

Classical High School
School Improvement Plan
2016-2017

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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 15/16 we served a total of 1640 students at our campus at 235 O' Callaghan Way. The Lynn Educational Evening Program (LEEP) serves 21 of our students at their evening program. We are an ethnically and culturally diverse student body. Forty percent of our student body is classified as economically disadvantaged, and fifty seven percent are students for whom English is a second language. We are thirteen percent African American, ten percent Asian, fifty percent Hispanic, twenty four percent White, and three percent Multi-Race Non-Hispanic. Our student body is made up of fifty two percent male and forty eight percent female.

Classical High School's administrative staff consists of one Principal and three Assistant Principals and a Data/Assessment Specialist. Looking toward the SY16/17, 98% of our teaching staff is certified in their assignment. We are a faculty of 105 teachers, including seven Department Chairs. Our staff also includes one librarian, six Guidance Counselors, two School Nurses, Teen Health Center satellite of Lynn Community Health Center, two AmeriCorps volunteers, Bilingual Parent Liaison, ESL interventionist, School Social Worker, a part-time School Adjustment Counselor, a Peer Mediation Coordinator and a TRIO Advisor.

Student Enrollment

	2014	2015	2016	2016 District
Grade 9	417	508	466	1,271
Grade 10	433	407	433	1,136
Grade 11	305	410	358	967
Grade 12	341	283	378	922
SP (over age)	2	3	5	33
Total	1,498	1,611	1,640	4,329

Teacher Information

	2013	2014	2015	2015 District	2015 State
Teacher Retention	86.4	84.6	82.8	75.9	83.5
Staff Age	2014	2015	2016	2016 District	2016 State
Under 26	2%	4%	2%	7%	6%
26-56	71%	69%	73%	72%	76%
Over 56	27%	27%	25%	21%	18%
Median Yrs Experience	-	9			
% ≥ 10 Yrs Experience	-	45%			

Performance Indicators

	2013	2014	2015	District 2016	State 2016
Student Attendance Rate	92.4	92.8	92.3	93.9	94.9
Absent 10 or more days (%)	49.3	47.0	50.2	38.1	30.5
Chronically Absent (% with < 90%)	30.3	26.5	29.1	19.6	12.3
Student Retention Rate	22.7	16.9	6.1	3.2	1.5
Out-of-School Suspension Rate	4.5	5.4	12.8	8.1	2.9

Percent of students by race and gender

	% of Students
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Enrollment by Special Population

Demographic Group	2014	2015	2016	2016 District	2016 State
First Language Not English	55.2	58.5	56.5	54.0	19.0
English					

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	2014	2015	2016	2016 District	2016 State
African American	14.3	13.5	13.4	10.1	8.8
Asian	11.7	11.5	10.3	9.1	6.5
Hispanic	45.6	49.0	49.7	58.2	18.6
White	25.4	22.5	23.8	18.3	62.7
Multi-Race	2.7	3.1	2.5	3.9	3.2
Male	52	53	52	52	51
Female	48	47	48	48	49

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 several 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 designed 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, Microeconomics, 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++. Students have the opportunity to obtain a Cisco Networking Certificate.

Our **Limited English Proficient population** is served from the Beginner to Intermediate level (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 level 1 and 2 students. ESL level 3 students take one period of ESL along with a mainstream English and social studies course. ESL students in mainstream classes receive support services through our ESL interventionist.

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

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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, thus providing a better opportunity for passing MCAS and becoming career and college ready.

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 two ELL Dropout Prevention Coaches
- 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
- ELL Interventionist
- Data & Assessment Specialist
- Librarian
- Guidance counselors
- Two AmeriCorps 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

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- Apex Learning: online credit recovery courses
- The Homework Club
- Peer Tutoring
- Peer Mediation
- GE tutors
- Alumni mentoring
- 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
- Jupiter Online Grade Book
- After school Student-Athlete Academic Tutoring and Mentoring Program

Assessment practices

- Common quarterlies, mid-terms, finals
--analysis (remediation, enrichment, curricular changes)
- Ongoing, daily formative
- Common projects in math
- Baseline assessments in math, science, social studies, and ELA to gather data
- ACCESS Testing for ELLs
- AP Exams
- Pre-SATs for grade 10 and 11 students
- SAT, ACT & TOEFL
- Interim Progress Reports
- Report Cards (quarterly)
- Appropriate Special Education evaluations
- Science Labs/ Lab Practicals
- Text generated close reading learning activities to better prepare students for new generation assessments
- Technology-based speaking and listening laboratory for foreign language

