

**LITTLETON MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN
SEPTEMBER 2023 - AUGUST 2026**



LMS SCHOOL COUNCIL

Jason Everhart, Principal

Matthew LeVangie, Assistant Principal

Lauren Capotosto,, Parent

Shannon Gannon, Parent

Jenny Outman, Parent

Julie Shorten, Parent

Diane Tracanna, Teacher

Joseph Dennis, Teacher

Sarah Dorfman, Counselor

Jay McHugh, Community Member

LITTLETON PUBLIC SCHOOLS MISSION

Our mission is to foster a community of learners who strive for excellence and prepare each student to be a successful, contributing citizen in a global society.

CORE VALUES

RESPECT – RESPONSIBILITY – INTEGRITY – ACCOUNTABILITY

LITTLETON MIDDLE SCHOOL MISSION STATEMENT

The mission of the Littleton Middle School is to promote the maximum intellectual, emotional, and social growth of students in grades 6, 7, and 8. These are the transitional years between elementary and high school. We work to provide our students with the opportunities and resources to become lifelong learners and productive, responsible citizens in an emerging global society. The middle school creates an environment that promotes respect for, and appreciation of, cultural diversity and the uniqueness of the individual. Our educationally challenging atmosphere is intended to prepare students for the rigors of high school while addressing their developmental needs. As learning experiences extend beyond the school, we are committed to creating positive interactions among the students, teachers, parents, and the community as a whole.

Standard #1: Curriculum / Instruction / Assessment

Align and enhance curriculum, instruction, and assessment to continually improve student achievement

Goal: Modify our Student Support Team (SST) referral process and Tier 2 services to increase access and improve efficacy.

	Action Steps	Indicators of Success	Person(s) Responsible	Timeline
1.1	Identify the current goals of each Tier 2 support and make revisions if necessary.	Define goals for each program through the Student Support Team (SST). Support staff submit their goals for the program. Review for alignment and adjust as needed.	<ul style="list-style-type: none"> • Student Support Team • Tier 2 staff • Students receiving supports 	9/23-1/24
1.2	Establish thresholds for students considered for Tier 2 services as well as benchmarks for their transition out of such programs.	Using prior assessment as a control, determine the appropriate benchmarks for consideration of	<ul style="list-style-type: none"> • Student Support Team • Tier 2 staff • All other educators 	9/23-1/24

		<p>entering or withdrawing of Tier 2 services.</p> <p>Assessment data may include MCAS, MAP, grades, and/or anecdotal data.</p>		
1.3	<p>Establish an appropriate system for educators to recommend students for services and provide the Student Support Team (SST) with adequate information to make determinations. The system may also include an appeal process.</p>	<p>Review our current recommendation process for what we need to keep, stop and start doing.</p> <p>Enhance recommendation form to include additional pertinent information.</p> <p>Establish a system for class coverage if educators should attend SST meetings.</p>	<ul style="list-style-type: none"> • Student Support Team • Tier 2 staff • All other educators 	9/23-6/24
1.4	<p>Make the goals, recommendation system, meeting notes and determinations fully transparent to all staff through increased communication and accessibility.</p>	<p>Dedicate at least one staff meeting to discuss and explore the SST process.</p> <p>Decide what information should be communicated to staff regarding a determination.</p>	<ul style="list-style-type: none"> • Student Support Team • Tier 2 staff • All other educators 	9/24-6/25
1.5	<p>Collect data for students receiving Tier 2 supports</p>	<p>Establish what data to collect,</p>	<ul style="list-style-type: none"> • Student Support Team 	9/25-1/26

	each term to assess their progress.	how to collect it and how often.	<ul style="list-style-type: none"> • Tier 2 staff 	
1.6	Conduct a final review of all Tier 2 services and systems for accessibility, responsibility, efficacy.	Examine progress data, anecdotal data from educators and students, determine efficacy. Adjust as necessary.	<ul style="list-style-type: none"> • Student Support Team • Tier 2 staff • All other educators 	1/26-5/26
1.7	Present completed plan to educators, families and students for feedback.	Schedule separate educator, family and student meetings to discuss the revisions, adjust the plan as necessary.	<ul style="list-style-type: none"> • Administrators • Educators • Families • Students 	6/26

Standard #2: Professional Development

Provide staff with a variety of professional development opportunities that are connected to the district Strategic Plan and Individual School Improvement Plans.

