

# 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.*



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



## 2018 - 2019 DISTRICT REPORT



**2017 - 2018  
District Report**  
[2017-2018 District Report](#)

**2018 - 2019  
District Video**  
[2018-2019 District Video](#)



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



## Message from Superintendent and School Committee

To the Littleton Community,

We are excited to share our fifth annual district report highlighting our accomplishments for the 2018-2019 school year. We continue to pursue the goals set forth in our district's strategic plan, **Vision 2020**, which includes a number of strategies directly linked to the acquisition of student social and emotional skill sets. Such skill sets 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, an overview of financial data and enrollment history. We conclude with a section titled, "*A Glimpse into the Future.*"

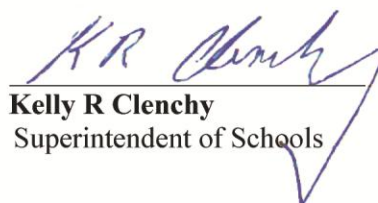
As indicated in our strategic plan, we continue to place an increased focus on social and emotional learning by committing additional time and resources to professional development and implementation strategies that focus on integrating social and emotional learning throughout the curricula in all of our schools. Additionally, our district remains committed to developing the whole child, and as a result, our schools continue to implement character education programs that focus on social development and emotional well-being. As we accomplish various goals that are linked to the district's strategic plan, we continue the use of data analysis to 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 has just completed our fifth 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 gathered from using this assessment strategy is used to determine individualized educational programming for students in English Language Arts and Math. Our district continues to embrace staff professional development at the district and school levels as a means of utilizing best and next practices within our classrooms.

Our high school continues to receive recognition at the national and state level. According to the U.S. News and World Report, which ranks the effectiveness of high schools across our nation, our high school ranked within the top 8% of 17,000 high schools nationwide. Boston Magazine ranked Littleton High School as #17 and is considered one of the Best Public High Schools in Boston for 2019. The Boston Magazine chart ranks public high schools in towns or districts within, or partially within, I-495. 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 the 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**

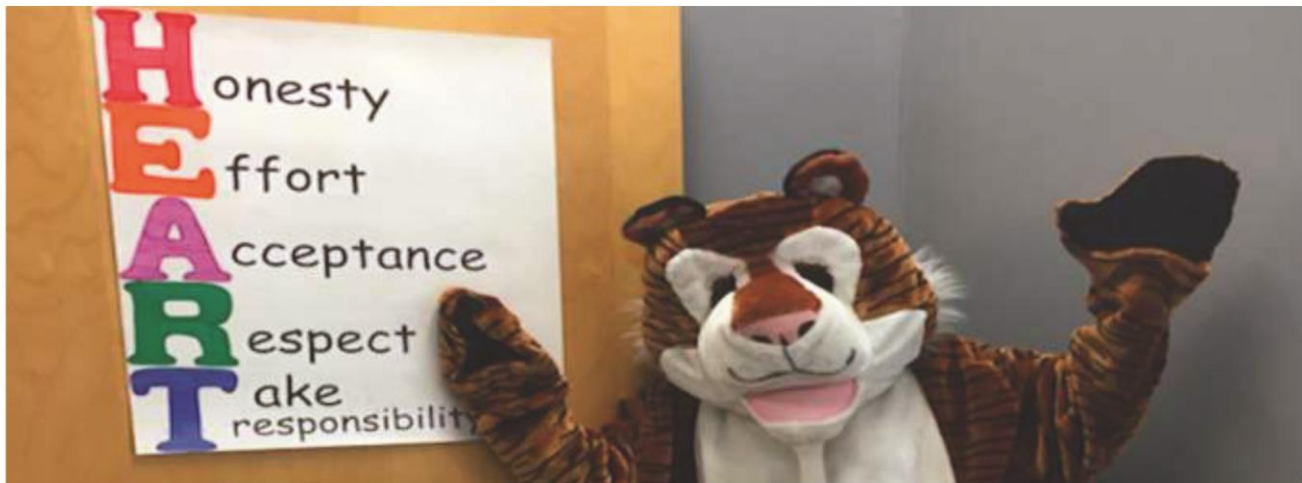
To support each student's quest for knowledge our curriculum is founded on sound educational research and based on the Common Core and the Massachusetts State Frameworks. The following highlight some of our accomplishments:

- Continue implementation of Fountas & Pinnell Benchmark Reading Assessment & Leveled Literacy Intervention System
- Ongoing evaluation and alignment of assessments
- PreK-5 Vertical Alignment curriculum meetings
- Implemented Dreambox Learning Math adaptive computer programming
- Continued use of NWEA/MAP assessments implemented in Grade Two
- Researched, designed, and implemented a digital citizenship program
- Implemented 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:

- Dreambox Math PD on evaluating student data
- Robert Marzano The New Art & Science of Teaching PD
- Six-week SEL Social Thinking Curriculum classroom lessons
- On-going Technology Professional Development from The Imagatorium
- Charity Bell presentations on trauma informed supports
- 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. We partnered with our community to complete the following:

- Community communication:
  - Classroom blogs, Twitter, Weekly Newsletters
- Participation in Global Read Aloud & Global Play Day
- Council on Aging Partnership
- LHS/Shaker Lane Mentor Program
- Fall school-wide clean-up day
- Eagle Scout Project to build picnic tables for Shaker Lane
- Compassion Projects
  - Hat & Mitten Drive for the House of Hope in Lowell
  - Mother's Day Gift Bags for The Wish Project in Chelmsford
- Standards Based Report Card parent presentation
- Created Volunteer Guide for parents
- Partnership with MassDOT Safe Routes to School

### 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 likeness' and differences in everyone in our community
- **R**espect for learning, for oneself, for others and your 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 active participation in our school community as well as the following endeavors:

- Safety Committee meeting to explore, review and implement emergency protocols, procedures and preparedness
- Two school-wide safety drills
- Developed building maintenance plan

