

# **School Improvement Plan Update**

**November 2007**

**Littleton High School**

**Submitted by:**

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## **Student Learning Cornerstone Update**

### GOAL

Littleton High School will have 85% of all ninth and tenth grade students reading at grade level by 2009 as measured by CSAP & MAP.

### GOAL DATA ANALYSIS

Unfortunately, Littleton High School did not make AYP in reading for the 2006-07 school year. Students with Disabilities continue to be a subgroup that struggles to meet the AYP standard. In fact, scores in this subgroup declined from 78% Advanced, Proficient, or Partially Proficient in 2005-06 to 70% in 2006-07. On the bright side, we did achieve AYP in the English Language Learner subgroup, moving from 83% in 2005-06 to 85.31% in 2006-07. We will have to work diligently to move our ELL, Students with Disabilities, and Economically Disadvantaged scores above 89.83% Advanced, Proficient, or Partially Proficient which is the AYP standard for 2008. We need to add Economically Disadvantaged to our list of measures because we did not reach AYP in that subgroup whereas we had in the past.

A second measure we are monitoring is our ninth and tenth grade CSAP reading scores. Last year our ninth graders, Class of 2010, had an incoming CSAP score of 68% proficient or advanced. This class scored 73% proficient or advanced in March 2007. This meets the 2006-07 target we set. Similarly, our tenth grade class, Class of 2009 scored 74% proficient or advanced in Spring 2006 and improved to 78% proficient or advanced a year later, which meets the target we set.

The above data is promising, however when you compare the data of boys and girls, we did not decrease the gap between these two subgroups. The CSAP scores of boys in both ninth and tenth grades improved during the year. Ninth grade boys, Class of 2010, improved from 62% proficient or advanced in Spring 2006 to 66% in Spring 2007. Tenth grade boys, Class of 2009 improved from 68% to 71%. Neither grade level met the target of 78%.

On the other hand, girls surpassed the target. Ninth grade girls, Class of 2010, scored 70% in Spring 2006 and 81% proficient or advanced in Spring 2007. Similarly, tenth grade girls, Class of 2009, surpassed our target of 75%. They scored 79% proficient or advanced in Spring 2006 and 84% proficient or advanced in Spring 2007.

Finally, our MAP reading scores improved and met our target for ninth and tenth grades. Our ninth graders, Class of 2010, moved from a RIT score of 225 in Fall 2006 to 227.1 in Spring 2007. Tenth graders, Class of 2009 moved from 228 in Fall 2006 to 230.6 in Spring 2007.

### INDICATORS

Last year, the Littleton High School Literacy Committee developed the Reading Power Standard. Teachers received training on the use of this document in March 2007. We are expecting building-wide implementation this school year when teachers will use the document through the entire year. Every PLC is expected to include reading in their Essential Learning Outcomes.

Providing teachers with staff development on effective reading strategies is an ongoing pursuit at Littleton High School. In the past year, three in-service opportunities have occurred. At the October 2006 in-service, each PLC attended the following staff development breakout

sessions: Pre, During, and After Reading Strategies, Text-Based Discussion Strategies, and Scaffolding Content Reading. In March 2007, we began implementation of the reading power standard rubric, and in August 2007, we were all taught Think Aloud reading strategies.

Our Reading Empowerment course was expanded from two to six sections so that we could accommodate all incoming ninth graders who have Individual Literacy Plans. This year approximately one-hundred and forty students will complete at least one semester of reading empowerment.

## **Equity and Access Cornerstone Update**

### GOAL

While maintaining or improving current reading scores for all ninth and tenth grade students, Littleton High School will decrease the gap between overall scores and each of the following subgroups: Latino, English Language Learners, Students with Disabilities, and Economically Disadvantaged, by 30% by 2009 as measured by CSAP & MAP assessment.

### GOAL DATA ANALYSIS

CSAP Reading scores for both ninth and tenth graders improved last year. The ninth graders, Class of 2010, had a baseline score of 65% proficient or advanced in the Spring 2006 and scored 73% proficient or advanced in Spring 2007, surpassing our target for 2006-07 of 72%. Similarly, our tenth graders, Class of 2009, had a baseline score of 74% proficient or advanced. We set our target at 78% proficient or advanced and met that goal. Our MAP data for the class correlates to this improvement. As a class, the ninth graders, Class of 2010, had a baseline RIT score of 225 in the Fall 2006, and improved to 227 in Spring 2007, which was our target. The tenth graders, Class of 2009, had a baseline score of 228 in Fall 2006 and improved to 230 by the Spring 2007, which was the target score.

While our improvement in whole class scores for MAP and CSAP is encouraging, our success in this particular goal area is to close the gap between the whole-class and four subgroups: Latino, English Language Learners (“ELL”), Students with Disabilities, and Economically Disadvantaged.

