



7th Annual
AP District Honor Roll Recipient



LITTLETON PUBLIC SCHOOLS



Whatever it takes we shall learn!
Respect, Integrity, Responsibility, Accountability



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.

2016-2017 DISTRICT REPORT



**2016 - 2017
District Video**
www.littletonps.org

**2015 - 2016
District Report**
www.littletonps.org



**LPS Energy Management
and Conservation Program**
www.littletonps.org



Message from Superintendent and School Committee

To the Littleton Community,

We are excited to share our third annual district report highlighting our accomplishments for the 2016-2017 school year. As a district we are entering our fourth full year of our strategic plan, titled, **Vision 2020**, which focuses on five standards: Curriculum/Instruction/Assessment, Professional Development, Community/Communication, Climate/Culture, and Technology. Our daily operations and visioning is directly linked to our strategic plan inclusive of school-based improvement plans, teacher and administrator goal setting and professional development. We also utilize our district strategic plan as a guideline in developing our district budget, which focuses on meeting the educational needs of all students. Our report has been divided into sections, which include individual school based reporting, Director of Curriculum Report, Director of Pupil Personnel Services Report, overview of financial data and enrollment history. We conclude with a section titled, *"A Glimpse into the Future."* Our district also submits yearly reports that are included in the annual Town Report.

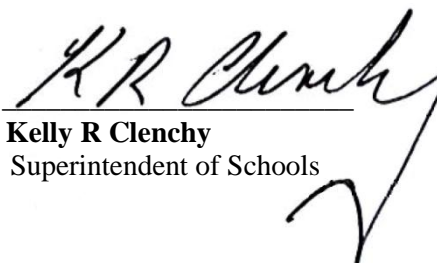
As we actualize various goals that are linked to the district strategic plan, we continue to use data analysis that focuses on school, staff and student successes and needs. We remain committed to the use of student achievement data to inform curriculum as well as to support targeted individualized instruction within our classrooms. Our district continues to embrace staff professional development at the district and school level as a means of utilizing best and next practice within our classrooms. Our district has just completed our third year of implementation of Measures of Academic Progress (MAP) assessments in grades two through eight. The MAP assessments are computer based adaptive tests that are utilized to determine a student's instructional level and measure academic achievement and growth. The information gleaned from using this assessment strategy is used to determine individualized educational programming for students in English Language Arts and Math. Our district also remains committed to developing the whole child, and as a result our schools continue to offer character education programs that focus on social development and emotional well-being. We continue to place an increased focus on social and emotional learning and continue to commit additional time and resources linked to professional development and implementation strategies that focus on integrating social and emotional learning throughout the curricula in all of our schools.

During the past four years, our high school has received recognition at the national level and has received both gold and silver medal status through U.S. News and World Report, which ranks the effectiveness of high schools across our nation. This year our school was recognized as an AP Honor Roll school, which recognizes schools for both the number of AP courses offered and the achievement levels of our students that are enrolled in these courses. We are very proud of our accomplishments and realize that these prestigious recognitions are a result of our students, staff, parents and community working together to provide high quality educational opportunities for our students. Our success would not be possible without the community's ongoing support for our schools. As you read through our district report, we hope that you share in our pride and join in our celebration of our accomplishments. We encourage you to follow our district website and Twitter account that can be found at www.littletonps.org. We look forward to continuing our educational journey as we enter a new school year.

Sincerely,



Mike Fontanella
School Committee Chair



Kelly R Clenchy
Superintendent of Schools

Shaker Lane Elementary School



As the first stage of a child's educational experience in the Littleton school community, the Shaker Lane School serves students in grades Preschool through grade two.

Our Integrated Preschool Program brings together children with special needs and children who are typically developing. Our program is based on fundamental principles of how young children develop and learn. The program provides experiences, which promote curiosity to develop cognitive, language, social, and motor skills. Through teacher facilitation, children are encouraged to actively explore their environment and acquire skills through a combination of play, small and large group activities, and direct instruction.

In addition to our half-day kindergarten program, parents also have the opportunity to enroll their child in a tuition based full-day program.



Curriculum/Instruction/Assessment

To support each student's quest for knowledge our curriculum is founded on sound educational research and based on the Massachusetts State Frameworks. The following highlight some of our accomplishments:

- Utilization of Response to Intervention (RTI) in Reading
- Data review meetings held five times yearly to assess student progress
- Instruction utilizing the newly aligned FOSS science program
- Expansion of nonfiction informational texts in library and classrooms
- Continued use of NWEA/MAP assessments implemented in Grade Two
- Researched, designed, and implemented a digital citizenship program
- Researched and purchased new assessments in Language Arts

Professional Development

Our Professional Development program is designed to provide support to our staff in the areas of Curriculum, Instruction and Assessment. Professional Development Training included:

- Executive Functioning
- Social Emotional Learning
- Strategies when working with Anxious Students
- Faculty led Sessions including Mindfulness for Teachers, Alignment of data collection/ assessments with standard-based report card, Creating Digital Cross-Curricular Portfolios, MAP Analysis , Writer's Workshop for the Early Childhood Classroom
- On-going Technology Professional development in integrating ISTE Standards, Apps for presentations, Using Google Drive
- Second Step Social Skills Program

Community/Communication

The foundation for a strong parent/school partnership is regular open, communication. We use a variety of communication methods to maintain open channels of communication with parents and the community including:

- Continued use of Blogs to communicate curriculum/classroom activities
- Continued use of Twitter
- Participation in Global Read Aloud
- Participation in Global Play Day
- Council on Aging Partnership
- LHS/Shaker Lane Mentor Program
- Partnership with LMS Student Council
- Collaboration with LCTV
- Continued Shaker Lane Weekly News

Climate and Culture

At Shaker Lane we focus on creating a responsive and proactive environment for students, staff and families. At the core of our character education program is our HEART philosophy. HEART is an acronym for:

- **H**onesty in one's actions and words
- **E**ffort in both your work and your play
- **A**cceptance of the likenesses and differences in everyone in our community
- **R**espect for learning, for oneself, for others and for environment
- **T**aking Responsibility for what you do and say, and for each other.