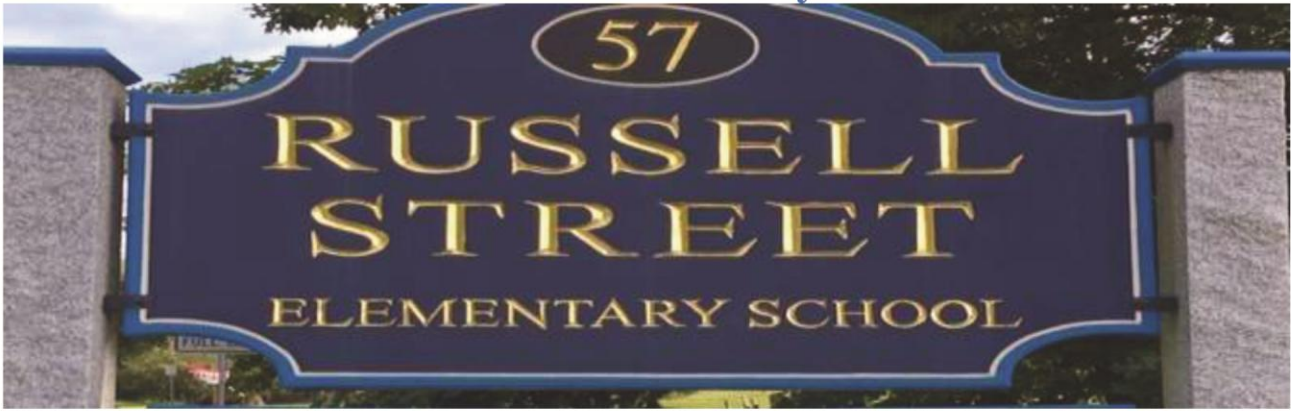
## Technology

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

- Grand opening of the Imagatorium; including Ozbots, Lego Wall, Wind Tunnel
- Purchases and utilized Virtual Reality Goggles for visual exploration
- Application programming to support curriculum initiatives
- Teacher participation in Portal PD to the world (Kenya & Sweden)
- Create global connection opportunities for staff & students
- Provide before school tech-ed session offerings
- Identify and align technology skill-set by grade level
- Second Grade STEAM Day
- Schoolwide participation in Hour of Code
- Schoolwide participation in Global Stem Day



# 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.*

- Expanded WIN, What I Need, intervention block
- Utilized Second-Step Anti-Bullying program
- Purchased Second Step SEL Program – FY2020 roll-out
- Taught ANSWER extended writing protocol (3-5)
- Transitioned to Next-Gen MCAS assessment at all grade levels
- Created first student and staff kiln projects

### *Professional Development*

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

- K-5 vertical alignment teams
- Math workshop model
- Social-Emotional Learning
- Anxiety and Trauma
- Marzano: The New Art and Science of Teaching
- Ribas: Social-Emotional Learning in the Classroom



## 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
- Expand partnerships with other LPS schools – ex. LMS theater productions
- Maximize positive outreach to parents/families
- Created grade 3 RSS video tour
- Tremendous support from the RSS PTA

### *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:*

- Continue to build capacity of staff around offering an environment that fosters the social and emotional learning of all children
- Implemented a Positivity Theme: Friday Musical Moment, Student/Staff Shout-Outs, Acts of Kindness theme
- Mindfulness Club and activities
- Generated student SEL goals in some classrooms
- Expanded ALICE safety drills K-5

## 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:*

- Added K-5 STEM Integration Specialist – Transforming the K-5 learning experience
- Utilized Virtual Reality to enhance learning experiences for students
- Enhanced RSS Digital Citizenship Program
- Technology becoming seamless
- Student inspired projects



# 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.
- The Social Studies department is in the process of completing a curriculum review which will include the implementation of a Civics component for grade 8.
- LMS offers opportunities for students to learn a World Language. Students are enrolled in Spanish, French and Latin classes.
- The Unified Arts program at LMS includes art, health, physical education, technology, band, chorus and general music.
- This year all students completed the spring MCAS tests using chromebooks. This online testing replaced the paper-based testing of previous years.
- 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.
- We continue to utilize our Makerspace to provide students with alternative and creative ways to demonstrate what they know. If you can imagine it, you can make it in our C-Lab.





### Meeting the Needs of All Learners

- LMS refined its daily schedule to support academic and instructional excellence by introducing a unique five day full rotation that offers students and staff varied class times for improved performance while providing stability for those who work best with predictable routines.
- 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 provided to each student and parents, and they are asked to review the report at home.
- 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 classroom 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. The Math Lab teacher works collaboratively with the math teachers at LMS to provide appropriate instruction at each grade level.
- 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.



### Social-Emotional Learning

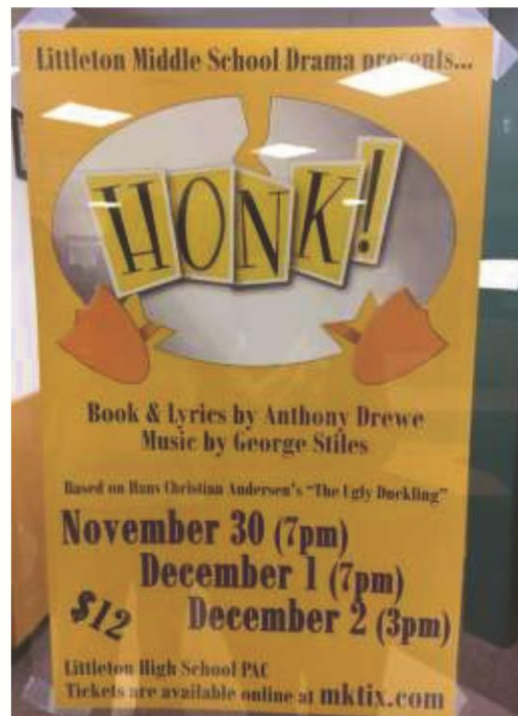
The LMS staff continues to work collaboratively to integrate social-emotional learning skills in the classroom and throughout the middle school experience. The staff utilized the book titled *Social-Emotional Learning in the Classroom* by William Ribas. This is part of our ongoing effort to support social and emotional learning and to foster and maintain a school environment that is inclusive, supportive and enjoyable for everyone. 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 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 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. Littleton High School had 20 AP Scholars, 8 Scholars with Honor, 12 Scholars with distinction, and 2 National AP Scholars in May 2019.

