

Lynn English High School

School Improvement Plan

May/June 2012

PIM Team Members

Thomas Strangie, Principal
Thomas Newhall, (Acting) Vice-Principal
Anastasia Mower, English Department Head
Kathleen Bonnevie, Mathematics Department Head
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Tim Serino, Math Teacher
Michael Swartz, Math Teacher
Shirley Albert, School Support Coordinator

School Council Members

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

Peter Holey, Parent
David Woumn, Parent
Darren Cyr, Community
Fred Cole, Community
Jose Liria, Community
Analuz Adames, Student
Alise Rittershaus, Student
Sarah Cowdell, Student

EXECUTIVE SUMMARY

School Profile and Demographics

Lynn English High School is the largest high school in the city and has a student population of approximately 1697 students. Demographically the student population is 13% African American, 10.5% Asian, 47.1% Hispanic, 26.1% White, 0.1% Native American, and 3.2% Multi-Racial Non-Hispanic.

Of the total student body, 51.1% are FLNE, 11% are LEP students, 12% receive services from the Special Education Department and 78.7% of students are from low-income households.

| School | Number | % African American | % Asian | % Hispanic | % Native American | % White | % Multi Race, Non-Hispanic | % FLNE | % LEP | % Low Income | % Special Ed |
|--------------|---------|--------------------|---------|------------|-------------------|---------|----------------------------|--------|-------|--------------|--------------|
| English High | 1,697 | 13 | 10.5 | 47.1 | 0.1 | 26.1 | 3.2 | 51.1 | 11 | 78.7 | 12 |
| Lynn | 13,731 | 12 | 10 | 51 | 0.3 | 23.1 | 3.5 | 53.6 | 19.6 | 82.4 | 16.5 |
| State | 953,369 | 8.3 | 5.7 | 16.1 | 0.2 | 67 | 2.5 | 16.7 | 7.3 | 35.2 | 17 |

NCLB Status

In 2008, Lynn English attained AYP with a Composite Performance Index (CPI) of 89.3 in ELA and a CPI of 89.7 in mathematics and an LEP subgroup graduation rate of 61.9%. In 2009, Lynn English did not attain AYP because the student group (African American/Black) did not meet its own improvement target in ELA. Also, the student groups (LEP, African American/Black, and Hispanic) did not meet their own improvement target in mathematics.

In 2010, Lynn English did not attain AYP because the Limited English Proficient, Low Income, and Hispanic student groups did not meet their own improvement target in ELA or mathematics, and the African American/Black student group did not meet its own improvement target in mathematics.

In 2011, Lynn English High's Aggregate CPI in ELA is 88.4 and in Mathematics is 83.4. Lynn English did not attain AYP for ELA in the Aggregate, the Low Income, and Hispanic student groups. AYP was not attained in Mathematics in the Aggregate, or any of the student subgroups. For ELA the NCLB Accountability Status is **Improvement Year 2- Subgroups** with an Improvement Rating of **No Change**. For Mathematics the NCLB Accountability Status is **Improvement Year 2- Subgroups** with an Improvement Rating of **Declined**.