Through direct teaching and modeling, along with constant visual and verbal reminders throughout our community, it is our hope that these core values will become embedded in our culture. They are a clear representation of what we believe in as a school community and represent our standards for high expectations for learning and behavior for both students and faculty.

This year we also used the Second Step Social Skills Development to compliment the HEART Program. Training was provided for all staff.



Technology

We have made major inroads with technology integration at Shaker Lane over the past three years. Technology use is evident in every classroom every day as an instructional tool. Technology resources include:

- Hardware Tools
 - All Kindergarten through Grade Two classrooms are equipped with Apple TVs and Document Cameras
 - All Professional Staff have MacBook Airs
 - Each grade level (K-2) is equipped with an iPad Cart
 - Floating Chromebook Cart
 - Additional iPads for instruction have been purchased
- Applications and Programs
 - NWEA MAP Assessments
 - Everyday Math Resources
 - Google Apps for Education
 - Ten Marks
 - Lexia
 - Symphony Math
 - Xtra Math
 - Spelling City
 - Raz Kids
 - Typing Without Tears
- Instructional Integration
 - iPad Projects using Creativity Apps incorporating ISTE standards
 - Blogger
 - Using Book-Creator - Design, Implement, Publish, Share
 - i-Movie - Design, Implement, Publish, Share
 - Explain Everything - Design, Implement, Publish, Share
 - Skype
 - Padlet, Explain Everything
 - Book Creator
 - Google Forms and Google Slides
 - QR Codes
 - Kahoot
 - Student Google accounts for writing and portfolio development



Russell Street Elementary School



The Russell Street School (RSS) community consists of faculty, staff and families supporting students in grades 3-5 in the Littleton Public School system. We are dedicated to the academic, social, and emotional growth of each child, and work collaboratively to ensure each student progresses to the best of his/her ability.

Academics

Academic action items fall under two different goals in our SIP and the District's Vision 2020 plan. These include Curriculum and Instruction and Professional Development. These areas help us ensure our academic program is rigorous, supportive, and cutting edge.

Curriculum and Instruction

The following initiatives directly support teaching and learning with a goal of increased student achievement.



- Research Supplemental K-5 Writing Programs
- Align K-5 Science to Reflect New MA Frameworks
- Expand Math Intervention Block ("WIN")
- Expand Grade Level Data Meetings
- Pilot Dreambox Math
- Pilot Read Naturally

Professional Development

Professional development is offered in conjunction with faculty need, interest, and current initiatives. A sample of recent sessions includes:



- Social/Emotional Learning
- Support Strategies for Students with Anxiety
- Instructional Technology
- Technology Integration
- Vertical Alignment of Curriculum
- Faculty – Led Sessions

Social and Emotional

It is a top priority for the team at RSS to ensure children have the opportunity to grow socially and emotionally as well as academically. Initiatives focusing on social and emotional growth fall under the broad goals of Community and Communication and Culture and Climate in both our SIP and the District's Vision 2020 plan.

Community & Communication

The RSS team very much values our connection to the local community. We strive to continue to improve our communication processes and the impact our students have outside the classroom. Initiatives include:



- Empowering Families:101 Workshops
- Collaboration with LCTV – Highlight RSS
- Social Action projects at each grade level
- Community communication examples:
 - Friday Blast, Twitter, Blogs, Text apps

Climate & Culture

Faculty, staff, and an empowering PTA work to provide academic, enrichment, and social activities for all members of the RSS community. Examples include:



- Empowering Families:101 Workshops
- Grade 5 capstone trip - Cedardale
- Grade level PTA enrichment programs
- Late Bus – Clubs/After School Help
- Upgrade Outdoor Facilities via Capital Project
- Spirit Events (Basketball/Bingo/Basket Raffle)

Technology

In alignment with our SIP and Vision 2020, RSS has made tremendous progress with regards to technology. We are focused on providing our students and faculty with current devices and training to ensure the curriculum is enhanced and students are prepared for college and career.

Devices and Instructional Activities

Some of the exciting events or instructional opportunities at RSS related to technology are listed below. The changing nature of both technological devices and software/apps make this an exciting area in education. Each week brings new ideas into the classroom. Some examples include:

- Create K-5 Technology Teacher Team
- TGOF “Tech Goodies on Friday” staff technology support sessions & RSS Tech Blog
- Enhancement of RSS “Think Tank” Maker Space
- Create and Utilize Digital Citizenship Program
- Google Hangouts, Skype author visits, student generated classroom news videos, student videos



Littleton Middle School



Littleton Middle School is a learning community focused on engaging students in academic, social and emotional learning. Our teachers utilize best practices to educate the whole child in accordance with middle school philosophy. LMS continues to be recognized as a New England League of Middle Schools (NELMS) Spotlight School. We are proud of this recognition, and we are thankful for our community's strong support and commitment to students and staff at LMS.

Curriculum/Instruction/Assessment

- The LMS science team completed a year of using the new web-based techbook that provides students with a wide variety of interactive learning options including videos and extended reading opportunities to meet individual learning styles.
- The LMS ELA team began utilizing their newly adopted anthology series entitled Collections.
- We continue to utilize NWEA MAP Assessments (Northwest Evaluation Association – Measures of Academic Progress). These are web-based assessments that students take on a computer to help us determine the child's instructional level and to measure academic growth throughout the school year. The MAP tests are given three times per year. The results are reviewed immediately and used to assist teachers in making adjustments to their practice. The results are also used to place students in intervention and enrichment programs at LMS as well as for placement in ELA and math classes the following year.
- This year the Social Studies department began a curriculum review. The department will continue to work throughout next year to review current curriculum and teaching practices through the middle school and high school levels.
- This year our 8th grade students completed the spring MCAS tests for ELA and mathematics using chromebooks. This online testing replaced the paper-based testing of previous years. We are expecting to expand the use of chromebooks for MCAS testing in the future.

