

LMHS School Improvement Plan (SIP) and School-Wide Goals for 2008-11

**School Council Draft Review: Tuesday, October 6, 2008
School Council Endorsement: Tuesday, January 20, 2009**

Mission Statement

"The mission of Lee Middle and High School is to provide a safe and respectful environment that supports individual academic success and personal growth for each student in order to become a contributing member of society."

**LPS District Improvement Plan for 2008-2011 states goals in two domains:
Accountability for Learning and Climate for Achievement.**

LPS Domain 1: Accountability for Learning

LMHS Core Beliefs in Action:

- To articulate high expectations for all students that translates into rigorous, relevant academic experiences and measurable successes.
- To focus on measurable ways to prove what students know and are able to do.
- To shift the focus from what content teachers are presenting to what students are learning.
- To use the MA Curriculum Frameworks learning standards and LMHS generated and NEASC driven school-wide learning expectations to identify the skills and levels of proficiency students are expected to achieve.
- To ensure that all students are learning in standards-based classrooms.

LPS Domain 2: Climate for Achievement

LMHS Core Beliefs in Action:

- To create and maintain a safe and respectful environment that fosters academic achievement, professional enrichment, personal growth, positive peer interaction, social responsibility, effective communication, and civic engagement.

LPS District Improvement & Professional Development Plan 2008-2011

Domain 1 Accountability for Learning

LPS Goal One:

Raise achievement at all levels as measured by the state and federal testing and accountability programs.

1. Both Lee Middle and High School and Lee Elementary School will make AYP as schools
2. Both Lee Middle and High School will make AYP in all identified sub-groups
3. Both the aggregate and subgroups performance will increase at a rate greater than the state
4. The percentage of 10th grade students in Lee achieving a Competency Determination will increase
5. All grade levels will show an increase of students achieving the standards of *Proficient* and *Advanced*

LMHS Action Plan:

**Make AYP as a school and in all subgroups.
Improve the measurable skills of individual students and grade-level cohorts.**

Increase by 2011 the Composite Performance Index (CPI) in each of the following areas:

- Grade 7 Target Gain
 - ELA to greater than 90.2 (+2.9)
 - Math to greater than 84.3 (+13.1)
- Grade 8
 - ELA to greater than 90.2 (+5.9)
 - Math to greater than 84.3 (+28.6)
- Grade 10
 - ELA to greater than 95.3 (+3)
 - Math to greater than 90.3 (+3)

- Use standards-based lessons in classrooms and differentiate instruction to meet the needs of all learners in core-subject areas, including ELA and Math.
- Support the assessment committees to work to complete local benchmark assessments and a curriculum scope/sequence in math and science.
- Support the district's writing committee's development and implementation of common rubrics for the essay and open responses and a writing scope/sequence for all grades, including 7-12.
- Use grant money such the DESE 632 Student Support Grant to fund enrichment programs in ELA and Math to address the needs of
 - i. Students in subgroups by grade-levels: White, Low Income, and Special Education
 - ii. And all four performance-level quartiles (Warning/Failing; Needs Improvement; Proficient; and Advanced) to bring them to acceptable levels of achievement.
- Develop, implement and monitor Educational Proficiency Plans (EPPs) for students who fall short of proficiency as defined by earning scores of 240+ in ELA and Mathematics for 2010 and Biology for 2011 to ensure these individuals are deemed proficient upon graduation.

LMHS SIP

Accountability for Learning~ continued

LPS Goal Two:

All District Schools and programs will meet evaluation standards of the Commonwealth and of independent evaluating agencies such as NEASC and NAEYC

1. Lee Middle and High School will successfully maintain full accreditation during the five year, mid-cycle check by NEASC
2. Lee Elementary School will remain fully accredited and maintain efforts to meet the standards of the National Association for the Education of Young Children
3. The District will meet all accreditation standards as measured by the Commonwealth in a Mid-Cycle review of special education and other selected programs

LMHS Action Plan: Standards-Based Education

Based on MA Curriculum Framework Learning Standards and NEASC indicators use standard-based instruction to ensure teaching for learning.