School based Professional Development time and content

- PLC time (common administrative period) in content groups for Math, ELA, and Science, Social

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Studies, Foreign Language, ESL, and Special Education

-PLC Team Leaders

- Two formal PD days with topics including: shared best practices, inclusion training, cyber-safety, ethics, bullying, de-escalation and restraint training, EpiPen training
- Monthly faculty and departmental meetings (goal setting, 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
- Dress for Success
- 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, African American cultural assembly, motivational speakers for freshmen and seniors, Organ Donor, pep rally for football, Autism Awareness, MCAS, bullying,
- National Honors Society Induction Ceremony
- Alumni Awards Night
- Guidance Scholarship 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
- Spirit Week
- Attendance Awards

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.

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The Human Resources Office, in concert with the Assistant Director of Curriculum for Teaching Quality works 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. SchoolSpring, recruitment fairs, advertising, and contacts with local schools of education are utilized as a way in which to locate teachers. In addition, the district has implemented processes and procedures for student teachers, which has resulted in a number of subsequent teaching hires at our school. Collaborative programs with Salem State, Northeast Consortium for Staff Development and several planned co-op programs with Endicott College are easily accessed by teachers who are earning credentials. Furthermore, the district provides tutoring for any professional seeking to pass MTEs.

Teacher Evaluation

All of our teachers are evaluated using the Massachusetts Educator Evaluation System. Professional status teachers who earned a rating of “proficient” or “exemplary” are placed on a 2 year self-directed growth plan. Teachers who earned a rating of “needs improvement” or “unsatisfactory” are placed on a directed growth plan or an improvement plan and 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 Director of Language Support, 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, Parent Prom Safety Night, The Living in Two Worlds / Multicultural Nights and Guidance College Nights.

Teachers and students feel that overall relationships between staff and students are positive and students feel comfortable in their classes. Teachers making connections with students has consistently been an underlying expectation at Classical. These relationships help foster an educational environment where learning can thrive. Teachers overwhelming (91% to a moderate or large extent (VISTA survey)) feel that students understand the relevance of what they’re learning.

We have also received a multitude of positive feedback from outside 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.

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Lynn Classical utilizes several groups and strategies within the school to help ensure a safe and equitable learning environment for all students and teachers. Groups and strategies include: the A-team meetings, School Council, Student Council, Teacher Leader Cabinet, Monthly Health Meetings and Department Meetings, Naviance college and career readiness surveys, and the VISTA Survey.

The administration is continuously soliciting feedback and looking at data to adjust instruction and support programs within the school. During the winter of school year 2015-2016, the entire teaching staff was invited to participate in DESE's VISTA survey which sought teachers input on Instruction, State Standards, Teaching, and Assessment. During this upcoming school year, Classical will be administering the Endicott Survey to staff, students, parents, and stakeholders which will seek opinions, beliefs, and feedback about Classical in preparation for its Accreditation visit in 2018.

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 2016, Classical is currently a Level 3 School. Classical's performance percentile relative to other high schools, its CPI (Composite Performance Index), its SGP (Student Growth Percentile), have all improved in ELA, Math and Science in 2016.

The MCAS failure rate for ELA and Biology has remained in the single digits over the past 3 years. In Math, 2016 marked an improvement in the CPI from 74.1 to 82. In 2014-2015 the Math failure rate was 21% where as in 2015-2016 it improved to 12%.

Classical has made positive gains in its 4 year graduation rate going from 75.3% in 2011 to 81% 2016, which meets state targets.

Classical's dropout rate has seen an increase from 2014 at 3.5% to 4.5% in 2016. There is an increasing concern around older SLIFE students and their disproportionately high drop-out rates. Students age out before graduation and also cite a need to work and support families as reasons for not completing high school.