Meeting the Needs of All Learners

- The Academic Support Center at LMS continues to develop and expand. Students in ASC receive individual and small group assistance with academics, organization and study skills. Teachers complete an ASC progress report for every student each week. The progress report is reviewed with each student, and parents are asked to review the report at home. Students who are recommended for and participate in ASC show improvement throughout the year.
- The Literacy Lab program continues to grow. This program offers students with an indicated need with small group instruction in the areas of reading and writing. Students focus on skills to support the comprehension of challenging texts with active reading strategies, responding to text in writing, and the development of independent editing and revising skills.
- The Math Lab offers additional mathematics instruction to specifically identified students. The program addresses a child's specific mathematical needs as they relate to the Learning Standards in the *Massachusetts Curriculum Frameworks*. Students are taught in a small group setting and work on targeted skills and strategies that have been identified as areas in need of remediation.

- Our co-teaching model pairs the content area teacher with the grade level special education teacher to provide a high level of support to our struggling students. We continue to enhance this model through professional development, common planning, and on-going review of our practices.
- In an effort to support the needs of our advanced learners, we utilize Virtual High School (VHS). This program provides recommended LMS students with options for online courses that can be taken for enrichment. We are pleased to be able to provide students with time in their school day to participate in this type of course work.
- LMS began work on developing a MakerSpace. This area is intended to provide students with opportunities to be creative and show their knowledge in a wide variety of ways. We are excited to open the doors to our new MakerSpace room in September 2017.



Advisory Model

The LMS staff continues to work collaboratively to develop lessons and activities for our weekly advisory period. The lessons and activities are intended to develop connections between students and staff and encourage open communication. This program is part of our ongoing effort to support social and emotional learning and to foster and maintain a school environment that is inclusive, supportive and enjoyable.

In addition, the students and staff at LMS follow the ideas presented in the book, *How Full is Your Bucket?* We recognize individuals who go above and beyond to do good things and to be kind to the members of their school community.

Technology Integration

We are extremely fortunate that the Littleton Public School District has been able to support the belief that we should provide students and staff with an educational environment that is reflective of the world they live in. We have invested a substantial amount of resources to support a strong technical infrastructure, an influx of technological devices and equipment, and professional development that is targeted to integrate technology purposefully and successfully in the classroom.

Professional Development

The Littleton Public School District is committed to providing and supporting our teachers in their efforts to be life-long learners who are at the top of their craft. In addition to district established PD days/sessions we also have a Site-Based Professional development model that is connected to our School Improvement Plan goals. We have district and school level Professional Development Councils that work collaboratively to design, approve, and support the offerings within our PD model. As a result, LMS teachers are able to implement the next and best practices that will help them meet the needs of their students.



Littleton High School



Littleton High School is a vibrant and active learning community full of student accomplishments in academics, arts, and athletics. Consistent with our mission, we maintain a safe, caring, supportive, and academically challenging community that cultivates and models respect, responsibility, integrity, accountability, perseverance, and teamwork.

Littleton High School serves students in grades nine through twelve and is accredited by the New England Association of Schools & Colleges (NEAS&C).

With twelve AP Courses, Littleton High School once again received special AP Honor Roll recognition in 2016.

Our Beliefs about Learning:

- We believe the education of our students is the shared responsibility of students, families, faculty, staff, and community.
- We believe highly effective and engaging teachers serve as crucial guides in the development of student learning.
- We believe students should strive to meet high expectations and that every student, with effort, can and will meet challenging standards of achievement.
- We believe in a growth mindset through which students develop competence and confidence as they set goals, persevere, overcome obstacles, and enjoy the pleasure of learning and accomplishment.
- We believe students should monitor and reflect upon their learning and strive to improve based upon personal reflection and faculty feedback.
- We believe students learn at different rates and in different ways, and instruction that is differentiated and personalized positively impacts student learning.
- We believe relevant applications and student engagement with personally meaningful questions, topics, and projects make learning more motivating, useful, and lasting.

The following learning expectations are assessed with school-wide rubrics:

ACADEMIC EXPECTATIONS:

- Develop and apply critical thinking and problem solving skills
- Demonstrate clear and effective reading, writing, speaking, and listening skills
- Work independently and collaboratively to accomplish goals
- Demonstrate creativity and innovation
- Use technology skills as they research and communicate their learning
- Engage in activities that promote physical fitness and personal health
- Exhibit and employ observation, interpretation, and imagination within the arts
- Apply knowledge and skills to contemporary challenges and global issues

SOCIAL EXPECTATIONS:

- Respect and understand diversity and different perspectives
- Become active participants in their school community

CIVIC EXPECTATIONS:

- Understand the rights and responsibilities of citizenship
- Make positive contributions through community service and civic participation

Curriculum/Instruction/Assessment

Littleton High School offers a wide variety of courses based on the Massachusetts Curriculum Frameworks, and College Board standards. Instruction emphasizes student engagement, critical thinking, and collaboration. Assessments range from informal to formal diagnostic, formative, and summative assessments.

The following lists some activities related to curriculum, instruction, & assessment:

- Partnered with Middlesex Community College in the creation of Dual Enrollment courses in Latin, Spanish, and Statistics
- Expanded the College Essays conference process in the English Department. Each teacher met with students individually throughout the day to offer personalized consulting and editorial feedback
- Adopted Littleton High School Pin of Bi-literacy for graduating seniors who have successfully completed four years of Foreign Language study at the high school level
- Demonstrated strong performance on National Language Exams: Students at all levels in all three languages demonstrated outstanding knowledge on these exams; over 60% of LHS Latin and Spanish students earned national recognition
- Aligned Honors and CP chemistry curriculum
- Integrated cutting-edge biotechnology techniques into the life sciences

The following list shows ongoing Curriculum Projects and Professional activities:

- Curriculum Development – Foundations Math, Algebra 2, AP Calculus, CP Chemistry
- MCC Dual Enrolment Curriculum Development for Physics
- Computer Science Curriculum Review
- Curriculum alignment with the new 2016 Curriculum Frameworks for Biology
- Curriculum Revisions for Pre-calculus
- Reading/Curriculum Development for SEI Instruction
- Special Education - Curriculum Development and Transition
- Vertical Alignment of Mathematics Curriculum
- K-12 Fine and Performing Arts Curriculum Alignment
- Vertical Integration of English Language Arts
- K-12 Health and PE Curriculum Alignment
- ESL Curriculum Development and Documentation

Professional Development

Littleton makes a substantial investment in staff professional development with twelve dedicated early release days and abundant opportunities for staff to pursue professional learning via graduate courses, seminars, and workshops.

LPS also has a site-based professional development model that provides sessions for staff to collaborate and learn from each other on a routine basis. This model benefits both the individual development of teachers and school-wide improvement efforts by connecting meaningful, differentiated PD with school improvement goals.

The following list provides examples of recent professional development activities:

- Interdisciplinary Project – ELA & History Curriculum Development based on *The Warmth of Other Suns* by Isabel Wilkerson (African American Migration to the North)
- DDM (District Determined Measures) Analysis – History & Social Science
- Technology Integration & Cohort Analysis – Flipped Biology Classroom
- Best Practices & Study Guides: Spanish I – AP Spanish
- Integrating Online Texts for Spanish & Latin
- Aligning French I mid-year/ final exams with 7th & 8th grade French
- Integrating Social Media into an Academic Setting
- Teacher Videos in the Classroom (grades 6-12)
- Strategies for Reducing Stress and Anxiety in our Students (grades 6-12)
- Getting Familiar with Socrative and Google Forms (grades 6-12)
- Google Apps for Education
- Epi-Pen training
- Individual and collaborative reviews of formative assessments, DDMs, MCAS results, and AP instructional planning reports
- *ALICE* (Safety & Security Protocols) refresher training
- CPR/AED Training
- Physical Restraint Training
- Executive Skills
- Chromebook 1:1 and Bring Your Own Device (BYOD) Faculty Forum
- Introduction to Adobe Creative Cloud
- Mindfulness for Teachers
- YBRS (Youth Risk Behavior Survey) Review
- Instituting comprehensible Input and TPRS Strategies in the Latin Classroom
- Supporting Social Emotional Learning

Community/Communication

Littleton High School strives to maintain open, clear, and frequent communication among schools, parents, students, and community members. We also strive to build strong partnerships with local businesses, agencies, colleges/universities, and organizations.

The following examples highlight some of our recent accomplishments:

- Continued collaboration with Littleton Fire Department in providing CPR/AED training to sophomores and seniors annually and staff bi-annually
- Received generous funding from the M.H. Kimball Fund for a significant upgrade of the Library Media Center into a more collaborative work space
- Expanded student internship and work study opportunities with local schools, businesses, and organizations
- Formed a partnership with MCC (Middlesex Community College) for dual enrollment courses
- Renovated KIVA Seminar Room in Summer 2016
- Engaged community with active volunteers and PTA (Parent Teacher Association), LEF (Littleton Education Fund), LABA (Littleton Athletic Booster Association), SEPAC (Special Education Parent Advisory Council), and Music Boosters
- Maintained partnership with Littleton Cable TV to offer a TV Studio & Production course
- Continued partnership with the CASE (Concord Area Special Education) Collaborative with the assignment of a classroom for students with with significant special needs

Climate and Culture

Littleton High School is committed to student learning and educational excellence. As we challenge students with high academic standards and high expectations for conduct and effort, we foster a positive and caring climate that supports students as they grow, learn, and develop.

The following list offers some school climate and culture highlights:

- Active National Honor Society, Student Council, and Best Buddies Program
- Accomplished Band and Drama Programs
- LHS Band performed at Disney World in 2016
- Variety of clubs available per student interest
- High participation rate in athletics. 301 out 449 students played at least one sport (67% actual participation rate) and we had 635 total participants in our programs (total participation tally)
- Feature Career Fair every other year
- Annual events such as our Music Concerts, Drama Productions, Art Shows, Prom, Homecoming Dance, Winter Semi-Formal, and College Fair
- Student Support Team met bi-weekly to monitor student progress and recommend interventions as needed
- Advisory activities this year included the following:
 - executive skills development
 - anti-bullying education
 - driver safety & substance use prevention
 - career inventory
 - Scholarship applications
 - Signs of Suicide (SOS) screening
- Students participate in Community Service projects throughout the year
- We plan for more integration of Social-Emotional Skills and Executive Skills in our advisory program. Staff and students participate in daily advisories and scheduled activities to foster supportive connections
- We also participated in a National School Climate Survey.

Technology

The Littleton High School Technology Integration Plan is intended to support the school-wide integration of technology to assist faculty, staff, students, and families in effective and efficient communication, teaching, and learning. The District Strategic Plan and LHS School Improvement Plan prominently feature sections and goals dedicated to the improvement of instructional technology.

We have greatly expanded our use of Chromebooks and flat panel displays in classrooms for research projects, instructional lessons, formal presentations, and collaborative activities. Classrooms have received technology upgrades with technology i.e. projectors, Apple T.V. units, document cameras, and/or flat screens. Chromebook carts have been distributed throughout the building with a strong emphasis on equity as well as priority. Many students regularly bring their own devices (e.g. smart phones, tablets, laptops) to use as a Personal Learning Device (PLD).

We have a longstanding partnership with virtual high school (VHS), which allows students to enroll in a wide variety of additional courses. Online learning opportunities from Coursera, Harvard edX, Keystone, Apex, and Edgenuity are also available to students.

During the last three years, LHS focused professional development on integrating instructional technology. Notable recent examples include the following activities:

- Google Summit in August 2016
- Faculty forum on 1:1 Chromebooks and technology in September 2016
- MASSCUE Conference in October 2016
- Google Apps & Technology Integration workshops in November 2016

LHS launched a 1:1 Technology Program featuring Chromebooks with a BYOD (Bring your own device) option in summer 2017. Ongoing professional development opportunities tailored to this program are underway.

Report from Director of Curriculum

Update on Curriculum and Instruction

- The first goal area within Vision 2020, Littleton's strategic plan, sets forth the Standard to "Align and enhance curriculum, instruction and assessment to continually improve student achievement." In keeping with this district priority, Littleton implemented and researched a number of new programs to align our curricula with changes in the Massachusetts Curriculum Frameworks.

In order to meet the rigorous expectations for Reading and Writing in the English Language Arts Frameworks, Littleton Middle School implemented the Collections program, a comprehensive English Language Arts Program by Houghton Mifflin Harcourt for grades 6-8. The program includes on-line connections for student and teacher materials, explicit writing components, and materials that meet the needs of struggling and advanced learners.

At the elementary level, a Science Curriculum committee representing Grades K-5 worked on aligning curriculum maps and investigating programmatic resources to meet the requirements of the updated 2016 Massachusetts Frameworks in Science/ Technology and Engineering.

- Through an exciting new partnership with Middlesex Community College, Littleton High School Students enrolling in the AP Statistics, Spanish IV Honors, and Latin V Honors courses were able to receive Dual Enrollment Credit. These courses were taught by Littleton High School faculty during the regular schedule at LHS and provided students with the opportunity to earn college credit transferable to all public colleges and universities in Massachusetts for successfully completing these courses during the 2016-2017 school year.

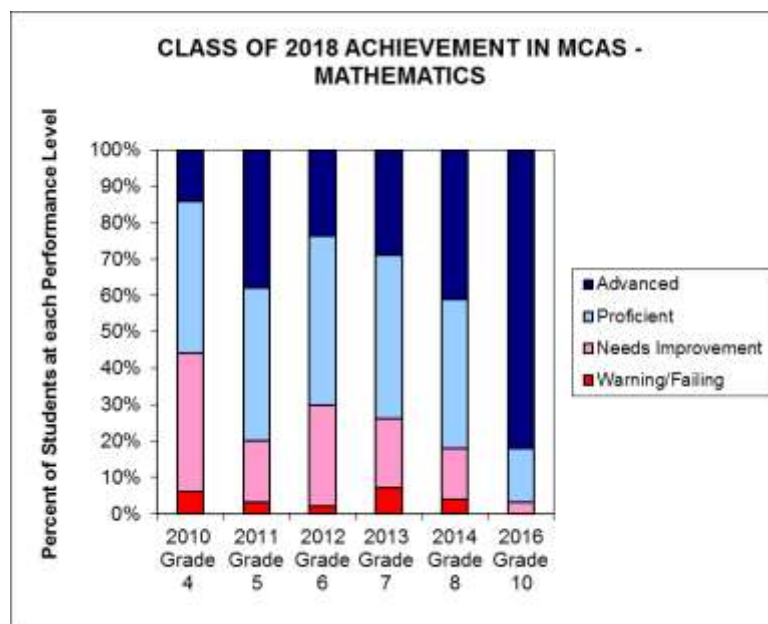
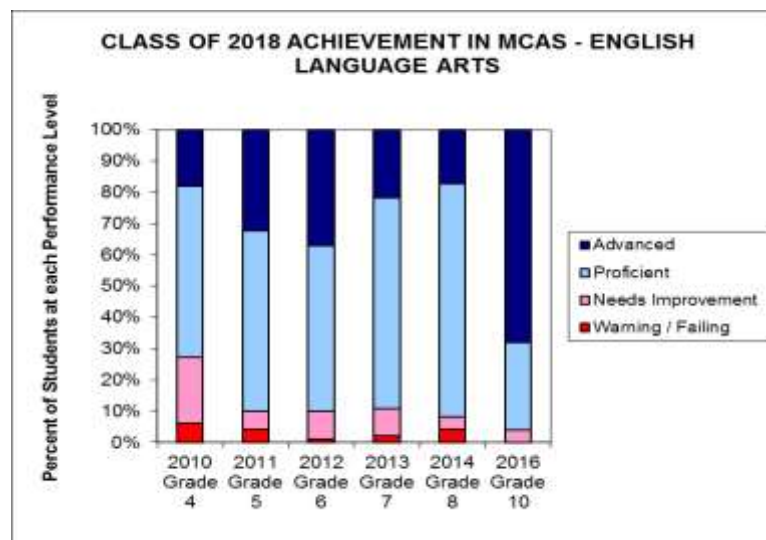
Update on Professional Development

- Professional development is the second goal area within Vision 2020 and reflects our district's commitment to providing staff development at the district and school levels.
- Littleton was involved this year in an exciting professional development opportunity with Teachers21 entitled Partners in Learning and Leading. This partnership supported Littleton's ongoing efforts to strengthen a culture of continuous improvement by involving our district leadership team consisting of the Administrative Council and the Elementary and Secondary Curriculum Councils in a series of workshops over the course of the academic year.
- The November 8th full in-service PD day focused on Effective Learning Cultures, Social Emotional Learning, and technology integration. During the morning sessions, staff could select from a series of workshops presented by Teachers21 consultants. The workshop series included presentations on Resiliency, Reducing Stress and Anxiety in Our Schools, Managing Difficult Conversations, and Optimizing Transitions in Our Schools. The afternoon sessions focused on Technology Integration in sessions facilitated by District Technology Specialists/ staff and Teacher Technology leaders. Workshops addressed topics such as integrating Social Media in the Classroom as well as using Google Drive and Google Classroom at the introductory, intermediate, and advanced levels.
- Topics for other district professional development offerings this past year focused on student engagement and student behavior by presenting strategies to deal with anxiety related-behavior and the reduction of oppositional behaviors.
- Littleton Public Schools received DESE approval this past year to provide Sheltered English Immersion (SEI) Endorsement courses to core academic teachers within our district. The SEI Endorsement course equips participants to support English Language Learners' access to content instruction through evidence-based reading, writing, and vocabulary interventions. Successful completion of the course qualifies participants to apply for the mandatory SEI endorsement for licensure. Over 35 Littleton faculty members participated in this high-quality within-district PD pathway to receive requisite training to deliver Sheltered English Immersion to our English Language Learner population.
- Site-based faculty-led PD comprises half of the professional development offered to staff during the three-hour early release days. Each principal has a site-based team to review and approve all site-based PD activities, which are required to align with the activities and initiatives in each school's School Improvement Plan. Examples of approved activities that faculty members pursued include curriculum reviews, the development of new courses and updating of curriculum, the revision of reading assessments, development of Social Skills curricula and implementation of Second Step, and an array of technology trainings.

LPS MCAS Results

- The Massachusetts Comprehensive Assessment System (MCAS) assesses “what students need to know and be able to do” as defined in the Massachusetts Frameworks. Approximately 900 Littleton students in grades 3 through 10 were tested in multiple subjects on the Spring 2016 MCAS tests.
- The following MCAS charts represent MCAS cohort data for the Class of 2018 by documenting their MCAS achievement in English Language Arts and Mathematics from grade 4 through grade 10. The data clearly demonstrates how over time within the Littleton Public Schools nearly all of our students reach Proficiency. On the 2016 Grade 10 ELA MCAS, 96% of Littleton students achieved Proficiency with 68% scoring at the Advanced Performance Level. On the 2016 Grade 10 Math MCAS, 97% of Littleton students achieved Proficiency with 82% scoring at the Advanced Performance Level.

MCAS Cohort Data LPS Class of 2018



Littleton High School AP Results

% of Total AP Students with Scores of 3+

This chart shows five years of data at the school, state, and global levels.



Number & Percentage of Students with one or more scores of 3 or higher

According to the College Board, "Success" on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation

Year	# of AP Students with scores ≥ 3	% of AP Students with scores ≥ 3
2017	92	88%
2016	92	94%
2015	88	91%
2014	70	95%
2013	71	89%
2012	81	91%
2011	74	85%
2010	57	81%

Report from Director of Pupil Services

There are several areas that fall under the domain of the Director of Pupil Personnel Services, including English Language Learners, 504 Accommodation Plans, and Special Education Services.

English Language Learners

Littleton is required to provide language support to students who are not fluent in English., including students moving in from foreign countries and exchange students. Starting in September 2017, we have hired two certified teachers who work across all four schools to meet the growing population of students enrolled in the Littleton Public Schools who need this level of support.

504 Accommodation Plans

Littleton is required to design 504 Accommodation Plans for students with disabilities in order to provide them the same access to participate and learn as their non-disabled peers. Students need to go through an evaluation process in order to determine if they qualify for a 504 Accommodation Plan. The guidance staff in each building oversees this process.

Special Education Services

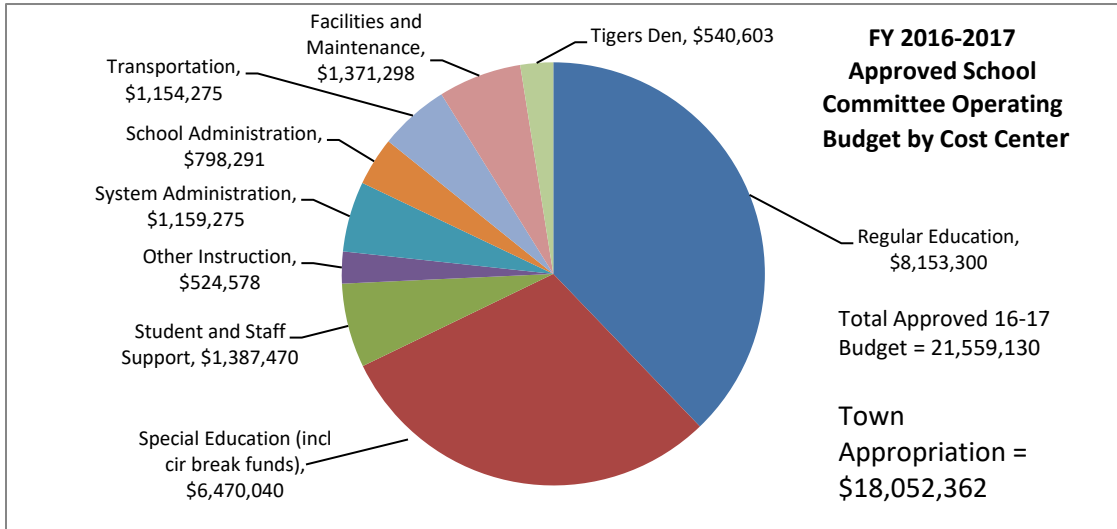
Littleton is required to develop Individualized Educational Plans (IEPs) for students who are eligible to receive special education services. A student has to be determined to be eligible for special education services through an evaluation process. If found to be eligible, a team of staff and parents develop an IEP to ensure that a free and appropriate education is available to all students with disabilities in the least restrictive environment. Services are provided in areas such academics, social and emotional functioning, speech and language, occupational therapy, physical therapy, orientation and mobility training, and vision training. Planning for transitioning to college and careers are also part of IEPs. Placements may be in an in-district or out-of-district program, however, the vast majority of students are serviced within in-district programs, and we continue to expand our programs in order to meet the needs of all students.

During 2016-17, our staff also participated in a variety of new initiatives, including:

- Professional development with Dr. Peg Dawson for the entire clinical team in the area of executive functioning skills.
- Expansion of our K-12 language-based continuum. This program is designed to provide intensive support to students who have language-based disabilities.
- Development of a continuum of services and programs for students K-12 who benefit from a curriculum that focuses on life and vocational skills.
- Development of a transition program to meet the needs of all special education students to be prepared for college or a career. This includes placing students in work opportunities within the greater community that match the interests and aspirations of our students.



Report from Business Manager



Cost Center Descriptions

Regular Education

All costs associated with regular education

Special Education

All costs associated with Special education, does not include transportation

Student and Staff Support

Includes guidance, technology, nursing, curriculum improvement, professional development, food service

Other Instruction

Co-curricular activities, extra-curricular activities, athletics, student activities, etc.

System Administration

Superintendent Office, Business Office, Curriculum Director, SPED & PPS Director, District wide technology costs, legal costs, etc.

School Administration

Costs related to specific school based administration, Principals, office support.

Transportation

All costs associated with transportation including SPED transportation costs

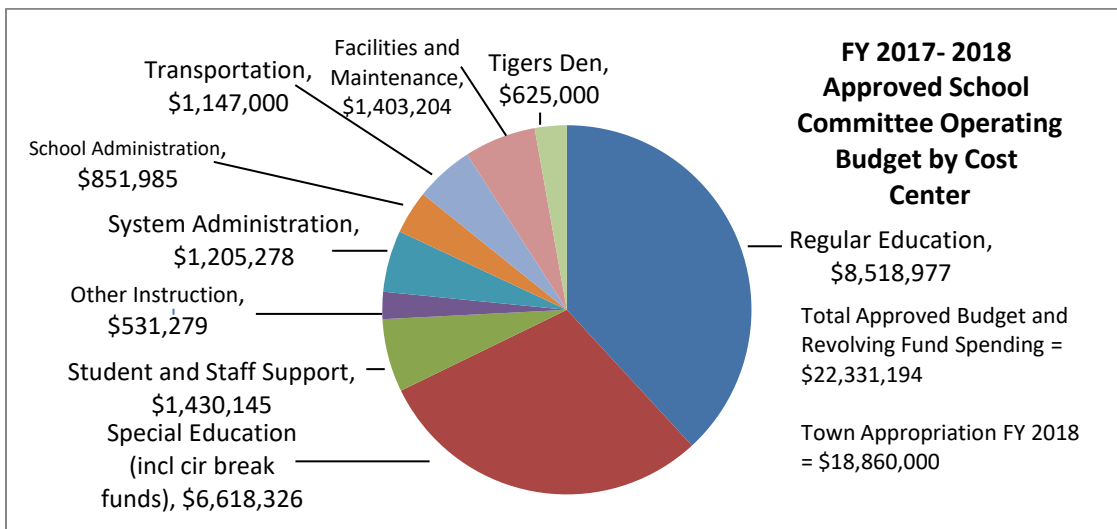
Facilities and Maintenance

All operational costs such as utilities, maintenance, custodial, repairs, etc.

Per Pupil Expenditures Report*

Year	State Average	Littleton
2012	\$13,637	\$12,559
2013	\$14,021	\$12,719
2014	\$14,518	\$13,649
2015	\$14,973	\$13,993
2016	\$15,526	\$14,358
2017	data not available	

*DESE website



Littleton Public Schools Enrollment Data

LPS Enrollment Data 2016-2017*	
Total Population	1646
White	87.0%
African American	1.1%
Asian	7.0%
Hispanic	2.0%
Other/ Multiracial	2.4%
First Language not English	3.6%
English Language Learner	1.6%
Students with Disabilities	20.4%
Economically Disadvantaged	7.1%

*DESE website

Ten Year Enrollment History			
Year	Total Enrollment October 1	Number Increase/Decrease	Percent Increase/Decrease
2007	1,610	+55	+3.5
2008	1,652	+42	+2.6
2009	1,607	-45	-2.7
2010	1,586	-21	-1.3
2011	1,610	+24	+1.5
2012	1,581	-29	-1.8
2013	1,587	+6	+0.3
2014	1,600	+13	+0.8
2015	1,631	+31	+1.9
2016	1,651	+20	+1.2

School Choice History 2007-2017	
School Year	Total Number of Students School Choice-In
2007-2008	34
2008-2009	46
2009-2010	48
2010-2011	58
2011-2012	72
2012-2013	78
2013-2014	74
2014-2015	74
2015-2016	82
2016-2017	90

Littleton Enrollment by Grades – October 1,		
Grade		Total
PreK		66
K/T		122
1		123
2		131
3		133
4		120
5		134
6		126
7		103
8		122
9		125
10		115
11		107
12		124
TOTALS		1651

PreK-8 Average Class Size 2016-2017			
Grade	# of teachers/sections	Students per grade	Ratio
Pre-K	6	66	11:1
K/T	6	122	20:1
1	6	123	21:1
2	6	131	22:1
3	6	133	22:1
4	5	120	24:1
5	6	134	22:1
6	5	126	25:1
7	5	103	21:1
8	5	122	24:1



“A Glimpse of the Future”

During the 2017-2018 academic year, our administrators and teachers will continue to focus on “Best and Next Practices” as they continue to implement their School Improvement Plans that are in alignment with the five standards or goal areas in our district strategic plan, **Vision 2020**. We will also be taking a pause to review our strategic plan with our school staffs, school councils, school-based leadership teams and School Committee to ensure that our strategic plan continues to actualize the vision of our district and is designed to ensure that our students are well prepared for their future journeys. We will present our findings and draft plan at one of our upcoming January School Committee meetings.

Our district continues to make great strides in enhancing curricular and instructional programming to advance student achievement. At the elementary level, the district will be implementing the updated version of the FOSS (Full Option Science Systems) Program for grades k-5. The FOSS Science program is aligned with the 2016 MA Science Frameworks and provides our students with exciting opportunities to pursue authentic scientific inquiry. This curriculum program reflects rigorous academic standards and provides foundational resources for teachers to utilize in developing instructional strategies that promote 21st century learning skills. Additionally, the Program of Studies available to Littleton High School students this year continues to expand through ongoing partnerships. Through a partnership with Middlesex College, our students can access dual credits in a number of classes that are offered by our own LHS staff in a variety of subject disciplines. As a district, we are extremely excited about entering our second year of a partnership with Middlesex College. We are also entering our third year of partnership with LCTV. Students will continue to have access to a TV Studio course that produces a school and community news program that will be featured on LCTV on various Fridays throughout the school year.

We are committed as a district to educating the whole child. Therefore, we continue to implement programs and strategies that promote social and emotional learning. The HEART program at Shaker Lane, Responsive Classroom at the elementary level, and the Middle School advisory program are examples of programs that support the development of social and emotional core competencies. These programs provide a solid foundation for creating classrooms and school-wide learning environments throughout our district that support our students in developing self-management, self-awareness, responsible decision-making, and relationship skills. As a district, we will continue to offer professional development and design implementation strategies that are tailored toward developing social and emotional learning opportunities within all of our classrooms.

Last year, our district leadership team developed a schematic that visually demonstrates the connections between social and emotional learning and academic learning. The schematic incorporates a number of initiatives that our district is currently pursuing and maps out various interconnections and interdependencies that focus on the development of the whole child. We have attached this schematic at the end of this section. We look forward to the continued use of this document as a means of reflecting and evaluating our effectiveness on these initiatives as we continue to actualize our Vision 2020 plan.

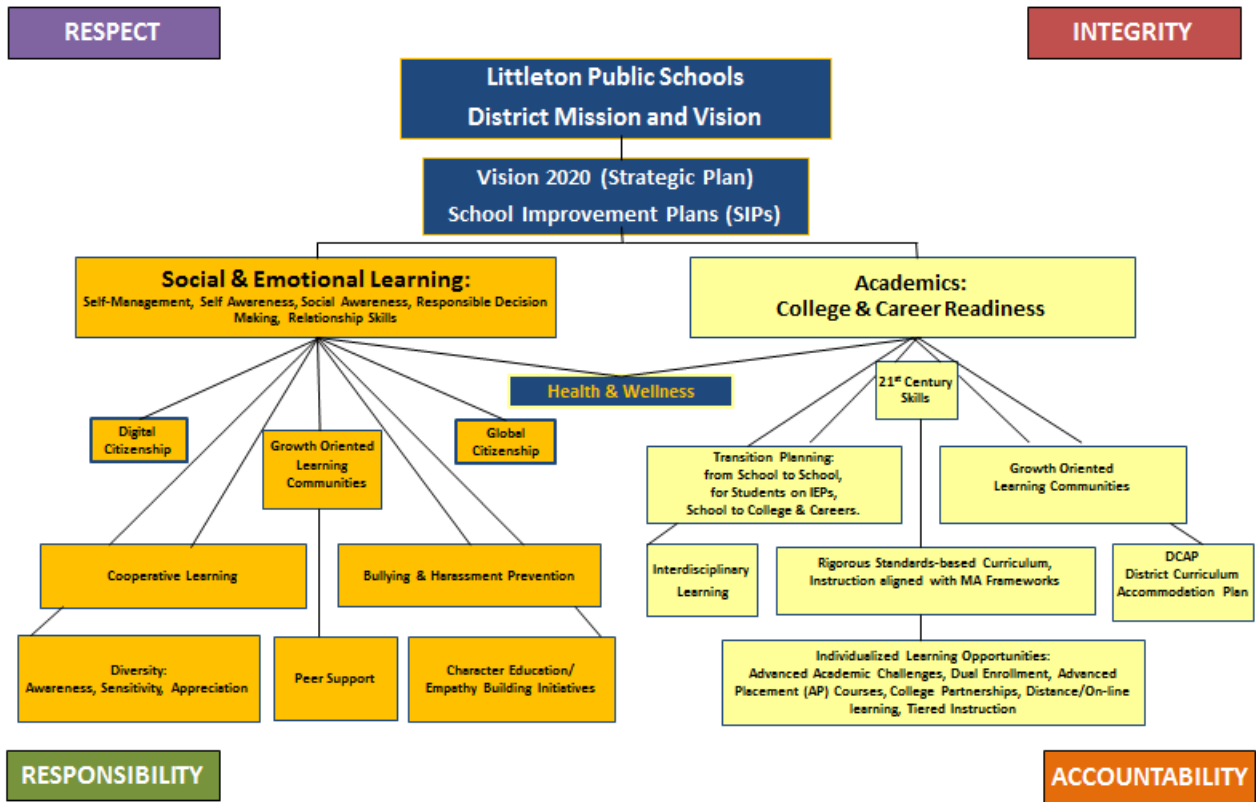
The integration and use of technology to increase administrative efficiencies as well as to improve teaching and learning has been a key goal in both district strategic and school improvement planning. We are excited to begin our 1:1 chromebook program at our high school this year. As a result our freshmen and sophomores will be leading the way, using personalized computing devices to enhance learning opportunities throughout the year. We plan on extending this program during the next two years, which will result in all LHS students having access to computers as part of their LHS experience.

Budget considerations will be a continued focus of conversation throughout the year. With the current forecast for our FY19 budget, a lack of increase in State Revenue will continue to create challenges in our ability to sustain current services.

We would like to thank our staffs, administrators and School Committee for their hard work and dedication in ensuring that our students continue to be well supported. We would also like to thank our community for their continued support in ensuring that our students receive the necessary educational experiences that are paramount for continued success.

2016-2017-2018
8105-7105-2105

District Schematic: Making Meaningful Connections



**Whatever it takes we shall learn!
Respect, Integrity, Responsibility, Accountability**



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