



Student Learning Goal for: Littleton High School

Goals	Indicators	Measures	Target	Progress Check			Action Priorities
				1	2	3	
<p>READING/WRITING By 2012, the overall 9th and 10th grade Median Growth Percentile in Reading will increase from 55 to 61 or higher as measured by the Colorado Growth Model</p> <p>Baseline: Reading 08-09 = 55 Writing 08-09 = 52</p>	<p>Areas of focus school wide include reading comprehension and nonfiction. Currently the LHS students are performing 8-9% points lower than the district average in these areas as measured by CSAP.</p> <p>Areas of focus school wide for writing include paragraph writing and writing for a variety of purposes. Currently the LHS students are performing 10-12% points lower than the district average in these areas as measured by CSAP.</p> <p>Areas of focus school wide for reading will be the strand “apply thinking skills to reading” as measured by MAP scores</p>	<ul style="list-style-type: none"> • CSAP • MAP • Language! • Dept. teacher created common assessments 	<p>READING/WRITING By 2012, the percentage of students meeting MAP growth targets will increase by 10 percentage points for each grade level: % for 08-09 (fall-spring growth): Grade 9: 54.2% Goal: 64.2% Grade 10: 44.3% Goal: 54.3%</p> <p>By 2012, 75% of Reading Empowerment students with fall to spring data will meet or exceed their growth target. Current data for 08-09 school year: 51%</p> <p>By 2012, 75% of students on ILPs with fall to spring data will meet or exceed their growth target. Current data for 08-09 school year: 47.9%</p>				<p>READING/WRITING English teachers will use 2009 CSAP item maps, MAP data and Assess Track to identify strengths and weaknesses in the curriculum during PLC time and/or department time. Once areas of need are identified, teachers will support all students in reading by incorporating best literacy instructional practices.</p> <p>Students who score partially proficient and lower than 217 on MAP will be enrolled in a reading empowerment class at the beginning of the school year. If students grades in core courses remain a C or higher, they can drop RE at semester.</p> <p>By September 1, 2009: Departments choose instructional practice focus from the literacy instructional practice sessions presented during Spring 2009 professional development sessions: Direct instruction on comprehension strategies Activating/building</p>
<p>09-10 Increase the Median Growth Percentile in Reading to 57 or higher; Writing to 54 or higher</p>			<p>READING/WRITING Increase the number of 9th grade students meeting MAP growth targets (fall to spring growth) to 57.2% or higher.</p> <p>Increase the number of 10th grade students meeting MAP growth targets (fall to spring growth) to 47.3% or higher.</p> <p>Increase the number of Reading Empowerment students meeting MAP growth targets (fall to spring growth) to 59% or higher.</p> <p>Increase the number of students on Individual Literacy Plans (ILPs) meeting MAP growth targets (fall to spring growth) to 57% or higher.</p>				



<p>10-11 Increase the Median Growth Percentile in Reading to 59 or higher; Writing to 56 or higher</p>			<p>READING/WRITING Increase the number of 9th grade students meeting MAP growth targets (fall to spring growth) to 60.2% or higher.</p> <p>Increase the number of 10th grade students meeting MAP growth targets (fall to spring growth) to 50.3% or higher.</p> <p>Increase the number of Reading Empowerment students meeting MAP growth targets (fall to spring growth) to 67% or higher.</p> <p>Increase the number of students on Individual Literacy Plans (ILPs) meeting MAP growth targets (fall to spring growth) to 66% or higher.</p>			<p>background/prior knowledge Use of differentiated texts by using Lexile scores Text-based collaboration Graphic organizers Summary writing Literacy professional development using <i>Better Learning Through Structured Teaching</i> Teachers will be in similar-interest study groups Teachers will meet monthly during common plan or after school on the third Thursday/Friday Literacy coordinator will be available to meet with groups when questions arise or to provide further professional training on the literacy instructional practice the group is studying and implementing Teachers will implement the literacy instructional focus for their department area embedded within the gradual release of responsibility framework</p>
<p>11-12 Increase the Median Growth Percentile in Reading to 61 or higher; Writing to 58 or higher</p>			<p>READING/WRITING Increase the number of 9th grade students meeting MAP growth targets (fall to spring growth) to 64.2% or higher.</p> <p>Increase the number of 10th grade students meeting MAP growth targets (fall to spring growth) to 54.3% or higher.</p> <p>Increase the number of Reading Empowerment students meeting MAP growth targets (fall to spring growth) to 75% or higher.</p> <p>Increase the number of students on Individual Literacy Plans (ILPs) meeting MAP growth targets (fall to spring growth) to 75% or higher.</p>			<p>PLC time will be used for identifying areas of concern and development of tier 1 instructional strategies/practices to support student achievement. Teachers will review ILP</p>