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.

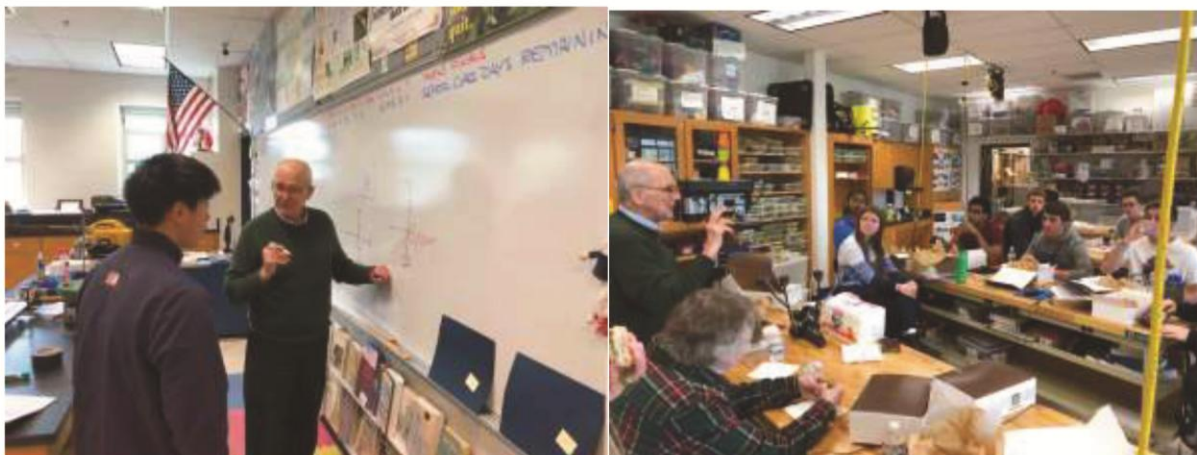
## Curriculum/Instruction/Assessment

Littleton High School offers a wide variety of courses based on the Massachusetts Curriculum Frameworks, Common Core, 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, French, Physics, and Statistics
- Adopted the Seal of Biliteracy for graduating seniors who passed a proficiency exam
- Emphasized variety of instructional technology strategies across departments: Kahoot, Socrative, museum walks, video productions, podcasts, essays, research papers, book creation, google forms/surveys, google classroom
- Continued world language instruction with flexible seating arrangements and new strategies focused on comprehensible input and teaching proficiency through reading and storytelling
- Featured alumni guest speakers presented about the value of learning a second language

- Participated in National Latin Exam, National Spanish Exam, Etymology Exam, JCL Essay Contest, Mythology Exam
- Launched and administered new online MCAS platform for ELA and Mathematics
- Implemented Virtual Reality Kits with Google Expeditions
- Continued to integrate Everfi Financial Literacy Program into courses
- Participated in New England Math League & Worcester County Math League (WOCOMAL)
- Featured Math instructional technology includes Desmos, EquatION, Google Classroom, Equation Editor, Chromebooks, Online MCAS Practice, Khan Academy
- Adopted a new Algebra I text and resources
- Implemented new technology for complex visual works in the photography program
- Presented Othello in 2018 and Hamlet in 2019 with *Shakespeare & Company*
- Updated ELA curriculum to match next generation MCAS reading and writing demands
- Continued individual college essay conferences where seniors met with one English teacher to receive personalized feedback on their essays
- Routine integration of chromebooks for science webquests, virtual labs, guided inquiries
- Integrated *HoloGlobe* real-time data Earth Processes modeling software in Earth Science
- Updated climate change unit of Environmental Science course
- Developed new lab-based Biotechnology course
- Arranged second independent technology-rich physics lab
- Added new cooperative learning opportunities and academic games to Chemistry
- Integrated more kinesthetic learning experiences in the Earth Science
- Added online Historical Games, Simulations, Webquests
- Supported research projects with extensive library media center resources
- Participated in Edward M. Kennedy Institute Senate Immersion module
- Participated in the Lemkin Summit in Washington D.C.
- Continued updates to Nutrition, Wellness Topics, and Child Development courses (CommonCurriculum.Com) and curriculum update about Vaping
- 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



## 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:**

- District-wide training in the *The New Art and Science of Teaching*
- Social Emotional Learning presentations and resources
- Interactive *Portals to the World* experience
- Primary Sources- Current events in Context
- Socratic Seminar facilitation
- Cross-District Professional Development - “Exploring the Road to Achievement”
- NPEN - Northeast Professional Educators Network Conference
- Massachusetts Association for Physical Education, Health, Recreation, and Dance (MAPEHRD) Conference
- Conferences on Social and Emotional Well-being - Mindfulness, Mental Health Summit, Wellness Summit
- PATH Goals - Physical Education, Art, Technology, Health
- Curriculum update with Juuling and Vaping
- Clinical & administrative team analysis of Youth Risk Behavior Survey Results
- Google Classroom Exploration
- English Language Learners/Sheltered English Immersion
- Art teachers attended National Art Education Association Conference in Boston
- SPED Curriculum Development and Transition Planning
- YRBS Review and Planning (Grades 6-12)
- Vertical Alignment of MS and HS French Curriculum
- Development of a lab based, student driven Biotechnology course
- Assessments for Reading Comprehension and Proficiency in World Language
- Revamp of the LHS Freshman Research Project
- Revisions of Algebra I Curriculum
- Development of Freshman/Sophomore Writing Assessments
- Curriculum Development for Chemistry and Physics
- MCAS 2.0 Preparations (Special Ed)
- Curriculum Review for Freshman/Sophomore Guidance Seminar
- Preparing & supporting students with disabilities for the post-secondary college world
- Individual and collaborative reviews of formative assessments, MCAS results, and AP instructional planning reports
- *ALICE* (Safety & Security Protocols) refresher training
- Yoga & Mindfulness for Teachers