- Identify MA Curriculum Framework Learning Standards in learning materials and teacher maintained planning documents, including plan books, electronic curriculum maps, etc.
- Display LMHS developed/NEASC driven Learning Expectations in these learning materials and teaching resources, including plan books, electronic curriculum maps, course of studies, handbooks, etc.
- Reinterpret these standards and expectations in grade-level and content-area appropriate language that is accessible to students so they understand clearly what they are expected to know and to be able to do.
- Develop rubrics that identify specific academic learning standards and expectations with targeted performance levels of proficient or above to inform students about what they are expected to know and be able to do.

- Make clear to students through explicit planning and delivery of standard-driven instruction what they should be able to know and do as a result of each lesson, assignment or assessment.
- Provide feedback on their individual progress through formative and summative assessments.
- Use school-wide rubrics with performance levels as embedded assessment tools and standard best practice.
- Communicate with parents what these standards, expectations and rubrics tell them about what their children are expected to know and do in specific content areas.

Accountability for Learning~ continued

LMHS Action Plan: NEASC Accreditation

Use faculty talents and resources to ensure LMHS's on-going NEASC accreditation

- Develop school-wide initiatives and support school-wide practices that address NEASC recommendations.
 - Create and maintain a NEASC Task Force (Steering Committee open to all faculty and staff) to develop and direct initiatives.
 - Assign NEASC responsibilities and duties to faculty volunteers.
 - Embed initiatives into existing professional duties and responsibilities.
 - Encourage faculty participation by dedicating time and awarding Professional Development Points (PDPs) for participation on committees that bring initiatives to fruition.
- Encourage faculty members to go on site accreditation visits and to NEASC/CPSS workshops to inform and guide our school improvement work.
- Address as “in progress” or “completed” all items on Special Progress Report due to NEASC/CPSS due May 1, 2009 and Five-Year Progress Report due March 1, 2010.

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Accountability for Learning~ continued

LPS Goal Three:

Professional Development in the Lee Public Schools will focus on achievement and on student learning, with a particular focus on not what is taught, but what is learned.

1. PD will continue to focus on MCAS areas with a primary focus on literacy in reading, mathematics, science and social studies.
2. PD will focus on AYP subgroup performance in the areas of low income and special education students.
3. PD will focus on programmatic curriculum development and documentation

LMHS Action Plan:

Offer staff professional development that impacts student achievement and creates tangible resources for teaching and learning.

- Provide new staff with individually assigned, accessible trained mentors and on-site, district mentoring program along with coverage for mentor and/or peer observations.
- Continue to utilize common planning times and grade-level meetings to review data, plan standards-based lessons, address student needs, develop and revise programs, and meet with specialists as grade level teams in grades 7-12.
- Support district-wide benchmark committees as they complete local assessments, benchmarks, and scope/sequence for math and science during 2008-09. Similarly, support the district-wide writing committee's efforts in its initial year.
- Maintain administration-to-teacher supervisions that are timely, rigorous, and focused on the improvement of instruction.
- Increase peer-to-peer interactions such as classroom observations and grade-level team meeting time during the school day that fosters collaboration and sharing of best practice around instruction for learning.

- Provide goal-embedded professional development led by administrators and teachers as stakeholders in students' achievement with a focus of improving measurable student outcomes.
 - Dedicate faculty meeting and professional development time to discussions and activities focused on improving instruction.
 - Create by the end of 2008-09, updated curriculum maps/pacing guides with LMHS/NEASC Academic Learning Expectations and MA Curriculum Framework Learning Standards for all assigned course for 2008-09.
 - Maintain and refresh these curriculum maps/pacing guides during 2009-2010 and 2010-2011.
 - Continue with on-site, cost-effective, staff-delivered, school-wide professional development for addressing student learning and identifying the most effective practices to produce positive results.
 - Continue active, school-wide faculty study of professional development resources, specifically *Change Leadership: A Practical Guide to Transforming Our Schools* by Tony Wagner and et al., 23-50, Copyright 2006 and *Understanding Standards-Based Education: A Practical Guide for Teachers and Administrators* by Richard Zagranski, William Whigham, Patrice L Dardenne, Copyright 2008.
 - Send four core-area teachers (ELA, Math, Science, Social Studies) off-site enrichment to assist them in expanding on their content area knowledge and classroom practice as well as helping specialists (special educators, ESOL, PE, art, music, library, and guidance counselors) to build their interdisciplinary curriculum and lessons around the Massachusetts Curriculum Frameworks through appropriate PD offerings.

