

Lynn English High School School Improvement Plan 2016-2017

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
Lauren Mezzetti, 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 | |
| Ann Marie Raymond | Parent | |
| David Woumn | Community | |
| Frederick Cole | Community | Lynn Business Education Foundation |
| Christopher Cole | 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 1,646 students. Demographically the student population is 10.7% African American, 7.5% Asian, 58.4% Hispanic, 20.2% White, and 3.1% Multi-Racial Non-Hispanic. (See data on next page.) Of the total student body, 19.1% are LEP students, 13.3% receive services from the Special Education Department, 59.5% are classified as High Needs, and 38.0% are listed as Economically Disadvantaged.

LEHS has a student attendance rate of 90.4%. For the fourth 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

| | 2014 | 2015 | 2016 | 2016 District |
|---------------|--------------|--------------|--------------|---------------|
| Grade 9 | 494 | 506 | 472 | 1,271 |
| Grade 10 | 374 | 435 | 442 | 1,136 |
| Grade 11 | 344 | 349 | 389 | 967 |
| Grade 12 | 399 | 324 | 343 | 922 |
| SP (over age) | 0 | 2 | 0 | 33 |
| Total | 1,611 | 1,616 | 1,646 | 4,329 |

Teacher Information

| | 2013 | 2014 | 2015 | 2015 District | 2015 State |
|-----------------------|------|------|------|---------------|------------|
| Teacher Retention | 86.8 | 89.3 | 85.2 | 75.9 | 83.5 |
| Staff Age | 2014 | 2015 | 2016 | 2016 District | 2016 State |
| Under 26 | <1% | 1% | 4% | 7% | 6% |
| 26-56 | 70% | 72% | 72% | 72% | 76% |
| Over 56 | 29% | 27% | 24% | 21% | 18% |
| Median Yrs Experience | - | 9 | | | |
| % ≥ 10 Yrs Experience | - | 48% | | | |

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Performance Indicators

| | 2013 | 2014 | 2015 | District 2016 | State 2016 |
|-----------------------------------|------|------|------|---------------|------------|
| Student Attendance Rate | 91.9 | 91.9 | 90.4 | 93.9 | 94.9 |
| Absent 10 or more days (%) | 48.8 | 50.7 | 55.5 | 38.1 | 30.5 |
| Chronically Absent (% with < 90%) | 31.0 | 30.9 | 35.8 | 19.6 | 12.3 |
| Student Retention Rate | 9.6 | 8.5 | 8.1 | 3.2 | 1.5 |
| Out-of-School Suspension Rate | 31.2 | 30.6 | 18.8 | 8.1 | 2.9 |

Percent of students by race and gender

| | % of Students | | | | |
|------------------|---------------|------|------|---------------|------------|
| | 2014 | 2015 | 2016 | 2016 District | 2016 State |
| African American | 10.8 | 10.6 | 10.7 | 10.1 | 8.8 |
| Asian | 9.9 | 8.0 | 7.5 | 9.1 | 6.5 |
| Hispanic | 53.0 | 56.1 | 58.4 | 58.2 | 18.6 |
| White | 24.0 | 22.5 | 20.2 | 18.3 | 62.7 |
| Multi-Race | 2.2 | 2.7 | 3.1 | 3.9 | 3.2 |
| Male | 49 | 52 | 54 | 52 | 51 |
| Female | 51 | 48 | 46 | 48 | 49 |

Enrollment by Special Population

| Demographic Group | 2014 | 2015 | 2016 | 2016 District | 2016 State |
|----------------------------|------|------|------|---------------|------------|
| First Language Not English | 55.6 | 58.1 | 59.1 | 54.0 | 19.0 |
| English Language Learner | 14.7 | 18.1 | 19.1 | 19.5 | 9.0 |
| Special Education | 13.4 | 12.4 | 13.3 | 15.4 | 17.2 |
| Economically Disadvantaged | - | 38.1 | 38.0 | 47.0 | 27.4 |

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. LEHS currently uses an inclusion model for instruction. There is a Life Skills class and several small, substantially separate 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: Apex, RETELL, Differentiated Instruction, Studying Skillful Teaching, Read 180, and Six Traits. A full time ELL interventionist who 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. AmeriCorps staff provide enhanced

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support to current and exiting ELL students in all subject areas and integration into the overall school community.