## 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
- LHS students created a new online newspaper/blog
- Revamped Schoolwide Summer Reading Program
- Displayed student artwork at Reuben Hoar Library as part of a rotating exhibit
- 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
- Continued partnership with the CASE (Concord Area Special Education) Collaborative for students with significant special needs



**Student Council 2018-2019**

### 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
- 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
- Students visited Boston Museum of Fine Arts
- LHS Band performed at Disney World in 2019
- During an extended advisory, students discussed the topic of *Encouraging Mindfulness Around Student Use of Technology and Social Media*
- World Language Festival featuring food, performances, and travel information
- 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
- Therapeutic Mental Health Counselor added in 2018
- 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 Athletics

By all accounts, 2018-2019 was another great year for LHS Athletics. We won 8 League Championships, 2 District Championships and 2 State Championships. Also, 20 of our 23 varsity teams qualified for the MIAA Tournament. Finally, and perhaps most importantly, our participation numbers held steady again this year: 304 of our 440 students played at least one sport (69% actual participation rate) and we had 675 total participants in our programs (total participation tally).



## 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 with 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.

LHS launched a 1:1 Technology Program featuring Chromebooks with a BYOD (Bring your own device) option in summer 2017. The 1:1 Technology program is now fully established at every grade level. Ongoing professional development opportunities tailored to this program are underway.

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. 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 a wide variety of additional courses. Online learning opportunities from Coursera, Harvard edX, Keystone, Apex, and Edgenuity are also available to students.

LHS actively provides professional development on integrating instructional technology. Faculty forums and workshops have focused on Google Classroom, 1:1 program, and a variety of instructional technology topics.





## Report from Director of Curriculum

The Littleton Public Schools continuously work towards our mission of fostering a community of learners who strive for excellence and preparing each student to be a successful, contributing citizen in a global society. This past school year was no exception and we gladly share curriculum and instruction, professional development, and MCAS updates.

### Update on Curriculum and Instruction

The Littleton Public Schools has made progress in the first goal area of **Vision 2020**, in which we are working to align and enhance curriculum, instruction and assessment to continually improve. At the elementary level, our district completed the second year of implementing the updated version of FOSS (Full Option Science Systems) Program for grades K-5. The FOSS Science program is aligned with the 2016 MA Science Framework and provides our students with exciting opportunities to pursue authentic scientific inquiry. We also implemented the DreamBox Learning program for math into our K-5 classrooms. DreamBox is an online adaptive program that is designed to meet students at their instructional level, make math relevant, and close math gaps.

Strategic planning in curriculum and technology at the elementary level resulted in the creation of the K-5 STEM Instructional Support Specialist position. This position provides students and teachers increased awareness and participation in STEM education. The K-5 STEM Instructional Support Specialist works with students and teachers in the makerspaces at both Shaker Lane and Russell Street. Shaker Lane School opened Shakey's Imagatorium in the fall, it is a makerspace that allows students to learn with tools such as green screens, a wind tunnel, and Ozobots. At Russell Street School, they continue to use the Think Tank.

At the secondary level in mathematics, Littleton High School implemented a new textbook for Algebra I, building on the course sequence from Mc-Graw-Hill. Faculty from Littleton Middle School and Littleton High School worked together to implement this text in all of the Algebra I classes in order to provide rigor aligned to current Frameworks and allow opportunities for differentiated instruction and blended learning. Furthermore, the Program of Studies available to Littleton High School students continued to expand. Through the continued partnership with Middlesex Community College, Littleton High School students enrolled in Statistics, Latin III Honors, and Physics I Honors courses could receive Dual Enrollment Credit. These courses are taught by Littleton High School faculty during the regular schedule at LHS and provide students with the opportunity to earn college credit transferable to all public colleges and universities in Massachusetts for successfully completing these courses during the 2018-2019 school year. We are also happy to continue our partnership with LCTV. Students have access to a TV Studio course that produces a school and community news program that is featured on LCTV on various Fridays throughout the school year.



### Update on Professional Development

As a district we continue to embrace and to emphasize the importance of professional development, as our second goal area of **Vision 2020** states that we will provide staff with a variety of professional development opportunities that are connected to the district Strategic Plan and Individual School Improvement Plans.

The September 4, 2018 Opening Day Meeting for faculty and administration included a presentation by Charity Bell, who has worked as Director of Learning for an urban afterschool program and at the Massachusetts Department of Mental Health. Ms. Bell presented the concept of Relentless Positivity, an approach to personal interactions that decreases anxiety and stress and dramatically increases compassion for self and others, to our faculty and administration supported by the latest research on trauma and the youth brain. Ms. Bell provided follow up presentations to our faculties in the spring, as well as an evening presentation for the community.

District-based trainings this year have focused on Social and Emotional Learning and creating meaningful connections with our students. All of our administrators and faculty received a copy of the text, The New Art and Science of Teaching by Robert Marzano. In this book Marzano lays out 43 research based elements that teachers can implement into their teaching. Throughout the school year, our leadership team and faculty participated in multiple trainings and webinars focused on the Marzano text during which they learned strategies for implementing the elements into daily practice. In addition to the Marzano text, all teachers received a copy of Social-Emotional Learning in the Classroom by William Ribas, Deborah Brady, and Jane Hardin. This book serves as a practical guide for the integration of social and emotional learning skills into instruction and classroom management. Teachers have centered instructional practice and goal development on both texts as we continue to place emphasis on Social and Emotional Learning.