MCAS Results

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

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

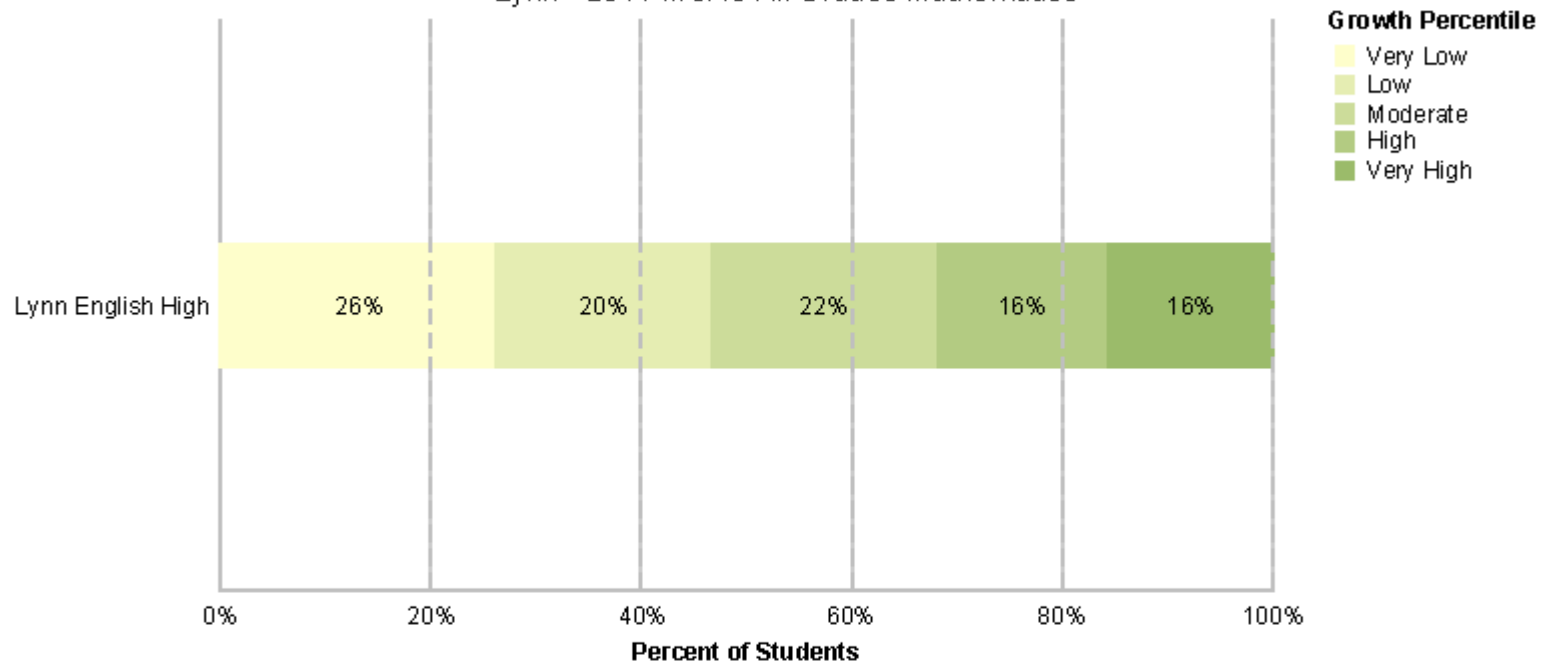
| Grade 10 Math | Advanced | | Proficient | | Needs Improvement | | Failing | |
|------------------|----------|------|------------|------|----------------------|------|---------|------|
| | School | Lynn | School | Lynn | School | Lynn | School | Lynn |
| 2003 | 11 | 10 | 26 | 22 | 39 | 35 | 24 | 33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

Student Growth Percentile by School and Grade

For K-12 education in Massachusetts, the phrase “Growth Model”, describes a method of measuring individual student progress on MCAS by tracking students from one year to the next. Each student receives a student growth percentile, which measures how much the student changed relative to other students statewide with similar score histories from one year to the next. The District Growth Stacked Bar Chart, by school, shows how much students grew over the past year relative to their academic peers, with the individual data grouped by school. The District Growth Stacked Bar Chart, by Grade, shows how much students changed relative to their academic peers between grade level MCAS tests. Each chart shows the percentage of growth in the following categories: Very Low, Low, Moderate, High, and Very High.