CSAP and MAP scores for Latinos showed improvement at both the ninth and tenth grade level. In Spring 2006, our ninth graders had a baseline CSAP score of 26% proficient or advanced. In Spring 2007, they scored 36% proficient or advanced, which was the target we set. Tenth-grade Latinos also improved from their Spring 2006 baseline of 47% proficient or advanced to 63% proficient or advanced in Spring 2007, surpassing our 57% target. MAP scores also improved at both grade levels. Our ninth grade group had a baseline RIT score of 213 and improved to 214.5 by Spring 2007. Unfortunately this fell below the target of 218. Tenth-grade Latinos had a Fall 2006 RIT score of 215 and improved to 219 by Spring 2007, which met our target.

Our ELL students showed significant improvement on the CSAP. Ninth grade ELL students had a baseline score in Spring 2006 of 29% proficient or advanced and improved to 36% on the Spring 2007 test, which was the target we set. Tenth graders had a baseline score in Spring 2006 of 23% proficient or advanced and improved to 35% proficient or advanced in Spring 2007, surpassing our 33% target. MAP scores for the ELL subgroup improved slightly from 210 in Fall 2006 to 211 in Spring 2007, falling short of our 216 target.

Students in our Economically Disadvantaged cohort also improved their CSAP scores. Ninth grade improved from 36% proficient or advanced to 44% proficient or advanced, surpassing our 41% target. Tenth graders improved from 46% proficient or advanced to 55% proficient or advanced, surpassing our 53% target. MAP data for Economically Disadvantaged students is not available.

The data for our Students with Disabilities is not as encouraging as our other subgroups. Ninth graders improved from 16% proficient or advanced to 21% proficient or advanced,

falling short of our 29% target. Tenth grade scores for the Students with Disabilities subgroup dropped from the baseline score of 20% proficient or advanced to 11% proficient or advanced in Spring 2007. MAP scores improved slightly from 210 to 211, also short of our 216 goal.

### INDICATORS

The data indicates that we have implemented several action priorities that seem to be making a difference in our reading scores. This year we expanded our Reading Empowerment class from two sections to six. All eighth-grade students who have an ILP and unsatisfactory scores on CSAP reading were strongly encouraged to enroll in this elective course if they were not receiving additional reading support through Freshman Academy or Resource.

All teachers at LHS have received staff development training on the reading anchor document and we continue to learn and implement new content area reading strategies.

We have expanded our Sheltered Language Arts class to 13 students and continue to double dose our Freshman Academy students in reading and writing skills. Our resource department is implementing Language!, a new reading program.

## **Climate/Culture/Character Cornerstone Update**

### GOAL

Littleton High School will have 90% of all students and 90% of students in subgroups greater than 30 earn enough credits each year to graduate within four years.

### GOAL DATA ANALYSIS

During the 2006-07 school year, 78% of ninth graders, 79% of tenth graders, 85% of eleventh graders, and 80% of twelfth graders earned 50 or more credits, keeping on track to graduate in four years.

In an effort to have all Littleton High School students earn their diplomas, we are encouraging more students to get involved in at least one extra-curricular activity. Last year we ended our year with 659 students in clubs and more than 400 students involved in athletics. Currently, we are attempting to cross reference these lists to determine how many individual students are involved.

Last year the Littleton High School math department implemented a math lab elective course. The purpose of this one credit class was to provide an opportunity for struggling students to get extra help in a structured setting. Sixty-eight percent of the students attending the math lab also passed their math class.

Freshman Academy students are identified as those ninth graders most likely to drop out of school and are often lacking basic math and language arts skills. During the ninth grade, they receive a double dose of math, reading, and writing. Last year, 58% of Freshman Academy students earned at least fifty credits and thus moved successfully to tenth grade.

Daily attendance is an essential component of success in a course. We have monitored the percent of students who are absent, for any reason, from any class five or more times, in a semester. Last year, 45% of ninth graders, 50% of tenth graders, 66% of eleventh graders, and 85% of twelfth graders fell into this category. We are now in the process of determining whether or not there is a connection between this and final course grades.

Finally, we are monitoring discipline data. Last year, Littleton High School experienced three-hundred and two suspensions, of two-hundred and one different students.

### INDICATORS

Promoting a healthy, educational environment while simultaneously helping students learn the balance between privilege and responsibility is a challenge for every high school. At Littleton High School, we are monitoring daily attendance, behavior and grades, and extra-curricular participation, in an effort to work with students who are not demonstrating success. Our assistant principals and counselors meet weekly and examine the data to determine which students need intervention in any or all of the above. This year, behavior issues are often dealt with through our new in-school suspension policy. In-school suspension provides a highly structured environment where students have an opportunity to complete and get caught up on their school work. Academic issues are dealt with on an individual basis including conferences with teachers, a change of schedule to more appropriate placement, tutoring and addition of support classes like the Math Lab.

Also new this year, are classes in math and science that are co-taught by a content-area teacher and an ELL instructor. We are hoping that our ELL students will be more successful in their core classes.