The focus of our district's November 6th full in-service day for the K-5 faculty and staff was a workshop on Guided Math with Dr. Nicki Newton. Also on November 6th, secondary level faculty and administrators in grades 6-12 were involved in an exciting cross-district Professional Development Day titled "Exploring the Road to Achievement." This is the second year that Littleton Public Schools have joined with Harvard Public Schools and the Ayer-Shirley Regional School District to offer the cross-district PD. This year's in-service day offered technology sessions including a keynote from Alan November, content-based sessions, as well as an un-conference opportunity. The un-conference sessions were teacher driven in which faculty formulated and led conversations on topics or ideas that were of interest to them allowing for peer to peer learning and creativity. This collaborative day took place at the Bromfield School in Harvard.

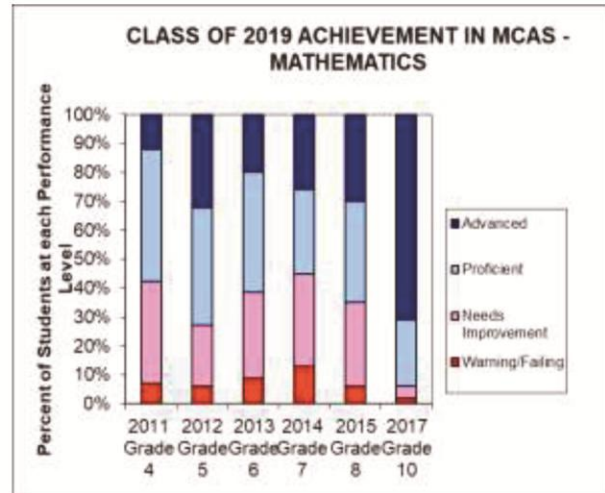
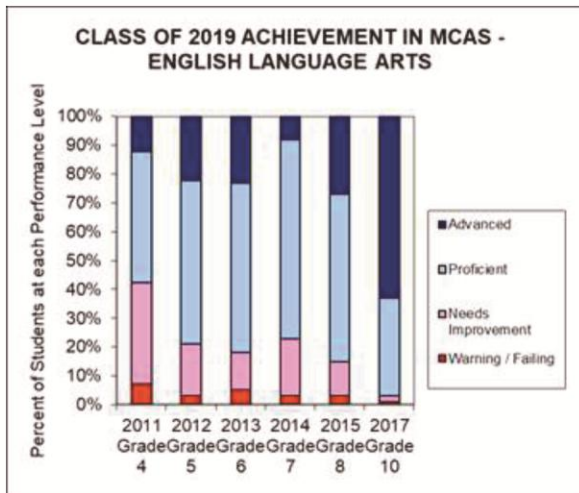
Site-based faculty-led PD comprised half of the professional development offered to staff during the three-hour early release days. Each principal has a site-based team to review and approve all site-based PD activities, which are required to align with the activities and initiatives in each school's School Improvement Plan. Examples of approved activities that faculty members at the secondary level pursued include the development of new courses and guidance seminars, implementing executive functioning skills into the health and science curricula, instructional technology, research in social and emotional learning, and Special Education transition planning. Elementary faculty also pursued PD focused on student behavior, instructional technology, integrating components of social and emotional learning into the curriculum, developing literacy continuum resources, book studies, guided math strategies, and whole brain teaching strategies.

## LPS MCAS Results

In the spring of 2018, students in grades 3-8 were administered an updated version of the MCAS assessment in English Language Arts and Math. The Next Generation MCAS is designed to focus on students' critical thinking abilities, application of knowledge, and ability to make connections between reading and writing. The Next Generation MCAS is designed to be given on the computer. Littleton students in grades 4 through 8 participated in the computer version of MCAS, while students in grade 3 and grade 10 were administered the paper version of the assessment.

Data from the 2018 Grade 10 MCAS clearly demonstrates how over time within the Littleton Public Schools nearly all of our students reach Proficiency. On the 2018 Grade 10 ELA MCAS, 94% of Littleton students achieved Proficiency with 63% scoring at the Advanced Performance Level. On the Grade 10 Math MCAS, 90% of Littleton students achieved Proficiency with 71% scoring at the Advanced Performance Level.

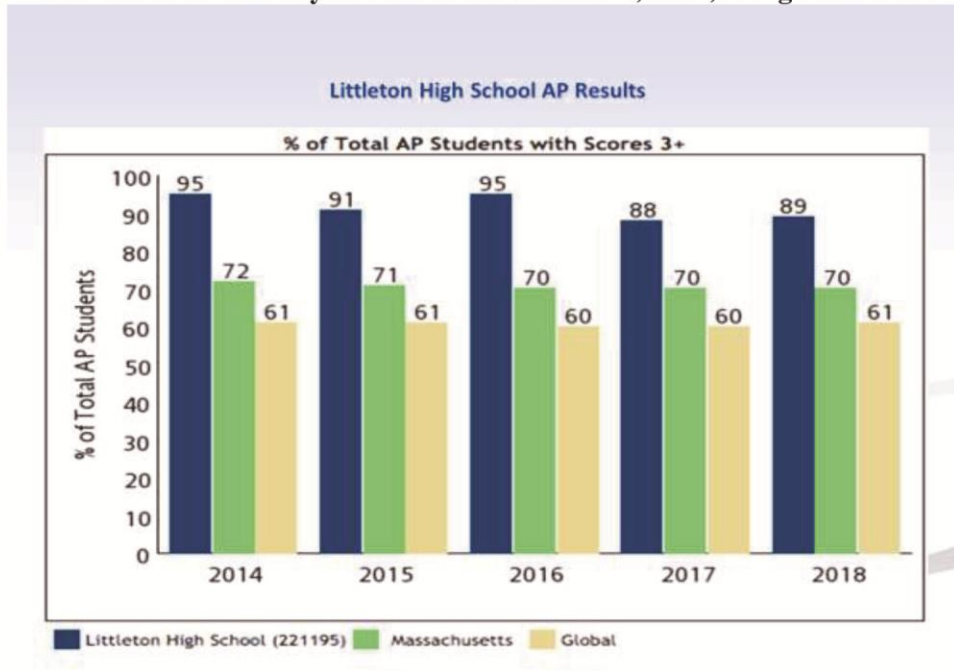
## MCAS Cohort Data LPS Class of 2019



# 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

## English Language Education

Littleton Public Schools strives to assist every English learner (EL) in attaining English proficiency. An English learner is a student who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English.