Goal: Make consistent, daily use of Universal Design for Learning (UDL) and culturally responsive instructional (CRI) practices across all subjects.

	Action Steps	Indicators of Success	Person(s) Responsible	Timeline
2.1	Determine current use of UDL, CRI and Advisory.	Use a survey or other data collection to assess current use. Explore what staff will need to increase frequency of use.	<ul style="list-style-type: none"> • Administrative team • Leadership team 	9/23-10/23
2.2	Assess the current efficacy of these programs across all grades and subjects.	Survey staff and students about their experiences	<ul style="list-style-type: none"> • Administrative team • Leadership team 	9/23-12/23

		and if/how it makes a different in teaching and learning.		
2.3	Based on survey feedback and anecdotal data, provide support for educators to create increasingly inclusive classrooms.	Dedicated professional development time targeting specific ideas, strategies and materials necessary for improved classroom inclusivity.	<ul style="list-style-type: none"> • Administrators • Leadership Team • All other staff 	1/24-6/24
2.4	Implement required advisory lessons 1-2 times per month with the purpose of discussion, reflection, further implementation at team meetings.	Develop a schedule of team meetings dedicated to discussion of lesson feedback.	<ul style="list-style-type: none"> • All staff 	1//24-6/24
2.5	Provide professional development that provides specific strategies for the implantation of UDL and CRI.	Develop a plan for professional development sessions that build on each other.	<ul style="list-style-type: none"> • Administrative team 	1/24-6/24
2.6	Assess progress and adjust strategies and timelines as necessary.	Request feedback from staff about successes and areas of improvement.	<ul style="list-style-type: none"> • All staff 	6/24
2.7	Review previous efforts to increase frequency and efficacy of UDL and CRI, set new expectations for upcoming year.	Request feedback from staff about successes and areas of improvement.	<ul style="list-style-type: none"> • All staff 	9/24
2.8	Repeat steps 2.1-2.5	Request feedback from staff about successes and areas of improvement.	<ul style="list-style-type: none"> • All staff 	9/24-6/25

2.9	Repeat steps 2.1-2.6	Request feedback from staff about successes and areas of improvement.	<ul style="list-style-type: none"> All staff 	9/25-6/26
2.1 1	Conduct final review of the process for increasing UDL and CRI frequency, adjust as necessary, and maintain support of these programs in the future.	Request feedback from staff about successes and areas of improvement.	<ul style="list-style-type: none"> All staff 	6/26

Standard #3: Community Engagement/Communication
Preserve and enhance communication strategies between the school and its constituents.

Goal: Create more opportunities for family-school connections scheduled throughout the school year.

	Action Steps	Indicators of Success	Person(s) Responsible	Timeline
3.1	Consider what kinds of connections we hope to make with families.	Develop a clearly defined list of connections.	<ul style="list-style-type: none"> Administrative team Leadership team School Council Families 	9/23-10/23
3.2	Assess our current levels of welcomeness to families, particularly those who are traditionally outside of school-home partnerships.	Use the Keep-Start-Stop model to improve our perception of welcomeness: what should we keep doing, what should stop doing, what should we start doing?	<ul style="list-style-type: none"> Administrative team Leadership team School Council Families 	11/23-1/24
3.3	Determine when such connections should be scheduled (time of year, day/night, etc.).	Develop a calendar of event dates.	<ul style="list-style-type: none"> Administrative team Leadership 	11/23-1/24

			<ul style="list-style-type: none"> team Families 	
3.4	Develop plans that focus on specific outcomes.	Determine the goal of each connection and the steps necessary to achieve it.	<ul style="list-style-type: none"> Administrative team Leadership team Families 	1/24-2/24
3.5	Meet with stakeholders to gauge interest and engagement, adjust accordingly.	Discuss with Student Council, PTA and parent surveys.	<ul style="list-style-type: none"> Administrative team Leadership team Families 	2/24-6/24
3.6	Begin promotion of event(s).	Multiple sources of communicating events and their purpose.	<ul style="list-style-type: none"> Administrative team Leadership team Families 	9/24-6/26
3.7	Add at least one new event each year for three years.	Create specific dates for each event.	<ul style="list-style-type: none"> Administrative team Leadership team Families 	9/24-6/26

Standard #4: Foster a respectful and responsive culture that provides a safe, secure learning and work environment.