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Domain 2: Climate for Achievement

LPS Goal One:

District schools will continue formal and informal work to increase the fertility in the learning environment by becoming safer, more respectful and increasing students' readiness to learn.

1. Formal policies and practices will continue to be developed to reduce bullying in both schools and at the district level.
2. Administrative and staff training in identifying bullying and work to lessen its impact on students and student learning
3. Increase the environment of respect among all educational community members.
4. Students will spend more time on the task of learning and less on dealing with student to student issues.
5. Out of school suspensions will decrease, as will the number of disciplinary referrals generated at both schools.

LMHS Action Plan:

Use practices/policies/protocols, collaboration and available school/district resources to create a positive, productive school environment for all learners.

- Create programs and find opportunities to ensure that students are actively learning within grade levels and can transition successfully between grade levels and schools (ES to MS; MS to HS; and HS to Post HS). Continue to monitor individual and cohort progress through Guidance, Student Response Team (SRT), and Grade-Level Teams, in-school suspension (ISS) and out-of-school suspension data, bridging activities that link LES and LMHS and school-to-family-outreach.
- Complete behavior rubrics with acceptable performance levels for LMHS/NEASC's Civic and Social Learning Expectations and use these

to reinforce positive student behaviors and address negative student behaviors.

- Plan appropriate school-wide events for staff and students to act on our Civic and Social Learning Expectations that foster community, create common experiences and elicit positive behaviors.
- Maintain proactive community-building activities for middle school via resources such as those through Berkshire Violence Prevention Center.
- Continue to access and implement safe-school, bullying prevention and community-outreach resources from District Attorney Capeless's office.
- Use the established behavior rubric developed in middle school to identify inappropriate behaviors and assign levels of intervention and consequences.
- Refine the above rubric for similar implementation in the high school.
- Review and update policies in our Student Handbook for each upcoming school year with special sensitivity to emergent issues.
- Rely on a collaborative, team-based model that invites stakeholders—staff, students, parents and community members—to work on concerns. Study issues by identifying non-negotiables, doing faculty forums/surveys, using teacher-led and student-led roundtable discussions, seeking school council and parents for informed input.
- Use email, voice mail, mid-quarter progress reports, LMHS's website, and other in-place and developing school resources, to improve communication between home-and-school and school-and-home.

LMHS SIP

Climate for Achievement~ continued

Goal Two:

District will continue to make use of technological opportunities to enhance home-school communication and create a better environment for students to engage in alternate types of learning.

1. Use connectivity and e-mail to produce cost savings via electronic-information sharing including parent access to student achievement information and attendance information and seeking e-mail over regular mail communication opportunities
2. Continue to grow online learning opportunities such as VHS and expand to lower grades for credit recovery and gifted and talented applications

LMHS Action Plan:

Use district technology to facilitate communication and provide resources that supports teaching and learning.

- Use the school website as a means of communicating timely information about curriculum, homework, student progress, and school/district news and events.
- Have standards-based lesson plans provide opportunities for students to learn about and integrate available technology in accordance with the Massachusetts Technology Literacy Standards and the MA Curriculum Frameworks.
- Use district-wide technology to facilitate teaching and learning by creating, maintaining and archiving curriculum maps/pacing guides, offering electronic grade books, maintaining student information and records, such as transcripts, discipline data and attendance.