The two English as a Second Language (ESL) teachers that the district employs work diligently to meet the needs of our students as they work toward achieving the English proficiency benchmarks. During the 2018-2019 school year, our ESL teachers attended the Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL) Conference. They also attended the Northeast Professional Educators Network (NPEN) Extravaganza with other ESL educators from participating member districts. Attendance at these conferences provides our teachers with opportunities to learn from experts in the field, gain valuable resources and to make connections with colleagues who hold similar roles in other school districts.

The district is proud to showcase that this year, one of our ESL teachers was awarded a Littleton Public Schools Excellence in Teaching Award for her outstanding work in English language education.

## Health Services

Health services provided by school nurses in the Littleton Public Schools provides individualized, evidence-based student-centered nursing care for every child. Each building is staffed with a full time nurse who follows the key principles of standards of practice as identified by the National Association of School Nurses which includes care coordination, leadership, quality improvement, and community/public health. Additionally, the school physician works in conjunction with the school nurses in managing the health services program and providing consultation services on health related needs.

## Special Education

The Littleton Public Schools provides or arranges for the provision of each of the elements of the Individualized Education Programs (IEPs) for students in need of specialized instruction from the age of three through age twenty-one. The Littleton Public Schools ensures that a continuum of services and placements are available to meet the needs of all students with disabilities. Services are provided to meet the unique needs of students and to develop their individual educational potential, so that they can successfully transition to college, post-secondary training or careers, with the goal of leading healthy and productive lives. Special education services are designed to eliminate achievement gaps, minimize the impact of the student's disability and maximize their achievement, independence and participation in the community.

The Littleton Public School District maintains the belief that all students should be included to the maximum extent appropriate in general education classrooms and in the life of our schools and community. We believe that all students can learn together with appropriate support. We recognize that students learn best when all are included and viewed as individuals with distinct abilities, strengths and needs.

## Special Education Program and Services

### **Early Childhood Integrated Preschool Program**

The Littleton Public Schools Early Childhood Integrated Preschool Program is designed for students ages 3-5 who require special education services, and those who do not. Instruction for all students is developmentally appropriate and focuses on a variety of skill areas including language, pre-reading, math, gross motor, fine motor, social and emotional. The curriculum is aligned with the Massachusetts Preschool Frameworks which provides readiness skills for kindergarten as well as the Social and Emotional Learning Standards and Approaches to Play and Learning.

### **Language Arts Based (LAB)**

The Littleton Public Schools offers the Language Arts Based educational program for students who are primarily identified with language-based learning disabilities and who require time within a separate language-based program to make effective progress. This highly structured program provides intensive specially designed instruction that is individualized based on student needs in reading, written expression and/or math. Specific specialized methodologies are used to teach students to decode and comprehend language. Reinforcing decoding skills, developing vocabulary and comprehension skills are goals for each student.

The district is proud to showcase that this year, one of the Language Arts Based special education teachers was awarded a Littleton Public Schools Excellence in Teaching Award for her outstanding work with students.

### **Learning Centers**

Learning Centers at Littleton Middle and High School provide small group direct instruction in the core academic areas including language arts, mathematics, as well as executive functioning, study and organizational skills. Learning Center special education teachers collaborate closely with general education teachers to develop comprehensive, integrated services for students in order to teach foundational skills, remediate instruction and teach learning strategies that help students compensate for their area(s) of disability. Understanding their own strengths and weaknesses as learners and self-advocacy are components of the Learning Center curriculum. Students are taught skills necessary to access the curriculum in their core courses.

### **Clinical Services**

Clinical services in the Littleton Public Schools are designed to support students socially and emotionally in order to develop, improve and maintain their social, emotional, mental health status, behavioral skills and insight regarding emotional well-being and success in the school setting. Services are based on the individual needs of each student and may be provided by way of consultation, in-class, small group or one-on-one formats.

This year, Littleton was fortunate to be able to add an additional clinical team member, a therapeutic mental health counselor. The addition of a therapeutic mental health counselor expanded the array of therapeutic modalities available to students based on the diagnostic criteria of each student, allowed for greater availability to work with families in various settings across all domains, and built additional relationships with community resources including outpatient providers, hospitals, behavioral health centers, and mental health agencies.

## **Transition Services**

The Littleton Transition Program for students with disabilities who are between the ages of 18-21, continued to expand their community based learning opportunities to build skills related to employment, personal finances, personal management, personal hygiene/self-care, activities of daily living/household management, social/leisure/recreation, health/safety practices, lifelong learning, and career development. While each student has a highly individualized person-centered approach in order to best prepare them for transition to adult life, most students this year participated in experiences at community sites including but not limited to Meals-on-Wheels, Great Road Kitchen, Littleton Community Farm, Littleton Community Television (LCTV), and the Council on Aging Thrift Shop.

The district is proud to showcase that this year, the special education teacher of the Transition Program was awarded a Littleton Public Schools Excellence in Teaching Award for her outstanding work with students of transition age.

Additionally, this year, the district was excited to expand the transition services offered to students through our partnership with the Massachusetts Rehabilitation Commission (MRC). Students with disabilities age 14-22 were offered the opportunity to participate in the MRC Pre-Employment Transition Services (Pre-ETS) program. This program allowed students to explore their interests, skills, and needs as they prepare for post secondary employment, education, and training. Several Littleton students who attend in-district and/or out-of-district participated in this program.