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. Teachers are 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 entry/exit tickets, quick sorts, warm-ups/do now's, and checks 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 185 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, with direction from 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. Recruitment fairs, advertising, and contacts with local schools of education are utilized as resources for potential hires. 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. 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.

According to the Views of Instruction, State Standards, Teaching, and Assessment (VISTA) Survey which was conducted during the School Year 2015-2016, the data shows that although staff perceives that 86% of students understand the relevance of what they are learning, there continues to be a need to enhance student creativity and innovation. VISTA Survey data shows only 54% of teachers perceive that students have opportunities to express their understanding beyond traditional means.

The VISTA Survey also shows that 64% of the teachers believe more peer collaboration is needed to improve teacher instruction.

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 2013-2016 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 66% in 2015 to 58% in 2016 while the Composite Performance Index increased from 89.2% in 2015 to 91.2% in 2016.

Between the years 2013-2015 the number of students achieving a competency determination in Math has been at 79% or higher. In 2016, the number of students achieving a competency determination in Math increased to 83%. The median student growth percentile has declined from 59% in 2015 to 51% in 2016 while the Composite Performance Index increased from 75.3% in 2015 to 78.0% in 2016.

In 2016, the number of students achieving a competency determination in Science was 92%. The Composite Performance Index increased from 73.1% in 2015 to 77.7% in 2016.

There has been an increase in the 5-Year Graduation Rate from 2013 to 2014. In 2013 it was 77.5% and in 2014 it was 81.2%. At the same time, the Annual Dropout Rate has decreased from 4.3% in 2014 to 3.7% in 2015.

In the 2013-2014 School Year, 73 eleventh grade students took the SAT test. The number of students who took the test in the 2014-2015 School Year was 60. With this decrease of students, there was a decrease in reading from an average of 441 to 415. The average scores in both math and writing showed minimal change.

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In the 2014-2015 School Year, 132 students took the Advanced Placement test. The number of students who took the test in the 2015-2016 School Year was 138. With this increase of students, there was also a slight increase in the number of students achieving a score between 3-5 from 35.8% to 36.8%.

Throughout the past five years, there has been a significant change in the demographics of the ELL population. Students with Limited or Interrupted Formal Education participate in and complete academic coursework at Fecteau Leary prior to enrolling at Lynn English High School. Ongoing program changes in the citywide ELL program reflect the current needs of the student population.

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 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: 22 | | | | | | | | |
| Cumulative PPI (all students) 63 | | | | | | | | |
| Proficiency Gap Narrowing | 2013 | 2014 | 2015 | 2015 Change | 2015 Rating | 2016 | 2016 Change | 2016 Rating |
| <u>ELA</u> | | | | | | | | |
| CPI | 93.4 | 93.3 | 89.2 | -4.1 | Declined | 91.2 | 2.0 | Improved Below Target |
| SGP | 71 | 65 | 66 | 1 | Above Target | 58 | -8.0 | On Target |
| % Advanced | 35.1 | 28.3 | 32.7 | 4.4 | Met Target | 26.4 | -6.7 | Not meeting target |
| % Warning | 3.2 | 3.7 | 6.6 | 2.9 | Not meeting target | 4.7 | -1.9 | Met Target |
| <u>Math</u> | | | | | | | | |
| CPI | 84.5 | 84.0 | 75.3 | -8.7 | Declined | 78.0 | 2.7 | Improved Below Target |
| SGP | 47 | 51 | 59 | 8 | On Target | 51 | -7.5 | On Target |
| % Advanced | 37.0 | 36.9 | 32.6 | -4.3 | Not meeting target | 32.2 | -0.4 | Not meeting target |
| % Warning | 9.1 | 9.4 | 20.2 | 10.8 | Not meeting target | 16.3 | -3.9 | Met Target |
| <u>Science</u> | | | | | | | | |
| CPI | 82.2 | 79.9 | 73.1 | -6.8 | Declined | 77.7 | 4.6 | Improved Below Target |
| % Advanced | 14.6 | 8.6 | 7.1 | -1.5 | Not meeting target | 10.1 | 3.0 | Met Target |
| % Warning | 7.6 | 5.3 | 11.3 | 6.0 | Not meeting target | 7.4 | -3.9 | Met Target |
| Graduation Rate | 74.8 | 77.8 | | 3.0 | Improved Below Target | 77.3 | -0.5 | No Change |
| Dropout Rate | 4.8 | 4.3 | 0.5 | | No Change | 3.7 | 0.6 | Improved Below Target |
| Dropout Reengagement | - | 5 | 3 | | Met Target | 5 | | Met Target |