Goal: Develop and implement a plan to increase the mental health check-ins for students and staff throughout the school year.

	Action Steps	Indicators of Success	Person(s) Responsible	Timeline
4.1	Determine if the current frequency of mental health check-ins is adequate for our students and families.	Examine relevant screening and anecdotal data to confirm if increased screening is necessary.	<ul style="list-style-type: none"> Administrative team Student Support Team Support Staff 	9/23-12/23
4.2	Identify all factors that may	Determine what	<ul style="list-style-type: none"> Administration 	1/24-

	lead students to feel unsafe and unwelcome in our school.	structures can be immediately changed to address race, equity, bullying, or other determining factors.	<ul style="list-style-type: none"> • Educators • Families • Students 	3/24
4.3	Determine the goals of increased check-ins and what we hope to achieve.	Assessment of whether the goals and intended results are feasible.	<ul style="list-style-type: none"> • Administrative team • Student Support Team • Support Staff 	3/24-6/24
4.4	Explore screening options that can be delivered more frequently and how to increase substantive support for students following each screening.	Conduct research of available programs, time, cost and potential benefits.	<ul style="list-style-type: none"> • Administrative team • Student Support Team • Support Staff 	9/24-12/24
4.5	Determine when and how often to use the selected check-in program.	Discussion of potential dates to determine the appropriate frequency.	<ul style="list-style-type: none"> • Administrative team • Student Support Team • Support Staff 	1/25-4/25
4.6	Submit proposal to the Superintendent's office	If approved, develop a delivery system and response protocols.	<ul style="list-style-type: none"> • Administrative team • Student Support Team • Support Staff 	5/25
4.7	Implement when ready.	Successful completion of an improved system.	<ul style="list-style-type: none"> • All Staff 	

Standard #5: Technology

Preserve and enhance the integration and utilization of technology for students and staff Pk-12.

Goal: Provide continued technology support and professional development to maximize the capabilities of current and future technology in the classroom.

	Action Steps	Indicators of Success	Person(s) Responsible	Timeline
5.1	Phase out MacBooks and replace with Chromebooks with touchscreen technology.	Increased number of teachers volunteering to switch platforms.	<ul style="list-style-type: none"> • Tech department • All staff 	9/23-6/25
5.2	Train staff on how to effectively use the touchscreens and their compatible applications.	Dedicated opportunities to work with the tech department to increase comfort of use.	<ul style="list-style-type: none"> • Tech department • All staff 	9/23-6/25
5.3	Provide professional development to increase synergy between Chromebooks, Touchview screens and classroom applications.	Dedicated opportunities to work with the tech department to increase comfort of use.	<ul style="list-style-type: none"> • Tech department • All staff 	9/23-6/25
5.4	Provide professional development opportunities to continue investment in technology.	Dedicated opportunities to work with the tech department to increase comfort of use.	<ul style="list-style-type: none"> • Tech department • All staff 	9/25-6/26

Core Subjects

ELA, Mathematics, Science, Social Studies, World Language

Unified Arts

Art, Computer, Physical Education, Health, Band, General Music, Keyboard & Guitar

Grade	# of teachers/sections	Students per grade	Ratio
6	7/6	140	20:1
7	6/5	115	19:1
8	6/5	135	22:1
		Total: 390	

- It is noted that some students may not be scheduled for one or more of the above Unified Arts classes because they receive specialized services at that time. Examples: Special Education, Math Lab, Literacy Lab, Speech & Language, OT, PT, ELL, and Counseling.

Education Laws and Regulations

603 CMR 27.00

Student Learning Time

Structured learning time shall mean time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments within the curriculum for study of the "core subjects" and "other subjects." In addition to classroom time where both teachers and students are present, structured learning time may include directed study, independent study, technology-assisted learning, presentations by persons other than teachers, school-to-work programs, and statewide student performance assessments.

Elementary school shall mean a school providing instruction to grades one through five, six, seven, or eight, and, where so designated by a school committee prior to the commencement of a school year, may also include a middle school or other intermediate level school providing instruction to grades five through eight or any combination thereof.