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

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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 3								
School Percentile: 14								
Cumulative PPI (all students) 55								
Proficiency Gap Narrowing	2013	2014	2015	2015 Change	2015 Rating	2016	2016 Change	2016 Rating
<u>ELA</u>								
CPI	94.6	90.7	89.5	-1.2	No Change	91.4	1.9	Improved Below Target
SGP	66	50	50	0.0	Below Target	54	4.0	On Target
% Advanced	31.0	25.6	27.5	0.9	Not meeting target	23.9	-3.6	Not meeting target
% Warning	2.9	4.7	7.2	2.5	Not meeting target	5.5	-1.7	Met Target
<u>Math</u>								
CPI	83.1	79.7	74.1	-5.6	Declined	82.2	8.1	Improved Below Target
SGP	49	48.5	41	-7.5	Below Target	44	3.0	On Target (SH)
% Advanced	35.6	34.3	27.8	-6.5	Not meeting target	33.5	5.7	Met Target
% Warning	9.7	13.2	20.9	7.7	Not meeting target	11.6	-9.3	Met Target
<u>Science</u>								
CPI	81.6	79.0	75.8	-3.2	Declined	79.9	4.1	Improved Below Target
% Advanced	13.3	11.6	15.0	3.4	Met Target	8.7	-6.3	Not meeting target
% Warning	8.6	5.8	7.3	1.5	Not meeting target	5.1	-2.2	Met Target
Graduation Rate	87.8	83.1		-4.7	On Target	81.0	-2.1	On Target
Dropout Rate	3.3	3.5		-0.2	No Change	4.5	-1.0	Declined
Dropout Reengagement		1	2		Met Target	2		Met Target
			2015 SGPA	2015 Target		2016 SGPA	2016 Target	
ELL Proficiency Growth			51	60	Not meeting target	64	60	Met Target

Historical Accountability Data

2012	Level 3	School Percentile:	29 th %ile	Annual PPI = 89	Cumulative PPI = 85
2013	Level 1	School Percentile:	28 th %ile	Annual PPI = 75	Cumulative PPI = 83
2014	Level 2	School Percentile:	24 th %ile	Annual PPI = 29	Cumulative PPI = 61
2015	Level 3	School Percentile:	17 th %ile	Annual PPI = 39	Cumulative PPI = 48
2016	Level 3	School Percentile:	14 th %ile	Annual PPI = 75	Cumulative PPI = 55

English Language Arts

Multi-Year MCAS ELA Results – All Students

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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
School 2016	380	24	58	12	6	91.4	54
District 2016 (Grade 10)	1,041	22	57	14	7	91.0	56
State 2016 (Grade 10)	69,938	47	45	6	3	96.7	50

MCAS ELA 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	380	24	58	12	6	91.4	54
Students with Disabilities	46	2	57	30	11	82.1	43
ELL	53	0	23	47	30	59.4	-
Former ELL	15	13	53	27	7	86.7	-
Economically Disadvantaged	187	16	65	14	6	90.9	52
African American /Black	48	12	69	17	2	92.2	46.5
Asian	54	31	56	7	6	93.5	54
Hispanic	185	18	57	15	9	87.8	59
White	82	38	54	7	1	97.0	44.5
Male	180	23	52	17	8	88.6	52
Female	200	24	63	8	4	94.0	54.5

MATHEMATICS

Multi-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
School 2016	379	34	30	25	12	82.2	44
District 2016 (Grade 10)	1,042	29	28	26	17	77.9	46
State 2016 (Grade 10)	69,954	54	24	15	8	89.7	50

MCAS Math 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		

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All Students	379	34	30	25	12	82.2	44
Students with Disabilities	47	4	13	51	32	59.0	38.5
ELL	52	2	21	33	44	51.0	-
Former ELL	15	20	40	13	27	76.7	-
Economically Disadvantaged	186	27	30	30	13	79.8	38
African American /Black	49	12	35	39	14	75.5	39
Asian	54	56	20	19	6	90.3	61
Hispanic	183	26	32	26	16	78.0	44.5
White	82	49	26	21	5	89.0	42
Male	179	34	29	22	15	80.6	45
Female	200	34	30	28	9	83.6	40.5

SCIENCE/TECHNOLOGY & ENGINEERING

3-Year MCAS STE Results – All Students

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
School 2014	346	12	39	43	7	79.0
School 2015	301	15	30	48	7	75.8
School 2016	332	9	41	45	5	79.9
District 2016 (HS)	944	8	38	46	8	77.6
State 2016 (HS)	67,941	29	44	21	5	88.9

