

**LITTLETON, MASSACHUSETTS  
School Improvement Plan**

**LITTLETON HIGH SCHOOL  
Plan Duration: July 1, 2005 thru June 30, 2008**

**Team Members**

<b>Name</b>	<b>Title</b>	<b>Signature</b>
<b>Amanda Bossman</b>	<b>Student</b>	
<b>John J. Buckey</b>	<b>Faculty</b>	
<b>Regina Chaple</b>	<b>Faculty</b>	
<b>Bailey Chick</b>	<b>Student</b>	
<b>Robert Desaulniers</b>	<b>Principal, Co-Chair</b>	
<b>Kristen Ersland</b>	<b>Parent</b>	
<b>Alexandra Essman</b>	<b>Student</b>	
<b>Dianne Lauffer</b>	<b>Parent, Co-chair</b>	
<b>Janet Manning</b>	<b>Faculty</b>	
<b>Darrell Payson</b>	<b>Community Representative</b>	
<b>Kristen Rooney</b>	<b>Student</b>	

**School Mission**

**The closely-knit community of Littleton High School is dedicated to maximizing the intellectual, social, physical and emotional growth of all its students. In our pursuit of educational excellence, we maintain a safe environment where all students feel valued, respect themselves, develop a caring and compassionate attitude, use their minds effectively in learning and decision-making, and understand and appreciate the diversity and interdependence of all people. We believe that, provided the opportunity, every student, with effort, can and will meet high standards of achievement. To that end, students, teachers, administrators, support personnel, parents, and the community work in partnership to help students to become life-long learners and self-reliant, responsible, productive citizens in a constantly changing world.**

## **SCHOOL IMPROVEMENT PLANNING (For Each Goal)**

### **MEASUREABLE SCHOOL GOALS:**

#### **Increase academic achievement for all students as measured by:**

- the percentage of students who pass the MCAS Mathematics and English Language Arts tests by graduation.
- the percentage of students who score at or above the “proficiency” level on the MCAS Mathematics and English Language Arts tests in their sophomore year.
- the percentage of students who make the Honor Roll/ High Honor Roll.
- the percentage of D’s and/ or F’s as a final grade in the five major academic subjects.
- the percentage of students in grades 11 & 12 who enroll in Advanced Placement courses
- the percentage of students who score 3 or better on Advanced Placement exams
- the percentage of graduates who are accepted to accredited colleges and/ or universities.
- the overall scores on SAT verbal and mathematics test.
- the percentage of students participating in SAT I and SAT II tests.
- the percentage of sophomores and juniors participating in the PSAT test.

#### **Ensure a safe culture and climate for all students as measured by:**

- the number of incidents involving Academic Integrity, Conflict, and Harassment.
- the results of annual surveys on topics such as harassment, drug use, safety, etc.
- the percentage of students participating in co-curricular activities.

#### **Background Data (Justification for this goal as a school priority):**

The Littleton High School, School Council believes that the Mission Statement for Littleton High School directs us to select these goals – academic achievement and safe culture and climate – for our school improvement plan. Guided by the Mission, we are “dedicated to maximizing the intellectual, social, physical and emotional growth of all of [our] students.” The School Council understands that in order for students to receive a quality, holistic education, they need to be in an environment that is safe. Before achieving our academic goals, we must ensure a safe culture and climate for all students. By creating a safe atmosphere for learning, we can better pursue the increases we seek in academic achievement. All members of our council believe that our three-year targets for our measurable goals support the best opportunities for all of our students in the classroom and in our co-curricular programs.

**Interpretation (What data indicate a pattern? What data indicate an area on which to focus? What do the data suggest?)**