Secondary school shall mean a school providing instruction to grades six through twelve, or any combination of those grades, except where a school committee, prior to the commencement of the school year, has designated a middle or other intermediate level school providing instruction to grades five through eight, or any combination thereof, as an elementary school.

Structured Learning Time Requirements

Schools shall ensure that every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time, as defined in 603 CMR 27.02. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

All schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in 603 CMR 27.02. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

Littleton Middle School

School Day = 6 hours & 25 minutes = 385 minutes per day

385 Minutes – 22-minute lunch = 363 minutes per day

363 minutes – 12 minutes passing time = 351 minutes per day

351 minutes x 162 days (180-12 early release days) = **58,968 minutes = 982.8 hours on full days**

1 half day = 3 hours & 25 minutes = 205 minutes - 12 minutes passing time = 193 minutes = 3.37 hours per half day

193 minutes x 12 half days = 2,316 minutes = **38.6 half day hours**
 982.8 full day hours + 38.6 half day hours = **1021.4 structured learning time hours**

2022 MCAS Results Summary

Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP	Ach. Pctl
	School	State	School	State	School	State	School	State	School	State						
GRADE 06 - ENGLISH LANGUAGE ARTS	58	41	9	8	49	33	33	36	9	22	129	99	503	55	122	78
GRADE 06 - MATHEMATICS	42	42	1	5	42	37	52	43	5	15	130	100	497	34	122	61
GRADE 07 - ENGLISH LANGUAGE ARTS	58	41	7	5	51	36	28	40	14	19	130	99	500	52	119	76
GRADE 07 - MATHEMATICS	55	37	15	7	40	31	38	44	8	19	130	99	502	54	119	82
GRADE 08 - ENGLISH LANGUAGE ARTS	53	42	8	7	45	35	40	40	6	18	131	99	500	52	127	72
GRADE 08 - MATHEMATICS	46	36	8	7	38	29	48	47	5	17	130	99	500	51	126	75
GRADE 08 - SCIENCE AND TECH/ENG	57	42	8	6	49	36	38	41	5	18	129	98	502	N/A	N/A	76
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	56	41	8	6	48	35	34	42	9	17	390	99	501	53	368	72
GRADES 03 - 08 - MATHEMATICS	48	39	8	6	40	33	46	43	6	17	390	99	500	46	367	68
GRADES 05 & 08 - SCIENCE AND TECH/ENG	57	42	8	6	49	36	38	40	5	18	129	98	502	N/A	N/A	69

GLOSSARY OF EDUCATIONAL TERMS:

Common Core State Standards: *The Massachusetts Curriculum Framework for English Language Arts incorporating the Common Core State Standards and the Massachusetts Curriculum Framework for Mathematics incorporating the Common Core State Standards were adopted by the Massachusetts Department of Elementary and Secondary Education in 2011. The Common Core provides a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers in a global economy.*

Curriculum Mapping: *A process for developing purposeful, coherent, effective, and engaging lessons and units and accompanying assessments to achieve identified results.*

Digital Citizenship: *The norms of appropriate and responsible technology use.*

Educator Evaluation Plan: *A continuous and collaborative learning process for educators based on ongoing communication and feedback by administrators and teachers which includes: Self-Assessment; Analysis, Goal Setting, and Plan Development; Plan Implementation; Formative Assessment/Evaluation; and Summative Evaluation.*

Learning Targets (I Can): *In education, learning objectives/targets are brief statements that describe what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period. In many cases, learning objectives are the interim academic goals that teachers establish for students who are working toward meeting more comprehensive learning standards.*

MAP: NWEA Measures of Academic Progress: *Measures of Academic Progress® (MAP®) is a formative assessment in ELA/Math/and Science that creates a personalized assessment experience by adapting to each student's learning level—precisely measuring student progress and growth for each individual.*

Responsive Classroom Approach: *A research- and evidence-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate. It has been recognized by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as one of the most well-designed, evidence-based social and emotional learning programs.*

Rubric: *A guide listing specific criteria for grading or scoring academic papers, projects, or tests.*

Standards-Based Grading: *Standards-based grading "involves measuring students' proficiency on well-defined course objectives." ([Tomlinson & McTighe, 2006](#)). (Note: Standards-based reporting involves reporting these course objectives rather than letter grades at the end of each grading/reporting period.)*