MCAS STE 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	332	9	41	45	5	79.9
Students with Disabilities	44	0	23	64	14	64.2
ELL	38	0	5	63	32	48.7
Former ELL	13	8	15	69	8	67.3
Economically Disadvantaged	158	3	41	51	5	78.2
African American /Black	39	5	18	74	3	70.5
Asian	48	15	44	40	2	83.9
Hispanic	160	4	39	47	10	75.5
White	75	13	61	25	0	91.7
Male	157	10	41	41	8	78.2
Female	175	8	42	47	3	81.4

ACCESS for ELLs 3-Year Results on Overall Score.

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Proficiency Level	2014 ELL Students		2015 ELL Students		2016 ELL Students	
	#	%	#	%	#	%
Entering	46	22%	46	22%	29	12%
Emerging	90	43%	90	43%	87	37%
Developing	44	21%	44	21%	65	28%
Expanding	20	10%	20	10%	43	18%
Bridging	7	3%	7	3%	9	4%
Reaching	3	1%	3	1%	0	0%
Total	210		210		233	

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%
2016	76	55%	28	20%	35	25%

ACCESS for ELLs change in proficiency level

2015 ACCESS Proficiency Levels	2016 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering	13 (24%)	38 (69%)	4 (7%)			
Emerging		25 (37%)	32 (47%)	10 (15%)	1 (1%)	
Developing		4 (6%)	24 (38%)	28 (44%)	7 (11%)	
Expanding				3 (100%)		
Bridging				1 (100%)		
Total (190)						

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

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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.

Strengths:

- 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.
- Continuous Six Traits training
- PLC time to discuss and cooperatively write lesson plans to successfully implement the curricula and to ensure vertical alignment.
- Classical Lesson Plan Template utilized by majority of staff (Components must be used even if they use other template).
- Wordly Wise 3000 continuous district-wide curriculum initiative to improve SAT scores and vocabulary in general.

Areas of Need:

- 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.
- Content area training for Special Education team teachers.
- 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.
- Increase opportunities for vertical alignment of curriculum and PLC time for teachers of vertically aligned courses to meet and discuss student work and curricula.
- Training or time to modify science course curricula to align with the next generation science standards.

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.

Strengths:

- 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
- Research based best practices presentations shared regularly at department meetings, in-service days, and faculty meetings.
- Department Heads provide time for PLC's and opportunities for peer observations.
- New Objective and Evidence based evaluations system
- Learning walks
- Teachers working towards vertically aligning curriculum to support an increase in rigor.

Areas of Need:

- Professional Development on how to differentiate instruction based on formative assessment data.
- Support for teachers aiming to meet standards for lesson planning
- Increase opportunities for teacher and student use of technology

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- Professional Development on effective use of technology in the classroom.
- Lesson plans and observations focused on higher order thinking questions and activities

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.

Strengths:

- The following teams use data to drive decisions on curriculum, assessment, resources, staff assignments and to devise solutions to improve student achievement:
 1. School Improvement Team (Principal, Assistant Principal, Department Heads, Guidance Counselors, Program Specialist, Teachers)
Administrative Team (Principal, Assistant Principals, Program Specialist, 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. 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 Assessment Data is utilized to find strengths and weaknesses to drive future instruction.
- MCAS, ACCESS, AP scores, attendance and discipline data used to determine appropriate interventions.

Areas of Need:

- Long-term support and training for the utilization of formative assessment data in the classroom.

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.

Strengths:

- PLC time with peers and Department Heads
- New teacher mentor program with Principal and peer mentors
- Inclusion Training
- District and union PD: RBT, Beginning of the Year Classroom Management I and II
- Research based best practices presentations during, department meetings, in-service days, and monthly faculty meetings

Areas of Need:

- Content PD for secondary levels.
- High school level instructional coaches
- Vertical alignment training
- Effective PLC facilitation training
- Special Education PD for all teachers

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:

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- Administrative team
- Consistent PLC time provided for ELA, Math, Science, Social Studies, Foreign Language, Special Ed. Inclusion teachers, Technology, and most ELL teachers.
- School Council
- Student Council
- Learning walks
- A majority of inclusion pairings have the same prep or administrative periods with their co-teachers.
- Teacher Leader Cabinet