SCHOOL IMPROVEMENT PLAN FOR Littleton High School

DATE: December, 2004

<b>DISTRICT GOAL</b>	<b>Increase academic achievement for all students.</b>		
<b>MEASUREABLE SCHOOL GOALS</b>	<ul style="list-style-type: none"> <li>▪ the percentage of students who pass the MCAS Mathematics and English Language Arts tests by graduation.</li> <li>▪ the percentage of students who score at or above the “proficiency” level on the MCAS Mathematics and English Language Arts tests in their sophomore year.</li> <li>▪ the percentage of students who make the Honor Roll/ High Honor Roll.</li> <li>▪ the percentage of D’s and/ or F’s as a final grade in the five major academic subjects.</li> <li>▪ the percentage of students in grades 11 &amp; 12 who enroll in Advanced Placement courses</li> <li>▪ the percentage of students who score 3 or better on Advanced Placement exams</li> <li>▪ the percentage of graduates who are accepted to accredited colleges and/ or universities.</li> <li>▪ the overall scores on SAT verbal and mathematics test.</li> <li>▪ the percentage of students participating in SAT I and SAT II tests.</li> <li>▪ the percentage of sophomores and juniors participating in the PSAT test.</li> </ul>		
<b>SUCCESS INDICATORS (Measures, assessment tools)</b>	Increase in the percentage of students passing, students at proficiency and students at mastery on the MCAS Mathematics and English Language Arts tests. Increase in the percentage of students making the Honor Roll and High Honor Roll Increase in the percentage of students accepted to accredited colleges and universities		
<b>ANNUAL TARGETS (3 years)</b>		2003-2004	2004-2005
		2005-2006	
	%passing MCAS by graduation	100% → (100%)	→
	%scoring at/ above proficiency – ELA	85% ( 87%)	→
	%scoring at/ above proficiency – Math	69% → ( 73%)	→
	%making Honor/ High Honor Roll	41% ( 45%)	→
	%of D’s + F’s in the five majors	16% → ( 13%)	→
	%enrollment (11/ 12) in AP courses	28% → ( 30%)	→
	%of AP scores 3 or higher	64% → (70%)	→
	%accepted to college/ university	98% → ( 98%)	→
	SAT Verbal	533 ( 540 )	→
	SAT Mathematics	533 → ( 540 )	→
	%participating in SAT I	100% (100%)	→
	%participating in SAT II	23% → ( 40%)	→
	%soph/ juniors participating in PSAT	67% → ( 73%)	→

<p><b><u>Strategy</u></b> In what general ways can you move key elements of the problem in order to achieve the school goal?</p>	<p><b><u>Activities (Action Plan)</u></b> What will occur in order to accomplish the strategy and reach the school goal?</p>	<p><b><u>Success Indicator(s)</u></b> What measure(s) will be used to determine the success of this strategy?</p>	<p><b><u>Timeline Start/End Date</u></b> What is the time frame for implementation of the key action?</p>	<p><b><u>Person Responsible</u></b> Who is primarily responsible for coordinating the key action?</p>	<p><b><u>Professional Development</u></b> What do staff or families need to know and be able to do to ensure the achievement of this goal?</p>	<p><b><u>Cost/Resources</u></b> What existing resources can be redirected? What “new” resources are needed? How will they be acquired?</p>
<p>CURRICULUM</p>	<p>Continue to refine the learning objectives developed for each course.</p>	<p>All</p>	<p>September to June 2004-2007</p>	<p>R. Desaulniers  Team Leaders</p>	<p>Work collaboratively as learning teams.  Understand and be aware of our stated learning objectives.</p>	<p>Team leaders’ stipends  Increased release time</p>
<p>ASSESSMENT</p>	<p>Continue developing assessments in our learning teams – work toward quarterly assessments in all courses.</p>	<p>All</p>	<p>September to June 2004-2007</p>	<p>R. Desaulniers</p>	<p>Work collaboratively as learning teams.  Understand and be aware of our stated learning objectives.</p>	<p>Books and seminars for faculty</p>
<p>WRITING ACROSS THE CURRICULUM</p>	<p>Provide training for staff in how to develop a consistent approach to assessing student writing.</p>	<p>All</p>	<p>September to June 2004-2007</p>	<p>M. Holt</p>	<p>Writing Across the Curriculum Training during Early release professional development days</p>	<p>Follow-up training in the John Collins program annually for teacher new to LHS.</p>
<p>INSTRUCTION</p>	<p>Introduce instructional strategies for teachers to differentiate classroom instruction.  Annual training in the Skillful Teacher program for teachers new to LHS.</p>	<p>All</p>	<p>September 2005 to June 2007</p>	<p>R. Desaulniers</p>	<p>Training for faculty in differentiation of instruction</p>	<p>Funding for consultants and materials \$\$</p>

