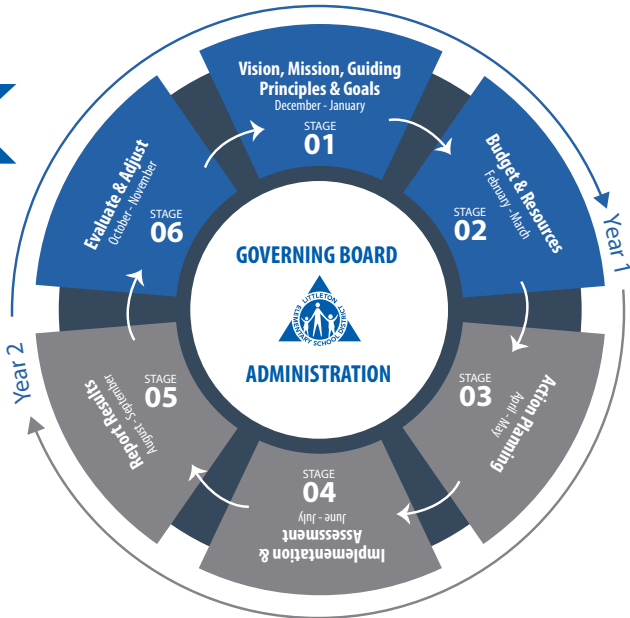


LITTLETON ELEMENTARY SCHOOL DISTRICT
ANNUAL GOVERNING BOARD GOALS MONITORING REPORT

IMPROVEMENT CYCLE

The Governing Board Goals Monitoring Report represents the “evaluation” phase of the improvement cycle for the District. The starting point for the Governing Board was to reaffirm the Vision, Mission, Guiding Principles, and Goals of the District early in 2018. Priorities were set, resources allocated, and plans implemented. The following is a highlight of those goals.



I. EVERY STUDENT A LEARNER

1 The District ensures a rigorous, viable, and consistent curriculum for all students

Students have a high level of agreement that teachers motivate them to do their best work (90%) and that they are challenged by teachers to do their best (96%).

The Littleton ESD provided a rigorous, viable and consistent curriculum and learning environments for all students both in-person and through the online academy. Littleton students demonstrated growth towards mastery of the Arizona State Standards throughout the year on teacher and district created assessments and annually on the state assessment.

2 Instruction is differentiated to meet the needs of a diverse student population

The High Quality Early Learning (HQEL) grant was implemented in the 2022-2023 school year and a new preschool program was integrated into the existing one on the Littleton STEM Academy campus. Prior to this year there were six preschool classrooms which served both model students and those identified disabilities through the Child Find process. The existing program was named “Sparks” and the HQEL program “Flames”. The Flames program, served four- and five-year-olds, in a full day program that met five days per week whereas the Sparks program, serving three- to five-year-olds, functioned as a half day program that met four days per week. All programs were filled to capacity, six Sparks classes and three Flames classes, with roughly 200 students in 9 classes.

3 Students demonstrate growth towards mastery of Arizona Academic Standards

Achievement profiles were reinstated after two years due to the pandemic and District schools continued to raise letter grades. A significant factor that contributed to this success is the continued growth of academic scores at all of our schools.



4 A safe learning and working environment is created and maintained for students, staff and the community

Register to Ride was used strategically in an effort to manage bus capacity, prepare for the driver shortages and to meet our guiding principle of being highly effective and efficient. Timelines, training materials, and communications to alert families were planned carefully. Instead of routing all eligible riders, families were asked for the first time to request transportation if needed and the effort was very successful.

II. SAFE AND ORDERLY ENVIRONMENT

5 Students demonstrate appropriate social behavior, common courtesy and good citizenship

There were many opportunities for student concerns to be addressed. Each school had a designated social worker, and a nurse. Through the Kids at Hope program, students identified ACES and each school site developed processes for students to report and document bullying/ intimidation/ harassment concerns. Students also had a voice and opportunity to speak to the Superintendent in the Superintendent’s Advisory Committee which had representation from all schools including the Littleton Online Academy.

III. FAMILIES AS PARTNERS

6 Families are meaningful partners in their child’s educational success

In response to the rise in chronic absenteeism post pandemic, the District worked diligently to understand the data trends and design interventions to raise awareness and improve attendance to support achievement.

7 Employees and families communicate effectively in a professional and courteous manner

The District recognizes the important role the families play in the success of their children. There was a significant increase in agreement from parents that they feel welcome when entering our schools and the District continued to encourage two-way communication with stakeholders using different media to educate, inform and solicit input.



IV. COMPETENT, DEDICATED AND CARING STAFF

8 The District attracts, develops and retains a highly competent staff

District leadership partnered with Northern Arizona University and Tolleson Elementary School District to develop a West Valley Grow Your Own Program to provide Bachelor’s degrees leading to teacher certification locally and free of cost. Students receive scholarship funds for all tuition and fees through the Arizona Teacher’s Academy and they have the option to work in the District while they complete their degree.



9 Employees work in a collaborative manner to provide a quality educational experience for students

The District builds time in the master schedules for Grade Level Collaborative Teams to ensure the Professional Learning Community philosophy is implemented within the school day. During the common planning time, grade level collaborative teams discuss instructional strategies, collect and review student work, analyze assessment data, and plan differentiated learning opportunities for all students.



V. MEANINGFULLY INVOLVED COMMUNITY

10 Schools actively include community resources and groups in the educational process

Efforts continued to nurture a strong sense of community and opportunities were created for students to shine as they showcased learning. One amazing example was students demonstrating technology integration on Digital Learning Day. Attendees included staff, partners, governing board members and elected officials.

11 District and schools actively promote programs and initiatives in the community

Littleton ESD’s Superintendent continued to work to expand opportunities for students as he increased his advocacy for issues surrounding public education with advocacy and business groups, other public education entities, and the Arizona Legislature.

The Public Information Officer worked with the Superintendent’s Office to build relationships with local media, solicit input from stakeholders and market the District as a school of choice for students and an employer of choice for staff.

VI. A HIGHLY EFFECTIVE ORGANIZATION

12 Leadership and core values are modeled and monitored at all levels of the organization

There were strong gains in positive responses from teachers with three of the five questions having higher agreement than the prior year and all questions having higher agreement than the mean on focusing on growth and development, resources to perform job, and recognition.

13 The District effectively aligns people and programs to match the needs and resources of our growing organization

The Federal Programs department applied and received available grants to meet District needs. The classroom spending report included with instruction accounts for 69.8% of spending and 30.2% non-classroom spending.

14 People and programs are recognized for their excellence

Quentin STEM Academy was named Model PLC School for the second year in a row and Littleton STEM Academy received this distinction for the first time. They are two of only 11 schools in Arizona and 500 nationwide that received this distinction.

Quentin STEM Academy for Health Services and Littleton STEM Academy for Computer Science were distinguished with model PLC school recognition. These are two of only 11 schools in Arizona and 500 nationwide that received this distinction. Quentin STEM Academy earned its second recognition as a MODEL PLC School. Littleton STEM Academy received Model PLC School recognition from Solution Tree and Model Schools.