Areas of Need:

- Increase Common Planning time for ELL and Special Education Teachers due to scheduling restrictions
- Increase in opportunities for vertical alignment PLC time

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:

- Increased participation in the dropout prevention mentoring program for at-risk students
- 504 Team and Student Study Team
- Special Education liaison program
- APEX
- AmeriCorps volunteers
- 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
- Inclusion training

Areas of Need:

- Content area training for Special Education team teachers.
- High school instructional coaches
- Support for long-term implementation for peer tutoring
- 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:

- Extended Monthly Mentoring to address social and emotional issues and provide education on positive decision making.
- Teen Health Center in house behavioral health
- Dropout prevention mentoring program
- 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
- 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
- Trauma training for staff
- Increased bilingual mental health support
- Increased School Adjustment Counselor support
- Continued support for the use of a bilingual transparent gradebook and parent and student communication interface (ex: Jupiter Online Gradebook).
- Ease in restriction of placing students in a more productive learning environment such as Lynn Vocational Technical School, Fecteau-Leary Alternative, LEEP, etc.
- Revamp and increase mentoring opportunities

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 bilingual 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

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- Lynn Community Health Satellite Office
- Positive Relationship with community resources including DCF, Elliot, Lynn Police, Lynn Fire Department,

Areas of Need:

- Increased family engagement
- Continued support for the use of a bilingual transparent gradebook and parent and student communication interface (ex: Jupiter Online Gradebook).

Needs Assessment- Leadership (Refer to Conditions for School Effectiveness II)

Effective School leadership. The school takes action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission/vision and set of goals. Clear systems, structures, and procedures guide daily routines and school programs.

Indicator 9: School leaders convey clear, high expectations for all stakeholders and ensure that the school-wide focus remains on established academic goals and school priorities. Communication between the leadership team and staff is fluid, frequent, and open to ensure an inclusive, transparent decision-making across the organization.

Strengths:

The administrative team works cooperatively with the faculty to implement and improve student learning goals. Faculty and department meetings focus on established upcoming core aligned academic goals and school priorities. Through frequent communication and student and professional goal oriented weekly teacher PLC meetings, decision making is inclusive. Teachers regularly shared best practices at faculty, department, and PLC meetings. (e.g. formative assessment, higher order questioning, wait time, text generated close reading, 6 traits, DBQ) Principal teacher group. Open door policy by Principal.

Areas of need:

- Formal PLC training on different PLC models.
- Further PD on teachers identified areas of need. (Differentiation of instruction following formative assessment data.
- Focus on the importance of following up of new policies/goals (monitoring and accountability measures/protocols)

Define Priorities and Describe the Strategies/Actions

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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 in the aggregate and all subgroups.

Identified Area of Need: Learning walks and teacher observations showed a need for an increase in higher order questions and tasks to improve instruction

Alignment to District Priority(s): 1. Standards-Based Instruction, 2. Data Informed Decision Making, 3. Tiered Instructional System of Support

Priority 1

The Classical community will increase opportunities for students to engage in and improve performance on tasks involving application, analysis, synthesis and evaluation.

**Strategies/
Actions**

- Professional Learning Communities will design and implement at least three benchmark assessments to measure student growth in using higher order thinking skills.
- PLC's will collaborate to develop learning activities and assessments focused on higher order thinking tasks.
- LCHS staff will continue to utilize data from learning walks to identify specific needs and provide teacher support in planning lessons that include higher order thinking tasks during PLC, department meetings and Administrative Team meetings.
- Evaluators will focus on evidence of both higher order thinking tasks in lessons and will look for evidence of these experiences during announced and unannounced classroom visits.
- Department heads and teachers will share best practices around higher order thinking and discuss their practice and student work during department meetings, faculty meetings and PLC time.
- Evaluators will participate in continued ATSR training to improve the ability to support teachers in incorporating vigorous learning activities through observation and accountable feedback.
- Faculty/Department meetings will include best practice professional development on higher order thinking activities.
- Teachers will have professional development on designing learning experiences that incorporate application, analysis, synthesis and evaluation.
- Teacher evaluative goals will center on an increase in higher order thinking tasks and questioning opportunities. (See attachment for examples)

**Expected
Outcome(s)**

Improve student performance on higher order thinking tasks.
Increase student engagement.