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| | | | 2015 SGPA | 2015 Target | | 2016 SGPA | 2016 Target | |
|-------------------------------|--|--|--------------|----------------|--------------------|--------------|----------------|------------|
| ELL Proficiency Growth | | | 50.5 | 60 | Not meeting target | 67.5 | 60 | Met Target |

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 3 | School Percentile: | 26 th %ile | Annual PPI = 43 | Cumulative PPI = 59 |
| 2016 | Level 3 | School Percentile: | 22 nd %ile | Annual PPI = 75 | Cumulative PPI = 63 |

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 |
| School 2016 | 365 | 26 | 54 | 14 | 6 | 91.0 | 58 |
| 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 | 365 | 26 | 54 | 14 | 6 | 91.0 | 58 |
| Students with Disabilities | 35 | 3 | 51 | 23 | 23 | 80.7 | 57 |
| ELL | 60 | 0 | 25 | 52 | 23 | 62.5 | - |
| Former ELL | 15 | 7 | 67 | 20 | 7 | 88.3 | - |
| Economically Disadvantaged | 155 | 21 | 61 | 11 | 7 | 91.3 | 57 |
| African American /Black | 37 | 27 | 65 | 8 | 0 | 97.3 | 57 |
| Asian | 27 | 44 | 48 | 4 | 4 | 95.4 | 70 |
| Hispanic | 210 | 20 | 53 | 18 | 9 | 87.4 | 57 |
| White | 74 | 34 | 53 | 11 | 3 | 95.3 | 52.5 |
| Male | 203 | 21 | 57 | 17 | 5 | 90.0 | 52.5 |
| Female | 162 | 33 | 50 | 11 | 6 | 92.3 | 64 |

MATHEMATICS

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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 |
| School 2016 | 364 | 32 | 28 | 22 | 17 | 77.9 | 51 |
| 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 | | |
| All Students | 364 | 32 | 28 | 22 | 17 | 77.9 | 51 |
| Students with Disabilities | 33 | 3 | 15 | 30 | 52 | 53.0 | 43 |
| ELL | 63 | 0 | 8 | 37 | 56 | 38.1 | - |
| Former ELL | 13 | 0 | 54 | 31 | 15 | 75.0 | - |
| Economically Disadvantaged | 154 | 25 | 32 | 26 | 16 | 77.1 | 52.5 |
| African American /Black | 37 | 32 | 32 | 27 | 8 | 82.4 | 65 |
| Asian | 27 | 41 | 26 | 30 | 4 | 85.2 | 50 |
| Hispanic | 210 | 24 | 28 | 25 | 23 | 71.8 | 54 |
| White | 73 | 47 | 29 | 14 | 11 | 87.7 | 43 |
| Male | 204 | 31 | 29 | 20 | 19 | 77.7 | 50.5 |
| Female | 160 | 33 | 27 | 25 | 15 | 78.1 | 51.5 |