						<p>information for students in their courses and support them by using literacy instructional practices and specific strategies identified on ILPs</p> <p>Literacy coordinator will continue to coach 1-2 content area teachers each semester to bolster tier 1 literacy instructional practices.</p> <p>Continued use of departmental created writing rubrics</p> <p>Use of Language! as a tier 3 intervention with ongoing progress monitoring</p>
<p>MATH By 2012, the overall 9th and 10th grade Median Growth Percentile in math will increase from 51 to 57 or higher as measured by the Colorado Growth Model Baseline: 08-09 = 51</p>	<p>Areas of focus for math will be number sense and computational techniques. Currently the LHS students are performing 8-10% points lower than the district average in this area.</p>		<p>MATH By 2012, the percentage of students meeting MAP growth targets will increase by 10 percentage points for each grade level: % for 08-09 (fall-spring growth): Grade 9: 58.4% Goal: 68.4% Grade 10: 58% Goal: 68%</p>			<p>MATH Develop and implement a tier 2 intervention during the school day for math students entering 9th or 10th grade with a MAP cut score of 213 or below Professional development for math teachers will include: Literacy professional development using <i>Better Learning Through Structured Teaching</i> Teachers will focus on best practices in math instruction and numeracy strategies Teachers will be in similar-interest study groups</p>
<p>09-10 Increase the Median Growth Percentile in math to 53 or higher</p>			<p>Increase the number of 9th grade students meeting MAP growth targets (fall to spring growth) to 61% or higher</p> <p>Increase the number of 10th grade students meeting MAP growth targets (fall to spring growth) to 61% or higher</p>			



<p>10-11 Increase the Median Growth Percentile in math to 55 or higher</p>			<p>Increase the number of 9th grade students meeting MAP growth targets (fall to spring growth) to 64% or higher</p> <p>Increase the number of 10th grade students meeting MAP growth targets (fall to spring growth) to 64% or higher</p>			<p>Teachers will meet monthly during common plan or after school on the third Thursday/Friday</p> <p>District math resource specialist will coach all math teachers each semester to bolster tier 1 math instructional practices.</p>
<p>11-12 Increase the Median Growth Percentile in math to 57 or higher</p>			<p>Increase the number of 9th grade students meeting MAP growth targets (fall to spring growth) to 68% or higher</p> <p>Increase the number of 10th grade students meeting MAP growth targets (fall to spring growth) to 68% or higher</p>			<p>PLC time will be used for identifying areas of concern and development of tier 1 instructional strategies/practices to support student achievement.</p>