**Timeline
for Actions**

Weekly PLC meetings
Monthly faculty and department meetings
Benchmark assessments October, January and May

GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early

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Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.
Identified Area of Need: Long-term support and training for the utilization of formative assessment data in the classroom.
Alignment to District Priority(s): Priority 2: Data Informed Decision Making, Priority 3: Tiered Instructional Support

Priority 2 To increase the frequency and variety of formative assessments used in daily practice while improving on methods of utilizing the data to differentiate instruction.

Strategies/Actions

The November Professional Development Day will include a session on best practices regarding formative assessment.

Professional development opportunity on data driven instruction.

During monthly PLC meetings, teachers and administrators will collaborate to identify at least 3 formative assessment strategies and will work together to determine how to use the results of the assessment strategies to differentiate instruction.

Teachers will submit 3 pieces of formative assessment evidence for evaluation regarding “adjustment of practice”. These could include lesson plans, student work, PLC meeting notes etc.

PLCs will collaborate to develop common formative assessment, conduct data analysis, and lesson design based on data analysis results.

Student Learning Goals and Professional Practice Goals will support SIP Priorities focusing on higher order thinking skills and formative assessment.

Expected Outcome(s) To show measurable progress in the use of data from formative assessments to improve instruction and student engagement.

Timeline for Actions

This will be a year-long initiative.
 Weekly PLC Meetings
 Monthly faculty meeting and department meetings
 Quarterly department chairs will report to Administrative team on progress and difficulties

Appendix A

Implementation Reflection: Please provide a brief description of the implementation of the

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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 the Year) Implementation Reflection

Appendix B

Evaluative Smart Goals

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LCHS English Department

SMART Goal / Action Plan

2016-2017

By the end of the school year, students will demonstrate growth on their close reading skills as measured by their baseline assessment and post-test and SGP on MCAS.

This literacy improvement will be based on increasing the frequency of common core aligned text dependent question practice, utilizing text dependent question stems on a weekly basis, and developing 2 grade level text dependent question units per quarter that are based on anchor texts.

Professional Practice SMART GOAL

Improve close reading and textual analysis skills through the weekly use of common core aligned question frames, and through twice quarterly text dependent units.

Professional Practice Goal
Action Teachers will create close reading and textual analysis practice for their students on a weekly basis during weekly PLC time. Teachers will utilize Common Core aligned question frames based on grade level anchor texts
Supports/Resources Question frame and primary source discussions during weekly content PLC meetings and monthly in department meetings.
Timeline Weekly PLC meetings. Monthly department meetings.

LCHS Science Department

SMART Goals

2016-2017

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Biology and Marine Biology Student Learning Goal

In October 2016, students will complete an assessment on graphing and interpreting data that will provide the PLC team with a baseline performance. By midterms, students will improve by 17 % above baseline and by final exams students will perform 27% above the baseline.

Biology and Marine Biology Professional Practice Goal

In order to improve student performance on interpreting and graphing data, the Biology PLC teachers will collaborate to create and implement at least 3 formative assessment strategies to differentiate instruction. The results will be shared at least once with the science department by May 2017.

Chemistry Student Learning Goal

In October 2016, students will complete a baseline reading comprehension assessment. By midyear, students' grades will improve by 10%. By the end of Q3, students will improve by an additional 10%.

Chemistry Professional Practice Goal

In order to accommodate the wide range of learning needs of our students, chemistry teachers will identify 3 formative assessment strategies and work together to determine how to use the results of these strategies to differentiate instruction.

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By the end of the school year, students will demonstrate growth on their historical analysis/close reading skills as measured by their baseline assessment and post-test. This literacy improvement will be based on increasing the frequency of common core aligned text dependent question practice, utilizing text dependent question stems on a weekly basis.

Subgroup (A): Students who received between 0-4 correct on the baseline assessment will increase to an expected growth of 11-14 correct on the post-test.

Subgroup (B): Students who received between 5-7 correct on the baseline assessment will increase to an expected growth of 13-17 correct on the post-test.

Subgroup (C): Students who received between 8-10 correct on the baseline assessment will increase to an expected growth of 16-18 correct on the post-test.