SCIENCE/TECHNOLOGY & ENGINEERING

3-Year MCAS STE Results – All Students

| Student Group | Students Included | % at Each Level | | | | CPI |
|--------------------|-------------------|-----------------|----|----|----|------|
| | | A | P | NI | W | |
| School 2014 | 304 | 9 | 40 | 43 | 8 | 79.9 |
| School 2015 | 338 | 7 | 36 | 45 | 12 | 73.0 |
| School 2016 | 326 | 10 | 39 | 43 | 8 | 77.7 |
| 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 | 326 | 10 | 39 | 43 | 8 | 77.7 |

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|----------------------------|-----|----|----|----|----|------|
| Students with Disabilities | 29 | 0 | 7 | 55 | 38 | 55.2 |
| ELL | 48 | 0 | 4 | 65 | 31 | 47.4 |
| Former ELL | 12 | 0 | 17 | 75 | 8 | 68.8 |
| Economically Disadvantaged | 136 | 9 | 38 | 47 | 7 | 78.5 |
| African American /Black | 29 | 14 | 41 | 41 | 3 | 81.0 |
| Asian | 23 | 26 | 39 | 35 | 0 | 85.9 |
| Hispanic | 187 | 9 | 32 | 49 | 11 | 73.0 |
| White | 71 | 7 | 56 | 32 | 4 | 84.9 |
| Male | 183 | 9 | 38 | 44 | 9 | 76.8 |
| Female | 143 | 11 | 41 | 41 | 7 | 78.8 |

ACCESS for ELLs 3-Year Results on Overall Score.

| Proficiency Level | 2014 ELL Students | | 2015 ELL Students | | 2015 ELL Students | |
|-------------------|-------------------|-----|-------------------|-----|-------------------|-----|
| | # | % | # | % | # | % |
| Entering | 51 | 20% | 51 | 20% | 49 | 17% |
| Emerging | 90 | 35% | 90 | 35% | 98 | 35% |
| Developing | 48 | 19% | 48 | 19% | 73 | 26% |
| Expanding | 42 | 17% | 42 | 17% | 34 | 12% |
| Bridging | 18 | 7% | 18 | 7% | 25 | 9% |
| Reaching | 5 | 2% | 5 | 2% | 5 | 2% |
| Total | 237 | | 237 | | 284 | |

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% |
| 2016 | 95 | 58% | 30 | 18% | 40 | 24% |

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ACCESS for ELLs change in proficiency level

| 2015 ACCESS Proficiency Levels | 2016 ACCESS Proficiency Levels | | | | | |
|--------------------------------|--------------------------------|----------|------------|-----------|----------|----------|
| | Entering | Emerging | Developing | Expanding | Bridging | Reaching |
| Entering | 22 (31%) | 43 (60%) | 6 (8%) | 1 (1%) | | |
| Emerging | 3 (4%) | 26 (35%) | 34 (46%) | 9 (12%) | 2 (3%) | |
| Developing | 1 (2%) | 3 (6%) | 17 (34%) | 15 (30%) | 13 (26%) | 1 (2%) |
| Expanding | | 1 (6%) | 2 (13%) | 4 (25%) | 6 (38%) | 3 (19%) |
| Bridging | - | - | - | - | - | - |
| Total (212) | | | | | | |

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.