<u>Strategy</u> In what general ways can you move key elements of the problem in order to achieve the school goal?	<u>Activities (Action Plan)</u> What will occur in order to accomplish the strategy and reach the school goal?	<u>Success Indicator(s)</u> What measure(s) will be used to determine the success of this strategy?	<u>Timeline Start/End Date</u> What is the time frame for implementation of the key action?	<u>Person Responsible</u> Who is primarily responsible for coordinating the key action?	<u>Professional Development</u> What do staff or families need to know and be able to do to ensure the achievement of this goal?	<u>Cost/Resources</u> What existing resources can be redirected? What “new” resources are needed? How will they be acquired?
TECHNOLOGY INTEGRATION	<ol style="list-style-type: none"> <li>1. Continue the “train the trainers” model of technology team leaders.</li> <li>2. Integrate Rediker software into classroom practice – scheduling, attendance, grading, and websites.</li> <li>3. Schedule faculty meetings to share ideas about how teachers have integrated technology into a lesson or unit. Request that all staff members share ideas.</li> </ol>	<p>All</p> <p>All</p> <p>All</p>	<p>September 2004 to June 2007</p> <p>September 2005 to June 2007</p> <p>September 2004 to June 2007</p>	<p>M. Lucey L. Richard</p> <p>John Buckey</p> <p>R. Desaulniers</p>	<p>Attend seminars and conferences in technology integration.</p> <p>N/A</p> <p>Collegiality – teachers teaching teachers</p>	<p>Budgeted money for seminars and conferences</p> <p>Hardware</p> <ul style="list-style-type: none"> <li>- DVD</li> <li>- LCD</li> <li>- Computers</li> <li>- Televisions</li> <li>- upgrades</li> </ul> <p>Software</p> <ul style="list-style-type: none"> <li>- licenses</li> <li>- programs</li> <li>- upgrades</li> </ul> <p>N/A</p>

<b>DISTRICT GOAL</b>	<b>Increase academic achievement for all students.</b>			
<b>MEASUREABLE SCHOOL GOALS</b>	Ensure a safe culture and climate for all students.			
<b>SUCCESS INDICATORS (Measures, assessment tools)</b>	<ul style="list-style-type: none"> <li>▪ the number of incidents involving Academic Integrity, Conflict, and Harassment.</li> <li>▪ the results of annual surveys on topics such as harassment, drug use, safety, etc.</li> <li>▪ the percentage of students participating in co-curricular activities.</li> </ul>			
<b>ANNUAL TARGETS (3 years)</b>		2003-2004	2004-2005	2005-2006
<ul style="list-style-type: none"> <li>▪ # of incidents of Academic Integrity</li> <li>▪ # of incidents of Conflict</li> <li>▪ # of incidents of Harassment</li> <li>▪ %of students in co-curricular activities</li> <li>▪ annual survey results*</li> </ul>	<p>8 → (5)</p> <p>4 → (3)</p> <p>9 → (7)</p> <p>68/ 60 → (68/ 65)</p>			

\* See attached survey from 2003-2004

<b><u>Strategy</u></b> In what general ways can you move key elements of the problem in order to achieve the school goal?	<b><u>Activities (Action Plan)</u></b> What will occur in order to accomplish the strategy and reach the school goal?	<b><u>Success Indicator(s)</u></b> What measure(s) will be used to determine the success of this strategy?	<b><u>Timeline Start/ End Date</u></b> What is the time frame for implementation of the key action?	<b><u>Person Responsible</u></b> Who is primarily responsible for coordinating the key action?	<b><u>Professional Development</u></b> What do staff or families need to know and be able to do to ensure the achievement of this goal?	<b><u>Cost/ Resources</u></b> What existing resources can be redirected? What "new" resources are needed? How will they be acquired?
PEER MEDIATION	Offer a peer mediation program for students. Provide training in being an effective peer mediator. Promote program as an effective means for resolving conflict.	All	September 2004 to June 2007	Rick Martin	Meetings and seminars to explain and promote the peer mediation program and concept.	\$2,000  Peer mediation assistant
APPROPRIATE RULES AND REGULATIONS	Annual Student Handbook review and revision process.  Consistent enforcement of school policies and regulations as outlined in the Student Handbook.	All	May 2004 May 2005 May 2006 May 2007	John Buckey	Seminars and conventions on legal issues in education. Legal review of Handbook.	\$2,500
CO-CURRICULAR OFFERINGS	Develop and offer high quality co-curricular activities that appeal to a wide range of student interests.	All	November 2002 to June 2005	Dave Lezenski	Training for coaches and advisors of clubs and activities.	School budget to include costs for coaches and advisors as well as transportation, uniforms, etc.
Annual Surveys	Develop and conduct surveys to student body on topics related to academic integrity, harassment, safety, etc.	All	February 2004 February 2005 February 2006 February 2007	John Buckey Bob Desaulniers	Appropriate speakers, training, seminars in areas of concern.	\$2,000