Initial Score	Student Learning Growth Expectations		
	Less than Expected	Expected	More than Expected
0-4 Low	≤ 10	11-14	15+
5 – 7 Med	≤12	13 – 17	18+
8 – 10 High	≤15	16-18	19+

LCHS Math Department

SMART Goals

2016-2017

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Student Goal

By the end of the school year, students will demonstrate growth in their mathematics achievement skills based on weaknesses found on the 2016 MCAS results. Increases in growth will be determined by a baseline assessment and post-test. The increases in achievement will be based using formative assessments that are specific to content weakness using the data to inform instruction and remediation. Our goal is to improve overall post test results by 6%.

Professional Goal

Each member of the mathematics department will use formative assessments to inform instruction in order to improve overall results.

Action

Using data collected from the 2016 MCAS Assessment, the math department will create a common formative assessment each quarter across each major subject in order to improve overall achievement.

Supports

Support resources will include MCAS data, PARCC and MCAS related assessment items in addition to PLC time and department collaboration in the creation of common formative assessments.

Timeline

Weekly PLC meetings

Monthly department meetings

LCHS ELL Department

SMART Goals
2016-2017

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Math:

Student Learning SMART goal:

In order to improve the performance of ELL students on multipart open response test items, students will increase focus on vocabulary acquisition (content and assessment words), reading comprehension skills, and persistence, through the use of math glossaries, explicit instruction on reading word problems, and a strategy to develop ability to persevere through complex, multistep problems. By the end of the year, all ELL students will demonstrate growth on multipart open response test items.

Subgroup (A): Students who received between 0-3 correct on the baseline assessment will increase to an expected growth of 5-6 correct on the post-test

Subgroup (B): Students who received between 4-7 correct on the baseline assessment will increase to an expected growth of 7-8 correct on the post-test.

Subgroup (C): Students who received between 8-10 correct on the baseline assessment will increase to an expected growth of 9 correct on the post-test.

Initial Score	Student Learning Growth Expectations		
	Less than Expected	Expected	More than Expected
0-7 Low	≤7	8-11	12+
8-16 Med	≤14	15-20	21+
17-23 High	≤19	20-22	23

Professional Practice SMART Goal: Teachers will improve student performance on multipart open response test items through the creation and explicit lesson design around a graphic organizer designed to aid ELL students in tackling open response test items twice per quarter and incorporate math glossaries into weekly lesson plans.

ESL English and History:

Student Learning SMART goal: In October 2016, the skill of citing and paraphrasing evidence from a text was identified as an area of improvement upon analysis of preliminary writing test. By midterms, students' writing will demonstrate developing ability to cite textual evidence, and by the third quarter students will demonstrate proficiency in responding to increasingly complex prompts.

Professional Practice SMART Goal: In order to improve student performance on citing and paraphrasing evidence from a text, the ESL English teachers will collaborate to create explicit lesson plans on the vocabulary and mechanics of citing textual evidence and paraphrasing at least quarterly.

LCHS Foreign Language Department

SMART Goals
2016-2017

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Professional Practice Goal

1. All members of the foreign language department will collaborate to implement level appropriate pre and post assessments used to measure and verify the students reading comprehension growth in the target language.
2. Members of the foreign language department will use formative assessments at least once per quarter to modify and differentiate reading comprehension lessons based on measured student performance.

Actions

1. Work to create differentiated and varied reading comprehension activities and assessments
 - Experiment with different reading comprehension strategies and reflect upon them after completion
 - Produce comprehensible input in target language to enhance student exposure
2. Department meetings & Professional Learning Communities
 - Long block periods
 - Coverage for classes for observation as needed
 - Monthly department meetings and minimum of one PLC per seven day cycle
 - Minimum of one assessment per quarter

Student Learning Goal

1. Students will increase their reading comprehension skills by 20% from October to June of the 2016-2017 academic school year based on a pre and post-test assessment given in the target language.

Actions:

- Specific reading comprehension lesson plans
- Specific formative assessments used to adjust practice
- Students will complete a minimum of one reading assessment per quarter.-Professional Learning Communities
- Development of team reading comprehension assessments
- Quarterly review and data analysis with "teach-alikes,"
- minimum of one reading comprehension assessment per quarter