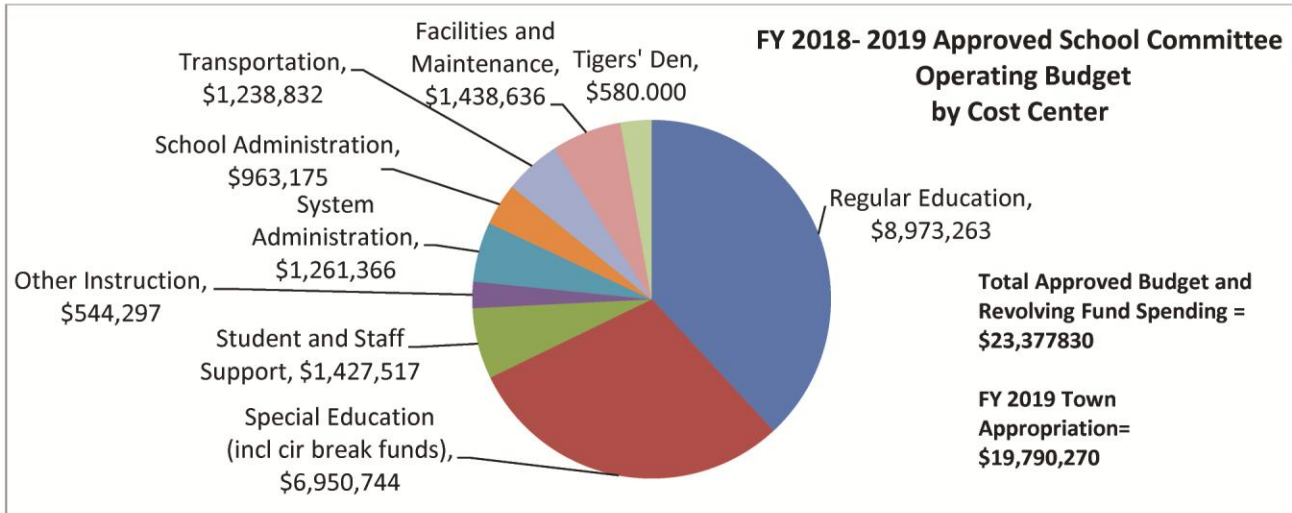
### **Special Education Advisory Committee (SEPAC)**

Littleton Public School District has an active Special Education Advisory Committee (SEPAC). The Littleton SEPAC is a group of parents who work collaboratively with teachers, administrators, and community members to continue to build supportive educational environments where students with disabilities have access to the same educational opportunities as their non-disabled peers. Membership is offered to all parents of students found eligible for special education in the district, as well as other interested parties. The SEPAC Mission statement states: "The mission of the Littleton Special Education Parent Advisory Council is to create understanding, support, respect, and appropriate education for all children with special needs in our community."

This year, the SEPAC collaborated with the Littleton Wellness Committee to offer a presentation to families titled: "Parenting in a Time of Unprecedented Challenges" by Charity Bell, Director of Learning and Development for the Northeast area at the Massachusetts Department of Mental Health.



# 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.

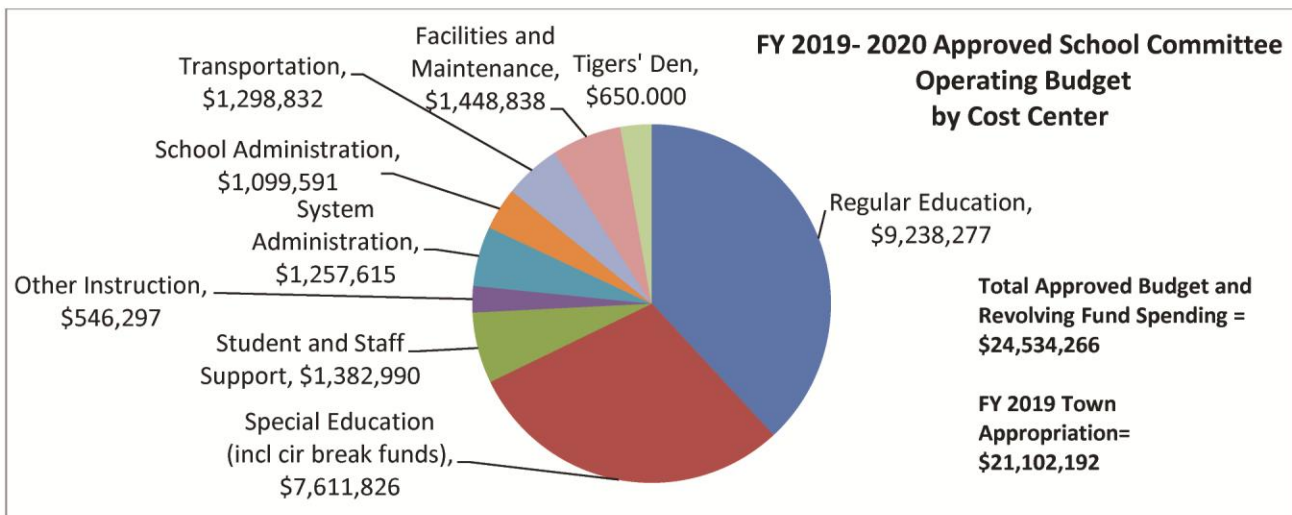
**School Administration**  
Costs related to specific school based administration, Principals, office support.

