	2%	5	2%
Total	138		237		299	

ACCESS for ELLs Growth

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	42	40%	21	25%	34	36%
2015	53	42%	25	20%	47	38%

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	21 (49%)	18 (42%)	4 (9%)	-	-	-
Emerging	6 (10%)	29 (47%)	21 (34%)	5 (8%)	1 (2%)	-
Developing	2 (6%)	8 (22%)	14 (39%)	11 (31%)	1 (3%)	-
Expanding	-	-	-	9 (39%)	9 (39%)	5 (22%)
Bridging	-	-	-	-	-	-
Reaching	-	-	-	-	-	-
Total (164)	29	55	39	25	11	5

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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"> The various opportunities for all students to practice and achieve LEHS’s 21st century learning expectations The development of curriculum guides for all courses, written in common format, which specifically articulate 21st century learning expectations, essential questions, and assessment practices The development of school-wide analytic rubrics for all learning expectations The use of course and assignment specific rubrics The clear alignment between the taught curriculum and the written curriculum The emphasis on problem solving, higher order thinking skills and depth of understanding within the curriculum The coordination between academic departments and sending schools for Special Education
<p>Areas of Need:</p> <ul style="list-style-type: none"> A consistent use of essential questions and school-wide rubrics in all courses and classes and an increase in the use and development of cross-curricular lessons Common planning time to develop lessons for inclusion classes and interdisciplinary lessons An increase in resources for text and learning supplies as well as staffing and financial support for co-curricular activities The provision of continued training in the effective use of classroom technology, integration of the latest technology into the curriculum, and access to the decision making process for internet based resources Increase district staff development for content knowledge
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"> Input/feedback from administrators that encourages continuous improvement Teachers maintain expertise in content and pedagogy Support available to at-risk students Success to teachers in and out of classrooms Instruction revised/practices examined based on data
<p>Areas of Need:</p> <ul style="list-style-type: none"> Consistent focus on higher order thinking in content area classes Common planning time More widespread differentiated instruction More student-centered, self-directed, and self-assessed learning Updated school wide rubrics More widespread integration of technology Writing across the curriculum

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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> <p>ELA, Math, and Science departments use MCAS Data to inform instruction</p> <p>ELA, Math, and Science departments use Quarterly tests to improve instruction</p> <p>Principal and Department Heads review Quarterly Assessments to insure the teachers are following the curriculum and providing meaningful feedback to the students</p>
<p>Areas of need:</p> <p>Identifying basic facts, inferences, and main ideas in multiple genres</p> <p>Identifying, analyzing, and applying knowledge of the purposes, structures, and elements of various genres and providing evidence from the text to support understanding</p> <p>Responding to literature as opposed to summarizing</p> <p>Comprehending open-response questions and using various problem solving strategies to find solutions</p> <p>Using proportions to solve algebra and geometry problems as applied to real-life situations</p> <p>Applying number sense concepts of operations involving fractions, order of operations, and absolute value</p> <p>Reasoning and interpreting graphical representations of data in the form of pie charts, box and whisker, stem and leaf, and histograms</p> <p>Interpreting and utilizing mathematical formulae applied to geometric figures</p> <p>Simplifying, operating with, and factoring polynomial expressions including quadratics</p>

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> <p>Professional staff uses monthly department meetings to engage in professional discourse for reflection, inquiry, and analysis of teaching and learning</p> <p>Principal and professional staff use in-service days to delve deeper in professional discourse on various teaching strategies, for example, differentiated instruction and Six Traits</p>
<p>Areas of need:</p> <p>Increase opportunities for technical training for all staff: Home Access, Smartboard, Naviance, iPads, faculty webpages, etc.</p>

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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: Special Education coordination between academic departments ELL coordination between academic departments Monthly department meetings to keep informed about current education research
Areas of need: Implementation of common planning time to develop lesson plans for inclusion classes, interdisciplinary learning, and curriculum design and revision

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: Class levels consist of College Prep, Honors, and Advanced Special Education classes for selected students ELL classes for selected students Tutoring for students who have not met the state Competency determination
Areas of need: Decrease student to staff ratio in substantially separate classes, inclusion classes, Life skill classes, and ELL classes
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: Ongoing and active in-house medical triage and outreach/referral to community and area medical and mental health agencies and social service providers Strong, active guidance department with six guidance counselors, including one bilingual counselor Contracts to provide school based Health Center, Peer Mediation, and JROTC
Areas of need: Improve communication and active engagement with families regarding their children's social, emotional, and health needs.
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: Establishment of formal partnerships with local community and four year colleges and universities Multiple formal and informal business partnerships Contracts to provide School Based Health Center, Peer Mediation, and JROTC Principal meets regularly with the school council
Areas of need: Increase the number of families actively involved in their children's education

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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: Effective Instruction; consistent focus on higher order thinking across content area classes.

Priority 1

Promote higher order thinking in the classroom in order to improve student achievement.

Strategies/Actions

- School administrators will work with teachers to develop a Professional Practice Goal if teachers would like to use it.
- Discussion of successful engagement practices regularly included in monthly department meetings.
- Teachers may participate in learning walks to identify higher order thinking practices.
- Administrators will provide supportive feedback related to the implementation of higher order thinking strategies in their classrooms.
- Teachers will be provided with question stems to promote higher order thinking for use in their daily instruction.

Expected Outcome(s)

- Administrators will observe higher order thinking strategies being implemented in the classroom.
- Teachers will reflect on their practice and participate in monthly discussions on the effectiveness of their strategies.
- Student performance on higher order thinking tasks will improve and a deeper understanding of subject matter will result.

Timeline for Actions

- Monthly department meeting
- Monthly faculty meeting
- Periodic learning walks
- Unannounced observations with feedback throughout the school year.
- Quarterly assessments with meaningful feedback.
- Daily use of higher order thinking practices.

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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: Effective Instruction; Writing across the curriculum.

Priority 2

Educate and implement writing strategies in order to improve critical and analytical thinking across all content areas.

Strategies/Actions

- Teacher training in 6 Traits of Writing.
- Use of the school wide analytic rubric and the appropriate 6 Traits rubric to assess student work.
- Use of the school wide analytic rubric and the appropriate 6 Traits rubric for student self-assessment and peer revision.
- Teacher sharing of student work for rubric calibration and discussion of student progress.
- Quarterly review of student work by administrators with meaningful feedback.

Expected Outcome(s)

- Increase in short answer and open response on assessments due to school wide efforts and implementation of writing strategies.
- Walkthrough shows writing strategies being used in all content areas.
- Performance improvement over the course of the year as evidenced upon review of the quarterly assessments.
- Increase in performance on open response MCAS questions in all content areas as well as the long composition on the ELA exam.

Timeline for Actions

- Monthly department meeting
- Monthly faculty meeting
- Periodic learning walks
- Unannounced observations with feedback throughout the school year.
- Quarterly assessments with meaningful feedback.
- Weekly use of writing strategies.

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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: