

# 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.*

## 2017-2018 DISTRICT REPORT



**2016-2017  
District Report**  
[www.littletonps.org](http://www.littletonps.org)

**2017-2018  
District Video**  
[www.littletonps.org](http://www.littletonps.org)



**LPS Energy Management and  
Conservation Program**  
[www.littletonps.org](http://www.littletonps.org)



7th Annual  
AP<sup>®</sup> District Honor Roll Recipient

AP<sup>®</sup>

CollegeBoard



## Message from Superintendent and School Committee

To the Littleton Community,

We are excited to share our fourth annual district report highlighting our accomplishments for the 2017-2018 school year. As part of our district planning process, we conducted a full review of our district strategic plan, titled, **Vision 2020**. As a result of our review, we were able to reaffirm our commitment to a number of initiatives that remain key tenets in pursuit of our district's vision. We also added a number of strategies directly linked to the acquisition of student social and emotional skill sets which are considered to be essential precursors to student academic learning. The **Vision 2020** strategic plan continues to focus on five standards: Curriculum/Instruction/Assessment, Professional Development, Community/Communication, Climate/Culture, and Technology. Our daily operations and visioning are 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.*"

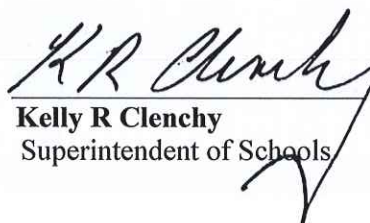
As we actualize various goals that are linked to the district strategic plan, we continue to use data analysis that focus on school, staff and student successes and needs. We remain committed to the use of student achievement data to inform curriculum as well as to support targeted individualized instruction 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 fourth year of implementation of the MAP Growth assessments in grades two through eight. The MAP Growth 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. As indicated in our revised strategic plan, 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 five years, our high school continues to receive 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 awarded national silver medal status; details of our award can be accessed at [USNews Best High Schools Massachusetts](https://www.usnews.com/education/best-high-schools/massachusetts). 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](http://www.littletonps.org). We look forward to sharing our educational journey with you as we embark upon 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 Curriculum Frameworks*. The following highlight some of our accomplishments:

- Implementation of Fountas & Pinnell Benchmark Reading Assessment & Leveled Literacy Intervention System
- Explore & begin implementation of Guided Math
- Instruction utilizing the newly aligned FOSS science program
- Implemented Dreambox Learning Math adaptive computer programming
- Continued use of MAP Growth assessments in Grade Two
- Researched, designed, and implemented a digital citizenship program
- Designed K-2 standards based report cards

## **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 Thinking Curriculum to support Social Emotional Learning
- Keyboarding Without Tears
- On-going Technology Professional Development in integrating ISTE Standards, Apps for presentations, Using Google Drive
- Zones of Regulation
- FOSS Science
- Faculty Led Sessions

## **Community/Communication**

The foundation for a strong parent/school partnership is regular open, communication. Participation in a variety of experiences helps strengthen relationships with our community and provides students with a sense of purpose.

- Community communication:
  - Classroom blogs, Twitter, Weekly Newsletters
- Participation in Global Read Aloud & Global Play Day
- Council on Aging Partnership
- LHS/Shaker Lane Mentor Program
- Partnership with Grade 5 Girl Scout Troop to revitalize Second Grade Garden
- Author Craig Miller visit

## **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. Monthly Community Meetings reinforced HEART and were paired with service learning projects to reinforce:

- Coins for Hurricane Harvey & Irma
- Coats for Kids with Anton's Cleaners & Knox-Haschig Real Estate Group
- Kindness Coins that were shared when acts of kindness were observed

In addition to our HEART program, we foster an environment where everyone is appreciated and is a contributor to the success of our school. This year we instituted two committees:

- Developed a Safety Committee to explore, review and implement emergency protocols, procedures and preparedness
- Created a Scheduling Committee to evaluate and create a balanced Unified Arts Schedule





## Technology

Technology use is evident in every classroom every day as instructional tool. We provide students with current applications and programming that align with our School Improvement Plan and District's **Vision 2020**.

- Purchased and utilized Virtual Reality Goggles for visual exploration
- Application programming to support curriculum initiatives
- Create global connection opportunities for staff & students
- Provide before school tech-ed session offerings
- Explore resources to implement and create a Makerspace location
- Identify and align technology skill-set by grade level
- Installed new fire wall and UPS and purchased OPEN DNS to increase network security and web content filtering to promote a safe online environment





# Russell Street Elementary School



## 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 towards college and career readiness.

### Academics

Academic action items fall under two different goals in our School Improvement Plan (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:*



- Create Dedicated Writing Block
- Pilot Guided Math
- Coaching/Peer Observation
- Research Supplemental K-5 Writing Programs
- Adopt Dreambox Math
- Adopt Read Naturally
- Prepare for Next Gen MCAS/Computer-Based

#### *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
- Executive Functioning
- Technology Integration
- Vertical Alignment of Curriculum
- Special Education Inclusion

### Social and Emotional

The RSS team is dedicated to ensuring 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
- Collaboration with LHS/LMS Students
- 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:*



- Outdoor Classroom
- School-Wide Meeting
- Sparkle Squad
- 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**, technology integration continues to be a focus. We are dedicated to 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. Some examples include:

- Think Tank Additions (Lego WeDo/Virtual Reality)
- Create K-5 Teacher Tech Team
- 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 is using a 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 is using an anthology series entitled Collections.
- The LMS mathematics team is utilizing a new textbook from McGraw Hill beginning in September 2018.
- We continue to utilize MAP Growth Assessments from Northwest Evaluation Association (NWEA). 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 Growth 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.
- The Social Studies department is in the process of completing a curriculum review. The department will continue to work throughout the year to review current curriculum and teaching practices through the middle school and high school levels.
- This year all students completed the spring MCAS tests using chromebooks. This online testing replaced the paper-based testing of previous years.

## 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 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. One day per week the literacy lab teacher supports students within the regular ELA classrooms as well.
- 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 opened the MakerSpace in the spring. This area, named The C-Lab, is intended to provide students with opportunities to be creative and show their knowledge in a variety of ways. The shelves are stacked with many donated materials and tools, and there are computers and a green screen as well. If you can imagine it, you can make it in The C-Lab.



### 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).

Littleton High School had 31 AP Scholars (4 Scholars with Honor and 9 Scholars with distinction) in May 2018.

With ten school-based and over twenty available online AP Courses, Littleton High School has received the College Board's AP Honor Roll recognition multiple times.

Special Olympics Massachusetts recognized Littleton High School as a Unified Champion School in 2017 and 2018.

The MIAA (Massachusetts Interscholastic Athletic Association) recognized Littleton High School Athletics for Outstanding Sportsmanship with the 2017-2018 Sportsmanship Honor Roll.

Boston Magazine ranked Littleton High School among the top 30 high schools in Massachusetts in September 2018.

U.S. News & World Report awarded Littleton High School a Silver Medal and listed Littleton among the top 25 high schools in the state in 2018.

### **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
- Adopted Littleton High School Pin of Biliteracy for graduating seniors who have successfully completed four years of Foreign Language study at the high school level
- World Language teachers continue to instruct with new strategies focused on comprehensible input and teaching proficiency through reading and storytelling



- Alumni guest speakers presented about the value of learning a second language
- Variety of instructional technology strategies across departments: Kahoot, Socrative, museum walks, video productions, podcasts, essays, research papers, book creation, Google forms/surveys
- Completed alignment to the Common Core in Mathematics courses
- Integrated Everfi Financial Literacy Program into Statistics course
- Adopted new text for Precalculus
- Participated in New England Math League & Worcester County Math League (WOCOMAL)
- Featured Math instructional technology includes Desmos, EquatIION, Google Classroom, Equation Editor, Chromebooks, Online MCAS Practice, Khan Academy
- Purchased new technology for complex visual works in the graphic & photography program
- Introduced new Music Theory course in 2018-2019
- Piloted new Standards-based Measurement of Proficiency (STAMP) in French language
- Coordinated with Littleton Lyceum in hosting a successful Othello Production and Workshop
- With the help of an LEF Grant, David Yoo (author of several young adult novels) visited and workshopped with two Creative Writing Honors classes
- With another LEF Grant, over \$1,000 of equipment was purchased for students to record, edit and master their own podcasts
- College Essay Conferences. Continued with a recent tradition at LHS in October, a week of individual college essay conferences during which seniors met with one English teacher to receive personalized feedback on their essays
- Celebrating National Poetry Month with the Poetry in America a collection of unforgettable American poems with athletes, poets, politicians, musicians, scientists, and citizens to experience and share the power of poetry
- New Earth Science course integrated executive skills
- Routine integration of chromebooks for science webquests, virtual labs, guided inquiries
- Partnered with Ayer-Shirley to refine Anatomy & Physiology course
- Participated in Edward M. Kennedy Institute Senate Immersion module
- Participated in the Lemkin Summit in Washington D.C.
- Updated Curriculum of Nutrition, Wellness Topics, and Child Development courses (CommonCurriculum.Com)
- Conducted Curriculum Alignment activities for Math – Grades 9-12, Fine & Performing Arts- Grades 6-12, Health & Physical Education – Grades 6-12, and Biology - Grade 9
- Integrated cutting edge biotechnology techniques into life sciences

### **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:**

- Primary Source “Islam in the U.S.- Today & Yesterday”
- Teachers from the grades 6-12 ELA and History departments collaborated in “Teaching Strategies that Foster Civil Discourse”
- ELA teachers reviewed student samples that the DESE provided for the first time this year and then revamped their open response TEAC method to fit the new MCAS 2.0 demands.
- Keys to Literacy: ELA and Special Ed teachers learned how best to prepare students for writing extended responses to prompts based on sources that require argument, informational, or narrative types of writing
- ASCD (Association of Supervision & Curriculum Development) Empower 18 conference
- Mindset Matters course
- Cross-District PD where history teachers developed and shared lessons about creating 1920s newspapers, goggle slides/presentation about elections, political parties, using transatlantic slave trade database, proposing possible 21<sup>st</sup> century amendments to constitution
- Developing electives: History of Popular American Culture & US Film Goes to War
- NPEN - Northeast Professional Educators Network Regional PD
- Massachusetts Association for Physical Education, Health, Recreation, and Dance (MAPEHRD) Conference
- Conferences on Social and Emotional Well-being - Mindfulness, Mental Health Summit, Wellness Summit
- Google Classroom Exploration
- English Language Learners/Sheltered English Immersion
- PATH Goals - Physical Education, Art, Technology, Health
- Student Centered Activities in Chemistry
- Curriculum Development for SEI Instruction in ELA and Social Science
- SPED Curriculum Development and Transition Planning
- Creating a Standard for Standard Nursing Practices (Grades K-12)
- Green Team Activities & Lesson Planning (Grades 6-12)
- YRBS Review and Planning (Grades 6-12)
- Instituting Comprehensible Input and TPRS Strategies in the Latin / World Language Classrooms (Grades 6-12)
- Executive Functioning Skills (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
- Physical Restraint Training
- Reducing Student Stress & Anxiety
- Introduction to Adobe Creative Cloud
- Yoga & Mindfulness for Teachers
- 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
- Hosted Community “Repair Cafe” in November
- 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 organization
- Continued partnership with MCC (Middlesex Community College) for dual enrollment courses
- 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 significant special needs
- Upgraded the fitness-related equipment in all the schools

### **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
- National Merit & AP Scholars
- Scholastic Gold Key Winners
- French IV students placed 3rd in American Association of Teachers of French (AATF)
- Spring Art Showcases, Fall Plays, Spring Musicals
- Chorus performances on Veterans Day Ceremony, Concerts, Graduations
- Band performances at football games, annual concerts, Suites and Sweets, Holiday Bazaar
- Town Tree Lighting, COA Luncheon, Memorial Day parade, and HS Graduation
- Variety of clubs available per student interest
- 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
- Extended advisory activities related executive skills development, anti-bullying education, driver safety & substance use prevention, career inventory, scholarship applications, Signs of Suicide (SOS)/depression screening
- Students participate in Community Service projects throughout the year
- LHS also participated in a National School Climate Survey.







# 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 a number of new programs to align our curricula with changes in the *Massachusetts Curriculum Frameworks*.

At the elementary level, our district implemented 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 21<sup>st</sup> century learning skills.

At the secondary level in mathematics, Littleton High School implemented a new textbook for Pre-Calculus building on the course sequence from McGraw Hill which includes Algebra I, Geometry, and Advanced Algebra. The updated McGraw Hill course sequence for grades 6-8 was implemented at Littleton Middle School. The Middle and High School level McGraw Hill courses include online student subscriptions, provide rigor aligned with current Frameworks, and allow opportunities for differentiated instruction and blended learning.

- The Program of Studies available to Littleton High School students continued to expand through ongoing partnerships. Through a partnership with Middlesex College, Littleton High School students enrolling in the AP Statistics, Spanish IV Honors, and Latin V Honors courses could 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 2017-2018 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.
- The focus of our district's November 7<sup>th</sup> full in-service day for the PK- 8 faculty and staff was "Issues and Solutions for Inclusion and Co-Teaching." The inclusion workshops, which were presented by Teachers21 consultants, reviewed different models for co-teaching, helped staff develop a common language for differentiation in inclusion settings, and addressed classroom practices to support struggling students as well as technology aids to meet student needs.
- Also on November 7<sup>th</sup>, Littleton High School faculty from selected departments were involved in an exciting cross-district Professional Development Day. Littleton joined with Harvard Public Schools and the Ayer-Shirley School district to offer content-based technology trainings in support of 1:1 technology initiatives launched in all three districts. LHS faculty, from the ELA, Social Studies, Science and World Language departments, had the opportunity to hear from curriculum and technology experts and share their ideas on infusing technology into their specific content area with their counterparts from Ayer Shirley and Harvard. All of the technology sessions took place at Ayer Shirley High School.

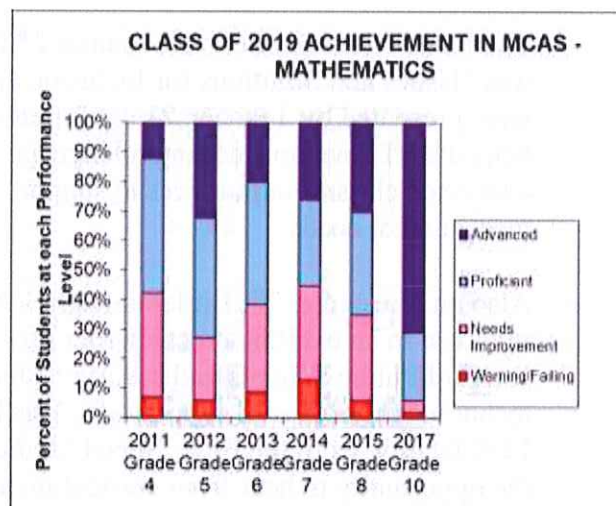
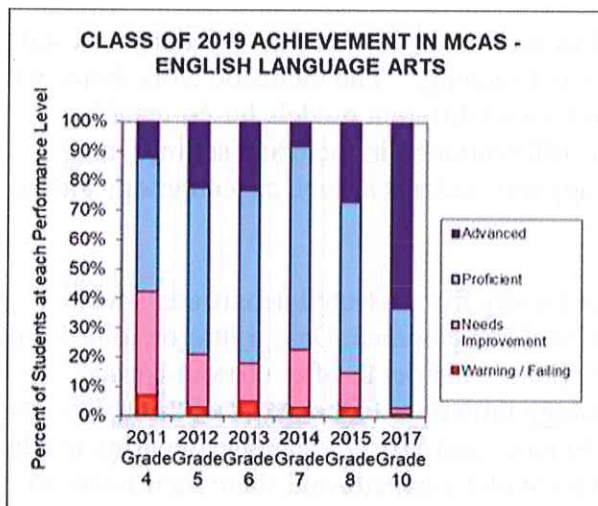


- District-based trainings this year involved a series of workshops on executive functioning skills. Staff were provided an overview on the development of executive functioning skills and behaviors associated with skill deficits. Building on this foundational information, subsequent sessions addressed practical strategies to help students manage their time and materials to complete homework as well as to prepare for tests. Connections between executive functioning and the writing process were then explored in spring trainings.
- 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, development of interdisciplinary units, curriculum development for SEI (Sheltered English Instruction) as well as an array of technology offerings including Google Drive Basics.

### 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 Curriculum Frameworks*. Approximately 900 Littleton students in grades 3 through 10 were tested in multiple subjects on the Spring 2017 MCAS tests.
- The MCAS charts included in this report represent MCAS cohort data for the Class of 2019 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 2017 Grade 10 ELA MCAS, 97% of Littleton students achieved Proficiency with 63% scoring at the Advanced Performance Level. On the 2017 Grade 10 Math MCAS, 94% of Littleton students achieved Proficiency with 71% scoring at the Advanced Performance Level.

### MCAS Cohort Data LPS Class of 2019

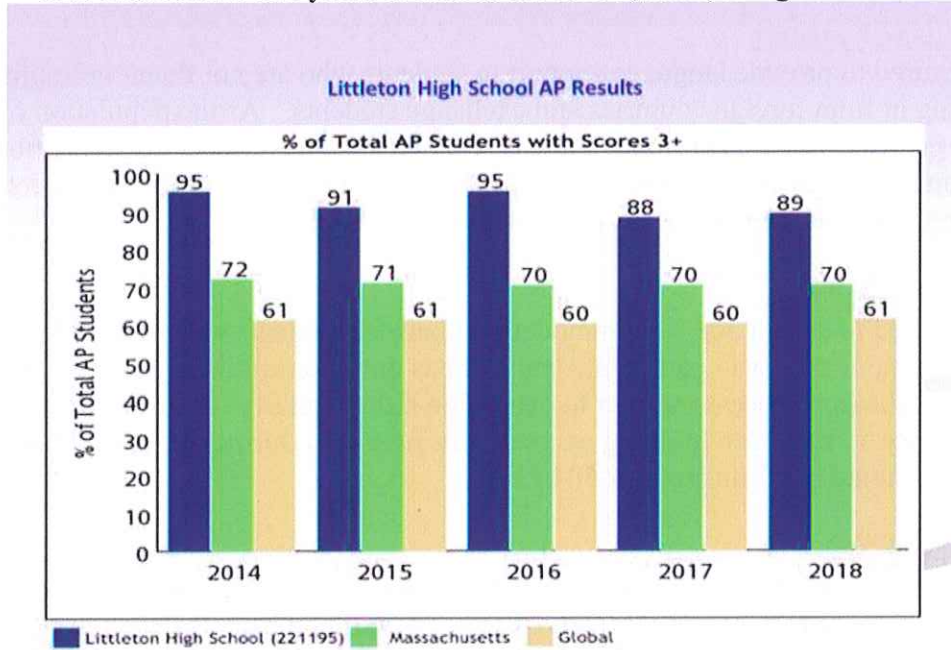




# Littleton High School AP Results

## % 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 $\geq 3$	% of AP Students with scores $\geq 3$
2018	87	89%
2017	92	88%
2016	92	94%
2015	88	91%
2014	70	95%
2013	71	89%
2012	81	91%
2011	74	85%

# 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. As the population of our school community is growing, we are enrolling students with needs in the district. In September 2017, the district hired an additional staff member. Currently, Littleton has two certified teachers who work across all four schools to meet the needs of all students, PreK-age 22.

## 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. During the 2017-18 school year, there were approximately 90 students on 504 Plans.

## Special Education Services

Littleton is required to develop Individualized Educational Plans (IEPs) for students who are eligible to receive special education services. 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.

Students need to go through an evaluation process in order to determine if they qualify for an IEP. Placements may be in-district programs or out of district programs.

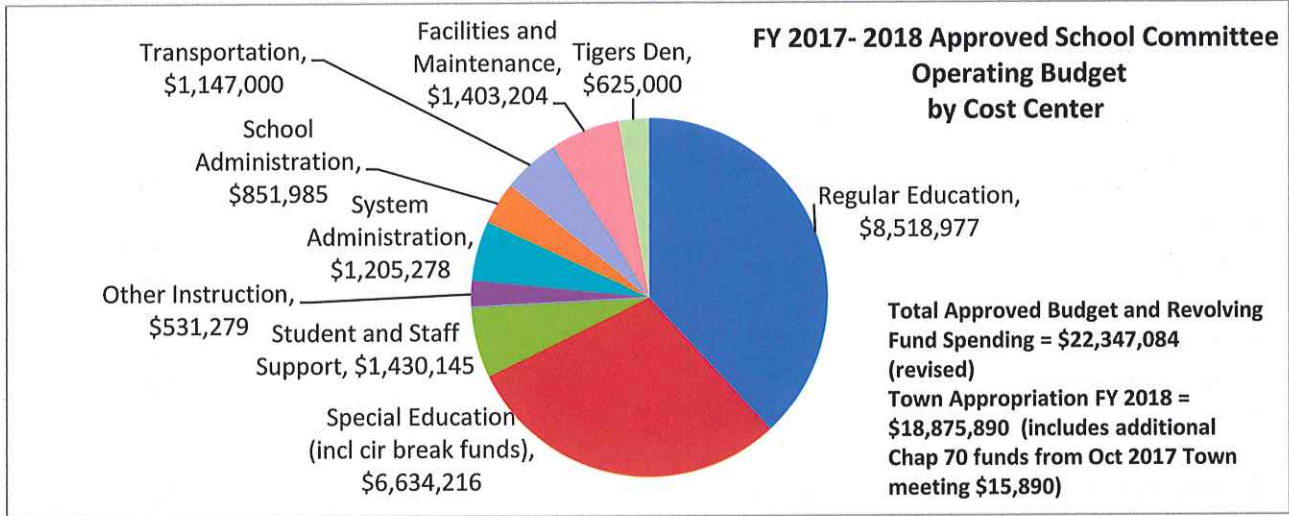
During 2017-2018, our staff also participated in a variety of new initiatives, including:

- Professional development in the area of executive functioning skills with Sarah Ward
- 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 our transition program to offer career-focused skills in a variety of employment settings