Strengths:

- 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

Areas of Need:

- 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

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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:

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

Areas of Need:

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

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:

ELA, Math, and Science departments use MCAS Data to inform instruction
 ELA, Math, and Science departments use common assessments to improve instruction
 Principal and Department Heads review common assessments to insure the teachers are following the curriculum and providing meaningful feedback to the students

Areas of need:

Increase collaboration time:

- data analysis
- implementation of adjustments to practice
- lesson planning for inclusion classes
- peer observations

Professional development for a better understanding of data and its application in the classroom

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| 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: Professional staff uses monthly department meetings to engage in professional discourse for reflection, inquiry, and analysis of teaching and learning 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: Increase opportunities for technical training for all staff: Home Access, Smartboard, Naviance, iPads, faculty webpages, etc.</p> |
| 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. |
| <p>Strengths: Special Education coordination between academic departments supports student success and transitioning ELL staff coordination between academic departments supports student success and transitioning Monthly department meetings to keep informed about current education research</p> |
| <p>Areas of need: Implementation of common planning time to develop lesson plans for inclusion classes, interdisciplinary learning, and curriculum design and revision</p> |

| Needs Assessment- Student Support (Refer to Conditions for School Effectiveness VIII, IX and X) |
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| 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. |
| <p>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</p> |
| <p>Areas of need: Decrease student to staff ratio in substantially separate classes, inclusion classes, Life skill classes, and ELL classes</p> |

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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. |
| <p>Strengths:</p> <p>Ongoing and active in-house medical triage and outreach/referral to community and area medical and mental health agencies and social service providers</p> <p>Strong, active guidance department with six guidance counselors, including one bilingual counselor</p> <p>Contracts to provide school based Health Center, Peer Mediation, and JROTC</p> |
| <p>Areas of need:</p> <p>Improve communication and active engagement with families regarding their children's social, emotional, and health needs.</p> |
| 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. |
| <p>Strengths:</p> <p>Establishment of formal partnerships with local community and four year colleges and universities</p> <p>Multiple formal and informal business partnerships</p> <p>Contracts to provide School Based Health Center, Peer Mediation, and JROTC</p> <p>Principal meets regularly with the school council</p> |
| <p>Areas of need:</p> <p>Increase the number of families actively involved in their children's education</p> |

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| Needs Assessment- Leadership (Refer to Conditions for School Effectiveness II) |
| <p>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.</p> |
| 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. |
| <p>Strengths:</p> <ul style="list-style-type: none"> • Communication between administration and staff is clear, constant, and consistent • Staff is able to voice their needs and concerns in an appropriate setting • All decisions are student based |
| <p>Areas of need:</p> <ul style="list-style-type: none"> • Adhering to school policies in a consistent manner • Increase opportunities for teachers to assume additional leadership roles |

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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 in the aggregate and all subgroups.

Identified Area of Need: Effective Instruction; consistent focus on higher order thinking across content area classes.

Alignment to District Priority(s): Standards-Based instruction: Development of well-structured, rigorous lessons; student engagement; higher order thinking

Priority 1

Teachers will incorporate Higher Order Thinking Skills through questioning and engagement techniques 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.
- Ongoing professional development on HOTS offered yearly.
- Discussion of successful engagement practices regularly included in monthly department meetings.
- Principal determines content to be shared by all Department Heads at 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, on an ongoing basis.
- Teachers will be provided with question stems to promote higher order thinking for use in their daily instruction.
- Common assessments with meaningful feedback given by administrators on a quarterly basis.
- Peer observations focused on higher order thinking strategies, as designated on teachers' individual Professional Practice Goals. Peer observations will take place two times a year with a focus on the teacher's requested focus strategy and using the feedback form provided by the department heads.

**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 at department meetings, to be shown in minutes of meetings.
- 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.
- 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 Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need: Writing across curriculum (see Indicator #2 Area of Need)

Alignment to District Priority(s): Raise student achievement in Math, Science, and ELA: Focus on the Massachusetts Curriculum Frameworks in Math, Science, and ELA standards for content to be taught; use of mapping documents.

Priority 2

Implement writing across all content areas using the Six Traits Writing Strategies in order to improve critical and analytical thinking.

Strategies/Actions

- Teacher training in 6 Traits of Writing and Sheltered English Instruction. (94 currently trained).
- For teachers (13) not yet trained in Six Traits, offer support by department head and by peers in monthly department meeting.
- 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, open response, and document-based questions 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.
- Assessments reviewed on quarterly basis.
- 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: