

# **School Improvement Plan**

**Leominster High School**

**2024 - 2025**



**Joshua Romano, Principal**

**David Bachant, Assistant Principal**

**Leah Burns, Assistant Principal**

**Jennifer Kifer, Special Education Coordinator**

**Mission Statement**

**From Superintendent Deacon’s Leominster Public Schools mission statement:** LPS will develop and support an engaging, innovative, and individualized system of teaching and learning that provides all students with the skills necessary for college, career, and citizenship in the 21st century, through a variety of offerings, rigorous coursework, and good teaching. LPS will enhance student achievement through the efficient and effective use of its resources to do so. LPS will enhance its partnerships within the entire community to enrich the education of all students.

**Leominster High School Mission Statement:** The Leominster High School community promotes a rigorous educational environment that empowers students to take responsibility for their academic, personal, and social growth. Our community values diversity and creates a safe atmosphere for students to acquire the knowledge, the work ethic, and the academic, technical, and communication skills necessary to become responsible and productive members of society.

**Core Values**

**The Leominster High School community values and exhibits H.E.A.R.T.**

<b>Honesty</b>	<b>Excellence</b>	<b>Achievement</b>	<b>Responsibility</b>	<b>Teamwork</b>
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**LHS School Council**

- David Bachant, Assistant Principal
- Leah Burns, Assistant Principal
- Geoffrey Hines, Tutor
- Kristin Howlett, Parent
- Hailey Joseph, Student
- Leah Levensailor, Student
- Jennifer Monahan, Parent
- Arthur Pierce, Teacher
- Joshua Romano, Principal
- Megan Roy, Teacher
- Dimitra Tsourapis, Teacher

**Leominster High School Student Expectations**

Students at Leominster High School and the Center for Technical Education and Innovation will:

### **Academic Expectations**

1. Write effectively in clear and correct English for a variety of purposes and audiences.
2. Read actively and critically to understand the meaning, uses, and purposes of language.
3. Speak thoughtfully and effectively for a variety of purposes to convey ideas, information, and emotion.
4. Think critically and apply knowledge and experience, individually or as part of a team, to solve problems and become independent learners.
5. Use technology, the arts, the creative process, and interdisciplinary knowledge to enhance scholastic performance.

### **Social and Civic Expectations**

1. Demonstrate respect for self, others, and the physical environment.
2. Assume primary responsibility for their education.
3. Demonstrate knowledge of the democratic process and participate proactively as informed citizens of their community.

### **Narrative Overview**

LHS is at a crossroads that will determine its success in the next several years. Our scores for white, non-disabled students have increased; however, LHS is undergoing a major demographic change, with rising numbers of English Learners and low-income students who are not making the same gains in assessment as white students. Major shifts to how the staff at LHS teaches and supports students will be required to ensure student success.

The plan for this change, using the Eight-Stage Process of Creating Major Change by John Kotter, is to communicate the need for change as well as a concrete vision for what an education at LHS will look like. This will be accomplished through a revised vision and mission statement and adjustments to our Core Values and a plan to communicate and reinforce the new mission, vision, and values. Using this guiding vision, administration and staff will take actions to improve curriculum, instruction, assessment, and student support in three key areas: Student Equity, Staff Capacity, and Attendance, with data cycles used to measure the impact of our efforts and adjust when needed.

Equity will focus on ensuring that our curriculum, instruction, assessment, and student support provide all LHS students with what they need to be successful. This includes implementing high-quality curriculum, using benchmark assessments to measure student growth and identify needs, and implementing interventions to help close gaps. This also includes removing barriers that prevent students from accessing advanced coursework, such as Advanced Placement courses. Key indicators of our success will include increased MCAS scores across key subgroups (EL/FELL, SWD, and low-income students); meeting targets for ACCESS performance; and increased enrollment, particularly among non-white students, in AP courses.

Staff Capacity will focus on the development of a highly-skilled staff with the capacity to make great impacts on student learning and the moral and ethical drive to do so. This will include the expanded use of PLCs meeting once per cycle, with staff who are skilled in collaborative actions such as data analysis, tuning protocols, and student work analysis. Learning Walks will continue, with collected data used to inform PD sessions. LHS will also pilot a revised New Teacher Program to provide new staff with the support they need to succeed. Key indicators of our success will be the completed work done in PLCs, positive feedback on PD sessions, and positive feedback from new staff.

Attendance is an ongoing problem across the state. LHS will approach the problem from multiple fronts. Regular communication to families about the importance of good attendance will be used to try and proactively prevent chronic attendance. Weekly reviews by the Student Assistance Team will identify students in need of an attendance intervention and quarterly incentives will be presented to students, rewarding them for good attendance. Key indicators of our success will be improved attendance rates.



## Student Learning Goal: Student Equity and Academic Achievement

LHS will increase student engagement and achievement by providing all students with quality curriculum, instruction, assessment, and student support informed by data analysis.

Objective	Action Steps	Strategies / Resources	Timeline
<b>1. Improve Student MCAS Performance</b>	<p>Establish/revise Pacing Guides and Benchmark Assessments</p> <ul style="list-style-type: none"><li>• Use Data Analysis to identify students in need of interventions</li><li>• Use Data Analysis to identify areas of focus for instruction and needed interventions</li></ul> <p>Develop and implement MCAS review programs in Grade 10 courses</p> <p>Implement MCAS Review courses</p> <p>Expand use of co-teaching in grade 9 and 10 classes.</p> <p>Track the performance of SWD, EL, and low-income students</p>	<p>PLCs <a href="#">Data Analysis Guide</a></p> <p>ILT <a href="#">Co-Teaching PD Slide Deck</a> <a href="#">Data Analysis Guide</a></p>	<p>NLT September 2024</p> <p>Quarterly</p> <p>NLT March 2025</p> <p>August 2024</p> <p>NLT August 2024</p> <p>Quarterly</p>
<b>2. Improve Student ACCESS Performance</b>	<p>Administer Benchmark and Formative Assessments</p> <p>Conduct Data Analysis to identify students in need of interventions</p> <p>Increase role of Parent Liaisons</p>	<p>PLCs, Curriculum Pacing Maps <a href="#">Data Analysis Guide</a></p>	<p>Quarterly</p>
<b>3. Improve AP Course participation</b>	<p>Pilot AP Boot Camps.</p>	<p>College Board</p>	<p>Summer 2024</p>

<p><b>4. Enhance MTSS</b></p>	<p>Revise curriculum and instruction for feeder courses to prepare students for AP Courses; create model eval goal</p> <p>Develop incentive plan for AP participation</p> <p>Revise purpose and access to FLEX/BRYT/SST</p> <ul style="list-style-type: none"> <li>• Increased access to therapeutic services</li> <li>• Maintain rosters for all staff to see</li> </ul>	<p><a href="#">Model Evaluation Goals</a></p>	<p>NLT June 2025</p> <p>August 2024</p> <p>Summer 2024</p>
<p><b>5. Enhance Family Outreach</b></p>	<p>Conduct two EL Family Nights</p> <p>Record “State of the School” presentations and other updates for families.</p> <p>Develop and implement Newcomer transition supports</p>	<p>ELPAC.SEPAC</p>	<p>September and May</p> <p>Quarterly</p> <p>NLT November 2024</p>

## Professional Practice Goal: Build a Culture of Achievement

LHS will improve student achievement by building teacher capacity and establishing clear priorities and direction to create a staff that is highly-skilled and engaged in ethically sound practices.

Objective	Action Steps	Strategies / Resources	Timeline
<b>1. Establish a common vision, mission, values, and definition of quality instruction</b>	Revise LHS Mission and Vision to address and define excellent instruction in a diverse environment	ILT, Opening Meetings with Staff	September 2024
	Revise Core Values	NEASC, ILT	October 2024
	Establish areas of focus for observations: <ul style="list-style-type: none"><li>• Scaffolds/accommodations</li><li>• Teacher models care for and respect for the dignity of the student</li><li>• Teacher makes use of total participation techniques</li><li>• Teacher makes connections between content and home languages, cultures, experiences</li></ul>	<a href="#">MA Classroom Teacher Rubric</a>	June 2024 June 2024
	Create and disseminate model teacher evaluation goals that align with LHS Vision and SIP	<a href="#">Model Evaluation Goals</a>	
<b>2. Provide structured and productive PLCs</b>	Build PLCs into the Master Schedule to meet once per cycle	<a href="#">PLC Resource Folder</a>	
	Divide Administration among PLCs		
	Plan and implement regular PLC meetings (1 per cycle)		



	<p>Train staff in collaborative activities.</p> <ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Tuning Protocols</li> <li>• LASW</li> </ul>		<p>Data: September 2024 Tuning Protocols: October 2024 LASW: November 2024</p>
<b>3. Revise New Teacher Program</b>	<p>Implement revised New Teacher Program, with fresh focus on mentor/mentee working relationship</p> <p>Differentiate PD offerings for new teachers</p> <p>Build a quality, varied mentor pool, offer trainings</p>	<p><a href="#">LHS Mentor/Mentee Information</a> <a href="#">LHS Guide to Mentor/Mentee Year 1</a></p>	<p>Develop summer 2024, implement monthly</p>
<b>4. Provide PD experiences informed by data</b>	<p>Collect data on Curriculum, Instruction, Assessment, and Student Support. (Learning Walks)</p> <ul style="list-style-type: none"> <li>• Analyze needs</li> <li>• Collect a pool of staff to lead PD</li> <li>• Plan and implement PD in targeted areas</li> </ul>	<p><a href="#">Learning Walk Protocol</a></p>	<p>Two per month</p>

## School Improvement Goal: Improve Student Attendance

LHS will develop and implement a plan and system of support to improve student attendance.

Objective	Action Steps	Strategies / Resources	Timeline
<b>1. Revise LHS Attendance Policy</b>	Implement new policy Communicate new policy to families	Messenger: recorded presentation	September 2024, with reinforcement in weekly parent message
<b>2. Define Role of New Attendance Monitor</b>	Attendance monitor should regularly meet with deans and admin team <ul style="list-style-type: none"><li>• Setup parent meetings</li><li>• Collect data on absences</li><li>• Run attendance incentive program</li></ul>	Student Assistance Team Attendance Monitor	Summer 2024
<b>3. Improve Student Attendance</b>	Review Weekly Attendance Reports Identify students in need of intervention: <ul style="list-style-type: none"><li>• Family Meetings</li><li>• Home Visits</li><li>• Establish Buy-Back Plans</li></ul> Develop strategies with the SAT: <ul style="list-style-type: none"><li>• Meet to brainstorm options (Act-Sense-Decide-Adapt)</li><li>• Assess effectiveness and Adapt as needed</li></ul>	Student Assistance Team Attendance Monitor   SAT, Attendance Monitor	Weekly   August  Assess for effectiveness bi-monthly
<b>4. Implement an Incentive Program for high attendance.</b>	Convene a committee to investigate a Renaissance style program  Work with community businesses and partnerships to create incentives	Community business leaders	Fall and Quarterly