Student Growth Distribution by School

Lynn - 2011 MCAS All Grades Mathematics



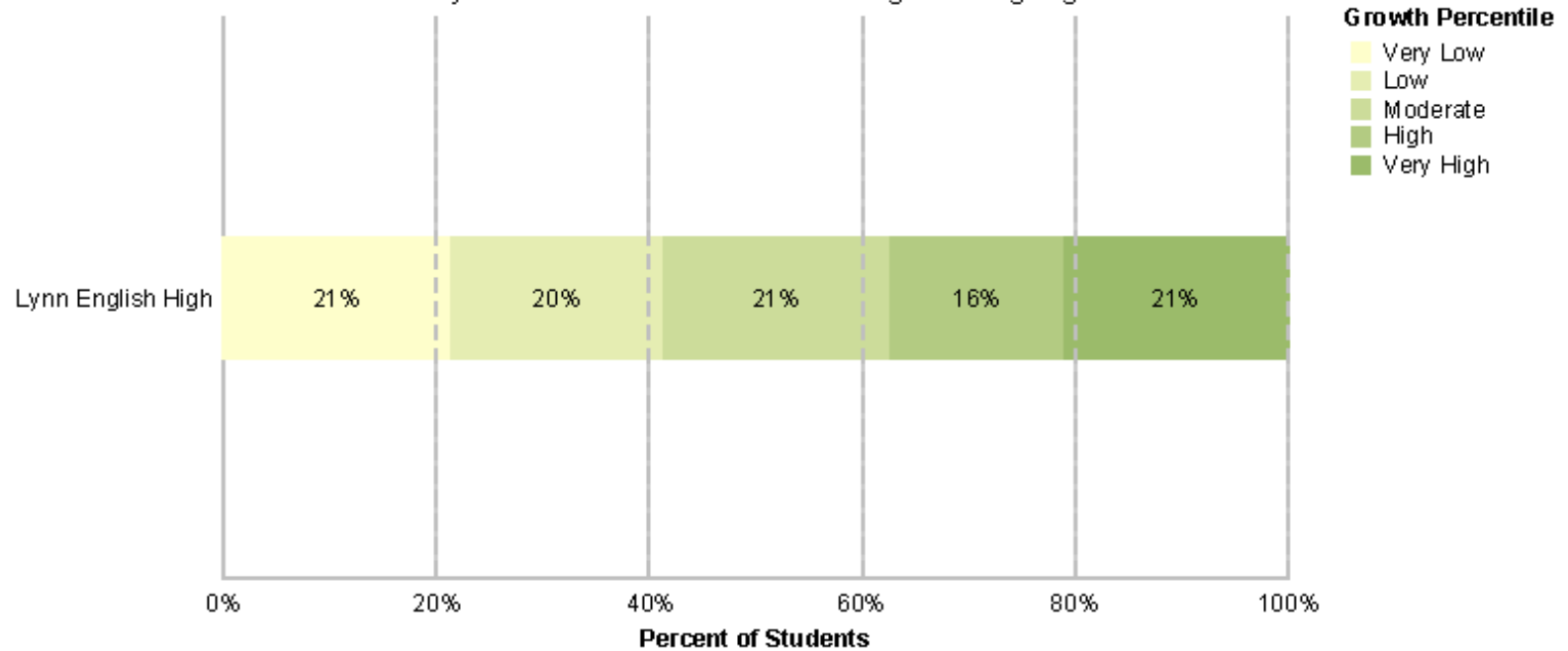
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

| | N Students | Very Low | Low | Moderate | High | Very High | % Proficient or Higher |
|-------------------|------------|----------|-----|----------|------|-----------|------------------------|
| Lynn English High | 279 | 73 | 57 | 60 | 45 | 44 | 66% |

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

Student Growth Distribution by School

Lynn - 2011 MCAS All Grades English Language Arts



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

| | N Students | Very Low | Low | Moderate | High | Very High | % Proficient or Higher |
|-------------------|------------|----------|-----|----------|------|-----------|------------------------|
| Lynn English High | 281 | 60 | 56 | 60 | 46 | 59 | 74% |

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

Graduation Rates

Under NCLB, states are required to use the graduation rate to determine AYP for all high schools. For 2011 AYP determinations, all Massachusetts schools ending in grade 12 and districts at the grade 9-12 grade span will have to meet at least one of the following criteria:

- **A four-year graduation rate of 75 percent** applied to the 2010 graduation cohort, or
- **A two percentage point increase in the four-year graduation rate** from the 2009 cohort to 2010 cohort; or
- **A five-year graduation rate of 80 percent** applied to the 2009 graduation cohort.

In order to make AYP, each high school must meet or exceed the graduation rate target for the aggregate and all subgroups. The following chart shows English's graduation rate by aggregate and subgroups.

4-Year Graduation Rate for 2010 AYP Determination (LEHS)

| Cohort | AYP Year | Aggregate | | ELL | | SPED | | Low Income | | Black | | Asian | | Hispanic | | White | | Multi-race Non -Hispanic | |
|--------|----------|-----------|------|--------|------|--------|------|------------|------|--------|------|--------|------|----------|------|--------|------|--------------------------|------|
| | | School | Lynn | School | Lynn | School | Lynn | School | Lynn | School | Lynn | School | Lynn | School | Lynn | School | Lynn | School | Lynn |
| 2008 | 2009 | 77 | 71 | 69 | 63 | 59 | 44 | 76 | 68 | 73 | 67 | 91 | 77 | 68 | 66 | 83 | 74 | na | 77 |
| 2009 | 2010 | 81 | 71 | 78 | 62 | 60 | 47 | 79 | 69 | 71 | 67 | 83 | 75 | 82 | 68 | 83 | 74 | 79 | 70 |
| 2010 | 2011 | 76 | 69 | 64 | 54 | 62 | 44 | 75 | 66 | 76 | 65 | 73 | 70 | 71 | 63 | 85 | 75 | 95 | 86 |

Implementation Summary of 2011/2012 School Improvement Plan

The following chart gives the goals from Lynn English High School’s SY 2011/2012 School Improvement Plan, the strategies that were put in place, the implementation activities to support the strategies, and the results thus far.