**Transportation**  
All costs associated with transportation including SPED transportation costs

**Facilities and Maintenance**  
All operational costs such as utilities, maintenance, custodial, renairs. etc.

**Per Pupil Expenditures Report\***

Year	State Average	Littleton
2014	\$14,518	\$13,649
2015	\$14,973	\$13,993
2016	\$15,526	\$14,358
2017	\$16,015	\$15,127
2018	\$16,465	\$15,116





# Littleton Public Schools Enrollment Data

## LPS Enrollment Data 2018-2019\*

<b>Total Population</b>	<b>1658</b>
<b>White</b>	<b>84.8%</b>
<b>African American</b>	<b>0.9%</b>
<b>Asian</b>	<b>9.3%</b>
<b>Hispanic</b>	<b>1.8%</b>
<b>Other/ Multiracial</b>	<b>3.2%</b>
<b>First Language not English</b>	<b>5.4%</b>
<b>English Language Learner</b>	<b>2.1%</b>
<b>Students with Disabilities</b>	<b>17.7%</b>
<b>Economically Disadvantaged</b>	<b>6.9%</b>

\*DESEwebsite

## Ten Year Enrollment History

Year	Total Enrollment October 1	Number Increase/ Decrease	Percent Increase/ Decrease
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
2018	1,658	-12	-0.7

## School Choice History 2009-2019

School Year	Total Number of Students School Choice-In
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
2018-2019	77

## Littleton Enrollment by Grades October 1, 2018

Grade	Total
PreK	69
K/T	120
1	136
2	116
3	129
4	134
5	136
6	124
7	122
8	118
9	105
10	114
11	118
12	117
<b>TOTALS</b>	<b>1658</b>

## PreK-8 Average Class Size 2018-2019

Grade	# of teachers/sections	Students per grade	Ratio
Pre-K	6	69	11:1
K/T	7	120	17:1
1	6	136	22:1
2	6	116	19:1
3	6	129	21:1
4	6	134	22:1
5	6	136	22:1
6	5	124	24:1
7	5	122	24:1
8	5	118	23:1



## *“A Glimpse of the Future”*

During the 2019-2020 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 consistently 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 History and Social Sciences at both the elementary and secondary levels. The district continues to work on alignment with the newly adapted and adopted MA Framework. Kindergarten through Grade 8 has fully adopted the new standards, which includes a completely new civics curriculum in Grade 8. Grades 9 through 12 will continue to adopt the new standards as students progress through new course sequencing that aligns with the updated MA Framework. Additionally, the Program of Studies available to Littleton High School students this year continues to expand through additional 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 fourth year of partnership with Middlesex College.

We continue our commitment 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, the STRIPES program at Russell Street, and the Middle School and High School advisory programs 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 selfmanagement, 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 have been a key goal in both district strategic and school improvement planning. We are entering our third year of implementing our 1:1 chromebook program at our high school, which allows students to use devices to enhance learning opportunities throughout the year. At the beginning of this 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 FY21 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.

2018-2019-2020  
2018-2019-2020

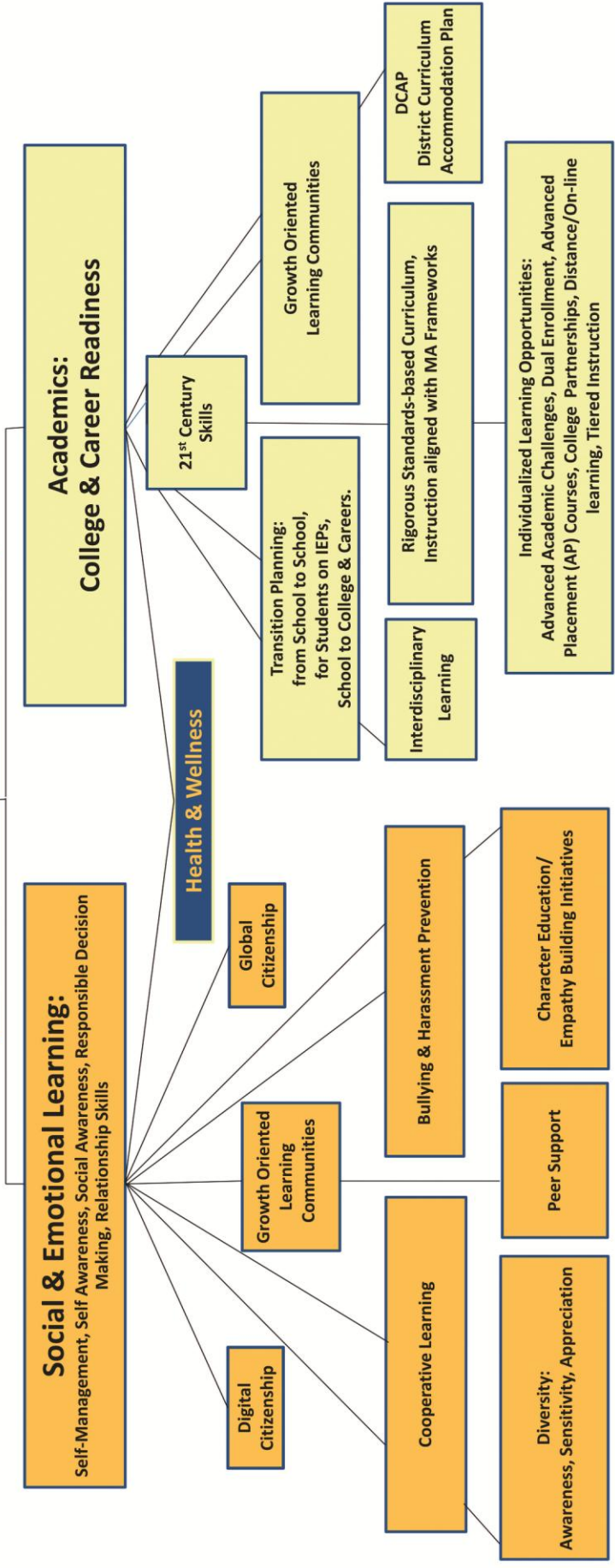
**RESPECT**

# District Schematic: Making Meaningful Connections

**INTEGRITY**

Littleton Public Schools  
District Mission and Vision

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



**RESPONSIBILITY**

**ACCOUNTABILITY**

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



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