# 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.

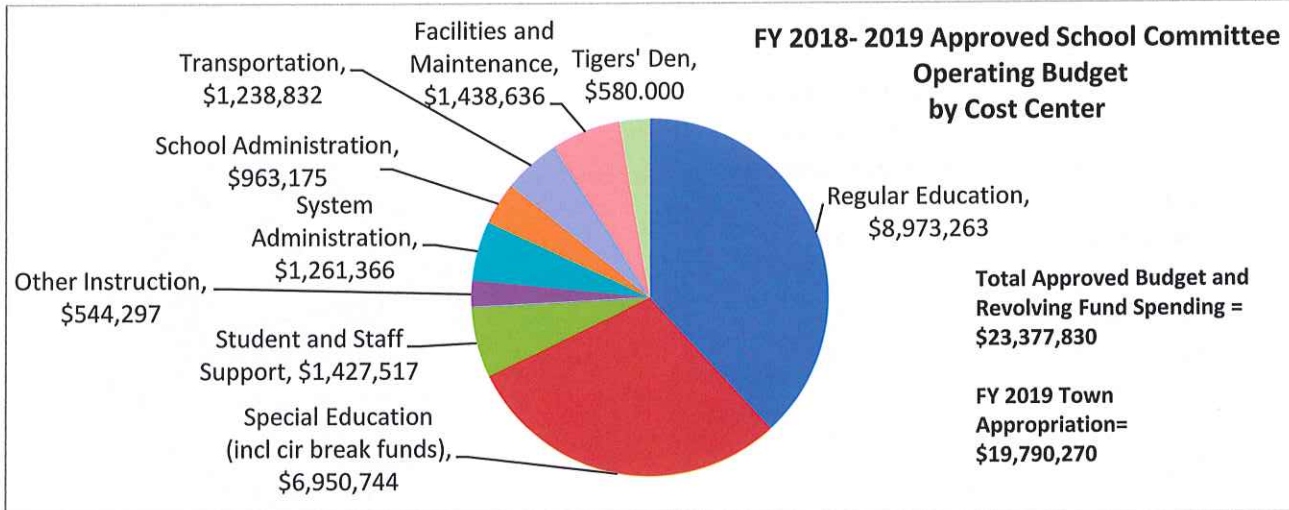
**School Administration**  
Costs related to specific school based administration, Principals, office support.

**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
2013	\$14,021	\$12,719
2014	\$14,518	\$13,649
2015	\$14,973	\$13,993
2016	\$15,526	\$14,358
2017	\$16,015	\$15,127
2018	*data not available	*DESE website





# Littleton Public Schools Enrollment Data

## LPS Enrollment Data 2017-2018\*

<b>Total Population</b>	<b>1658</b>
<b>White</b>	<b>86.3%</b>
<b>African American</b>	<b>1.1%</b>
<b>Asian</b>	<b>7.7%</b>
<b>Hispanic</b>	<b>1.8%</b>
<b>Other/ Multiracial</b>	<b>2.7%</b>
<b>First Language not English</b>	<b>4.0%</b>
<b>English Language Learner</b>	<b>1.7%</b>
<b>Students with Disabilities</b>	<b>18.7%</b>
<b>Economically Disadvantaged</b>	<b>8.3%</b>

\*DESE website

## Ten Year Enrollment History

Year	Total Enrollment October 1	Number Increase/ Decrease	Percent Increase/ Decrease
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
2017	1,670	+19	+1.1

## School Choice History 2008-2018

School Year	Total Number of Students School Choice-In
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
2017-2018	83

## Littleton Enrollment by Grades October 1, 2017

Grade	Total
PreK	64
K/T	148
1	116
2	127
3	133
4	131
5	122
6	134
7	120
8	112
9	117
10	116
11	119
12	111
<b>TOTALS</b>	<b>1670</b>

## PreK-8 Average Class Size 2017-2018

Grade	# of teachers/sections	Students per grade	Ratio
Pre-K	6	64	11:1
K/T	6	148	24:1
1	6	116	20:1
2	6	127	22:1
3	6	133	22:1
4	6	131	22:1
5	6	122	20:1
6	5	134	26:1
7	5	120	24:1
8	5	112	22:1





## *“A Glimpse of the Future”*

During the 2018-2019 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**. Last year we employed a process to update 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 provide our students with educational experiences that prepare them for their future journeys.