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

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

SY 2012-2013 School Improvement Plan

Because of NCLB and because the AYP results are the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE), our goal is:

- **To make AYP in both ELA and mathematics for the aggregate and all subgroups.**

Data Analysis – Strengths and Weaknesses

The 2011 AYP report (attached with the NCLB Report Card) shows that although Lynn English High School attained sufficient graduation rates in all subgroups, decreased performance in multiple subgroups prevented attainment of AYP. The CPI, for the LEP subgroup in ELA increased by 1.4. The CPI for the Low Income subgroup in ELA decreased by 2.4. The CPI for the Hispanic subgroup, in ELA, decreased by 3.4. The CPI, for the White subgroup, in ELA increased by 0.3. The CPI, for the African American/Black subgroup, in ELA increased by 2.3. The aggregate CPI in ELA in 2011 was 88.4, which is 1.3 below the improvement target of 89.7. The CPI for the LEP subgroup in math decreased by 3.4. The CPI for the Low Income subgroup in math decreased by 3.9. The CPI for the African American/Black subgroup in math decreased by 2.6. The CPI for the Hispanic subgroup in math decreased by 4.2. The CPI for the White subgroup in math decreased by 4.3. The aggregate CPI in mathematics in 2011 was 83.4, which is 2.8 below the improvement target of 86.2. This year's data shows that tracking student relocation has continued to successfully affect the accuracy of graduation data, but emphasis on student performance must increase to be successful in the 2012-13 school year.

Lynn English High School's NCLB Improvement Rating shows a status of "No Change" in ELA and a status of "Declined" in mathematics. Lynn English did not attain AYP in 2009, 2010, or 2011 and was therefore has an NCLB Accountability Status of "Improvement Year 2 – Subgroups." Lynn English hopes to attain AYP in 2012 as we continue to strive toward achieving Adequate Yearly Progress.

At Risk Student Weaknesses in ELA:

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

At Risk Student Weaknesses in math:

- Reading and comprehending word problems then translating the English sentences to mathematical expressions using variables and computing solutions.
- Use proportions to solve algebra and geometry problems as applied to real-life situations.
- Applying number sense concepts of operations involving fractions, order of operations, and absolute value.
- Reasoning and interpreting graphical representations of data in the form of pie charts, box and whisker, stem and leaf, and histograms.
- Interpreting and utilizing mathematical formulae applied to geometric figures.
- Simplifying, operating with, and factoring polynomial expressions including quadratics.

Student Learning Objectives

In ELA, students will be able to:

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

In math, students will be able to:

- Read and comprehend word problems, translate the English into mathematical expressions and sentences using variables and then compute solutions.
- Apply the use of proportions to solve algebra and geometry problems as applied to real-life applications.
- Recognize number sense operations involving fractions, order of operations, and absolute value and then apply these concepts to solve problems.
- Reason and interpret graphical representations of data in the form of pie charts, box and whisker plots, stem and leaf plots, and histograms.
- Interpret and utilize mathematical formulae as applied to geometric figures.
- Simplify, operate, and factor polynomials including quadratic expressions.

Lynn English High School SY 2012/2013 School Improvement Plan

| | |
|-----------------------------|--|
| Goal | At risk tenth grade students achieve AYP in ELA. |
| Identified Student Weakness | Ability to identify basic facts, inferences, and main ideas in multiple genres. |
| Student Learning Objective | Students will be able to identify basic facts, inferences, and main ideas in text and use them as the basis for interpretation.. |

| Strategy/Action (What, Who, How) | Timeline (When...Begin/end) | Resources Needed | Method of Collecting Evidence |
|--|--|---|--|
| Incorporate word walls in all classrooms that include vocabulary and literary terminology. | 9/2012 – 6/2013 | Funding for Supplies | Department Head Walkthrough |
| Provide time for identified at risk tenth grade students in an ELA tutoring program. | 9/2012 – 6/2013 | Eighth grade ELA MCAS scores. Tenth grade first semester ELA grades. | List at risk students who are in the ELA tutoring program to ensure that 100% are enrolled |
| Make teachers aware of at risk students in their classes. Teachers make a note in their rank book. | 9/2012 – 6/2013 | None | Department Heads check teachers' rank books |
| Provide SIOP and RBT training for teachers. | 9/2012 – 6/2013 | District funding for teacher training programs. | Yearly check of professional development plans |