Equity Access Goal for: Littleton High School

Goals	Indicators	Measures	Target	Progress Checks			Action Priorities				
				1	2	3					
<p>The median Growth percentile gap in Reading for FRL will be equal to non FRL students by the end of the 2012 school year, while increasing the goal growth for all students.</p> <p>Baseline 2009</p> <table border="1"> <tr> <td>FRL</td> <td>NON</td> </tr> <tr> <td>50</td> <td>56</td> </tr> </table>	FRL	NON	50	56	<p>While maintaining or increasing current growth status, the median growth percentile of students in special groups (minority, FRL, IEP and ELL) “catching up” will be reduced to half its current percentile point spread.</p>	<p>CSAP</p> <p>MAP</p>	<p>READING/WRITING</p> <p>The following gaps in sub-categories on MAP will decrease by 50% by 2012.</p> <ul style="list-style-type: none"> • Current gap (Spring 2009)=18pts • Spring 2010 = Goal 15 pts • Spring 2011 = Goal 12 pts • Spring 2010 = Goal 9 pts 				<p>Special Education and ELA teachers will monitor student growth toward academic independence through individual student goals and benchmarks and will assist teachers in implementing accommodations and modifications for student learning.</p> <p>Book study using <u>Better Learning Through Structured Teaching</u></p> <p>Continue implementation of Sheltered Language Arts Class</p> <p>PLC time will be used for identifying areas of concern and development of tier 1 instructional strategies/practices to support student achievement.</p> <p>Create a Culturally Responsive Committee based on teachers who attended the Culturally Responsive Teaching Workshop in Fall 2009 to identify building instructional needs in this area and plan for future professional development or other student centered support systems.</p>
FRL	NON										
50	56										
<p>09-10</p> <p>Spring 2010</p> <table border="1"> <tr> <td>FRL</td> <td>NON</td> </tr> <tr> <td>54</td> <td>58</td> </tr> </table>	FRL	NON	54	58	<p>Minority current spread =16 (reduce by 8%tile points)</p> <p>FRL current spread =10 (reduce by 5%tile points)</p> <p>IEP current Spread =20 (reduce by 10%tile points)</p>						
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54	58										
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62	62										



Climate/Culture Goal for: Littleton High School

Goals	Indicators	Measures	Target	Progress Check			Action Priorities
				1	2	3	
<p>Reduce the number of students NOT participating in one or more extra curricular or co-curricular activity by 20% by 2012.</p> <p>Baseline:08-09=36%</p> <p>The number of students with one or more referral will be reduced to 15% or lower by Spring 2012</p> <p>Baseline:08-09=24%</p> <p>The number of students with 5 or more unexcused absences from any class will be reduced to 15% or lower by Spring 2012</p> <p>Baseline:08-09=25%</p>	<p>Student achievement, attendance, and behavior will improve as a result of students' connection to the school community.</p> <p>Students will demonstrate an understanding of the correlation between involvement in extra curricular activities and academic success.</p> <p>Students will demonstrate an understanding of the importance of good attendance on earning credit.</p>	<p>Data kept by club sponsors</p> <p>Infinite Campus Data collected every 9 weeks</p> <p>Infinite Campus data collected every 9 weeks</p>	<p>Participation by underrepresented groups in current or newly created activities/clubs will increase from 17% to 25%</p> <p>Number of students with one or more referrals will decrease by 25%</p> <p>Percentage of students with 5 or more absences from any class per semester will decrease by 25%</p>				<p>Monitor attendance weekly. Student Services Team will work to develop strategies to improve attendance other than out of school suspension.</p> <p>Create a student survey that will sample the underrepresented groups on what types of activities/clubs they would be interested in participating in.</p> <p>Find sponsors to provide opportunities for student clubs and activities based on survey results.</p> <p>Identify community and engage community involvement in clubs/activities for underrepresented groups.</p> <p>School Intervention Team formed to support academic and behavior. Team meets weekly and serves as a starting point for intervention.</p> <p>Hot List- AP's meet with counselor weekly to discuss student attendance/behavior issues. Team determines level of intervention:</p>
<p>09-10</p>							



<p>10-11</p>							<ul style="list-style-type: none"> • Parent conference • Contracts • Referral to SARB • Referral to truancy court • Referral to alternative programs • Home visits
<p>11-12</p>							<p>LHS is host to adult education English classes for the parents of our underrepresented students.</p> <p>Create a Culturally Responsive Committee based on teachers who attended the Culturally Responsive Teaching Workshop in the Fall 2009 to identify building instructional needs in this area and plan for future professional development or other student centered support systems.</p>