Our district continues to make great strides in enhancing curricular and instructional programming to advance student achievement in Mathematics at the secondary level, the district is continuing its implementation of an updated and expanded course sequence from Mc-Graw Hill. The Littleton Middle School course sequence provides leveled instruction at grades 7 & 8. The Littleton High School course sequence includes new textbooks for Pre-Calculus and Statistics as well as updated versions of the Algebra I, Geometry and Advanced Algebra courses. The Mathematics courses at both Littleton Middle School and Littleton High School provide rigor aligned with current *Curriculum Frameworks* and include student subscriptions thereby allowing opportunities for differentiated instruction and blended learning. Additionally, the Program of Studies available to Littleton High School students this year continues to expand through continued partnerships. Through a partnership with Middlesex College, our students will continue to 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 third year of a partnership with Middlesex College. We are also entering our fourth 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 and are committed to implementing 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.

Two years ago, our district leadership team developed a schematic that visualizes 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 focusing on the development of the whole child. This schematic is attached 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 entering our second year of implementing our 1:1 chromebook program at our high school. As a result, our freshmen, junior's and sophomore's are using personalized computing



devices to enhance learning opportunities throughout the year. At the beginning of the 2019/2020 school year, our high school will have completed its 1:1 implementation plan with all students in grades 9 through 12 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 FY20 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 staff, 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.

2017-2018-2019  
2015-2018-2019

RESPECT

# District Schematic: Making Meaningful Connections

INTEGRITY

Littleton Public Schools  
District Mission and Vision

Vision 2020 (Strategic Plan)  
School Improvement Plans (SIPs)

**Social & Emotional Learning:**  
Self-Management, Self Awareness, Social Awareness, Responsible Decision Making, Relationship Skills

**Academics:**  
College & Career Readiness

Health & Wellness

21<sup>st</sup> Century Skills

Digital Citizenship

Growth Oriented Learning Communities

Global Citizenship

Transition Planning:  
from School to School,  
for Students on IEPs,  
School to College & Careers.

Growth Oriented Learning Communities

Cooperative Learning

Bullying & Harassment Prevention

Interdisciplinary Learning

Rigorous Standards-based Curriculum,  
Instruction aligned with MA Frameworks

DCAP  
District Curriculum Accommodation Plan

Diversity:  
Awareness, Sensitivity, Appreciation

Peer Support

Character Education/  
Empathy Building Initiatives

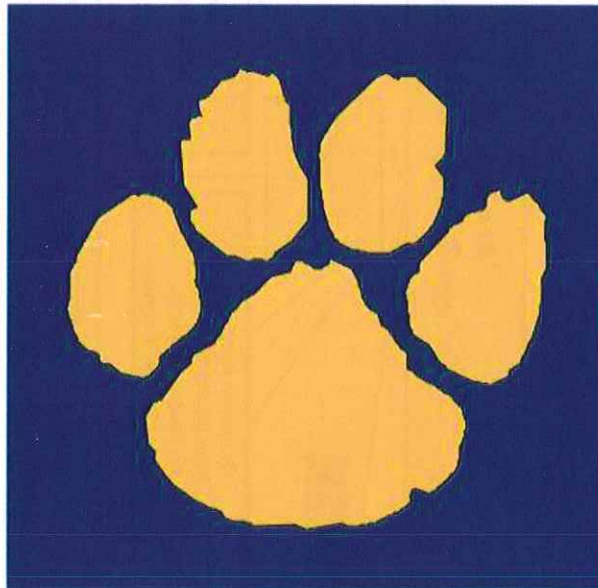
Individualized Learning Opportunities:  
Advanced Academic Challenges, Dual Enrollment, Advanced Placement (AP) Courses, College Partnerships, Distance/On-line learning, Tiered Instruction

RESPONSIBILITY

ACCOUNTABILITY

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





**Littleton Public Schools**  
**33 Shattuck Street**  
**P.O. Box 1486**  
**Littleton, MA 01460**  
**Phone: (978) 540-2500 • Fax: (978) 486-9581**