| | |
|-----------------------------|---|
| Goal | At risk tenth grade students achieve AYP in ELA. |
| Identified Student Weakness | Ability to identify, analyze, and apply knowledge of the structures, themes, and elements of multiple genres and provide evidence from the text to support understanding. |
| Student Learning Objective | Students will be able to identify, analyze, and apply knowledge of the structures, themes, and elements of multiple genres and provide evidence from the text to support understanding. |

| Strategy/Action (What, Who, How) | Timeline (When...Begin/end) | Resources Needed | Method of Collecting Evidence |
|---|--|---|--------------------------------------|
| Teachers identify the characteristics of various genres in class. | 9/2012 – 6/2013 | Curriculum guide and text | Data analysis of MCAS |
| Teachers will present lessons that focus on inferential thinking. | 9/2012 – 6/2013 | Copy of lessons with overheads as needed. | Department Head plan book check |

| | |
|-----------------------------|---|
| Goal | At risk tenth grade students achieve AYP in mathematics |
| Identified Student Weakness | Ability to demonstrate an understanding of reading and comprehending word problems, including translating English sentences into algebraic expressions. |
| Student Learning Objective | Students will be able to read and comprehend word problems and translate English sentences into algebraic expressions. |

| Strategy/Action (What, Who, How) | Timeline (When...Begin/end) | Resources Needed | Method of Collecting Evidence |
|--|--|---|--|
| Incorporate a daily “warm-up” problem in all Grade 9 and Grade 10 algebra and geometry classrooms. | 9/2012 – 6/2013 | Transparency, paper, and electronic (SMART Board) copies. | Department Head walk-through |
| Incorporate word walls in all classrooms. | 9/2012 – 6/2013 | Funding for Supplies | Department Head walk-through |
| Make teachers aware of the LEP students in their classes. Teachers make a note of this in their rank book. | 9/2012 – 6/2013 | None | Department Heads check teachers’ rank books |
| Provide SIOP and RBT training for teachers. | 9/2012 – 6/2013 | District funding for teacher training programs. | Yearly check of professional development plans |

| | |
|-----------------------------|--|
| Goal | To make AYP in mathematics |
| Identified Student Weakness | Ability to recall and apply Algebra 1 skills consistently. |
| Student Learning Objective | Students will be able to recall and apply Algebra 1 skills consistently. |

| Strategy/Action (What, Who, How) | Timeline (When...Begin/end) | Resources Needed | Method of Collecting Evidence |
|---|--|---|--|
| Incorporate a daily “warm-up” problem in all Grade 9 and Grade 10 geometry classrooms. | 9/2012 – 6/2013 | Transparency, paper, and electronic (SMART Board) copies. | Department Head walk-through |
| Incorporate the use of the MCAS Grade 10 Mathematics Reference Sheet in Grade 10 math classrooms. | 9/2012 – 6/2013 | Copies of the Grade 10 Mathematics Reference Sheet. | Department Head walk-through and plan book check |

| | |
|-----------------------------|--|
| Goal | To make AYP in mathematics |
| Identified Student Weakness | Ability to read and interpret graphical representations of data in the form of pie charts, box and whisker plots, stem and leaf plots, and histograms. |
| Student Learning Objective | Students will be able to read and interpret graphical representations of data in the form of pie charts, box and whisker plots, stem and leaf plots, and histograms. |

| Strategy/Action (What, Who, How) | Timeline (When...Begin/end) | Resources Needed | Method of Collecting Evidence |
|--|--|--|---|
| Teachers post visual displays of data in all mathematics classrooms in the form of posters, charts, or student work. | 9/2012 – 6/2013 | Supplies to create or funds to buy graphical displays. | Department Head walk-through |
| Incorporate a unit concentrating on graphical displays of data to identified, at risk tenth grade students. | 9/2012 – 6/2013 | Worksheets and an assessment tool. | Assessment scored, collected and evaluated. |

Parent Involvement

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

- School council meets regularly.
- Freshman orientation presented each spring and prior to the start of school to incoming freshmen and their parents.
- Guidance newsletter distributed quarterly.
- Financial Aid Night held twice a year.
- Bilingual Financial Aid Night held twice a year.
- School newsletter distributed quarterly.
- Parents' Night held three times each year.
- Each student provided with a school handbook, which requires parent signature.
- Interim progress reports and report cards distributed quarterly.
- Robotic caller notifies parents of warning notices, report cards, Parent Nights, and other functions.
- School policy is available in various languages.
- Interpreters are available for translation.
- LEHS website is continually updated for parent access.
- Academic Awards Night held annually.
- Senior Scholarship Night held annually.
- Parental participation required in all IEP team meetings and 504 plan development.