

EDUCATION

ARLINGTON PUBLIC SCHOOLS 2013-2014 ANNUAL REPORT

The tradition of excellence in the classroom, performing and visual arts, and athletics continued in the 2013-2014 school year. Motivated students, great teachers, dedicated administrators, involved parents, and a supportive community made this possible. This year continued the focus of building on past successes and moving forward on the four district goals.

- The Arlington Public Schools will ensure that every graduate is prepared to enter and complete a post-secondary degree program, pursue a career, and be an active citizen in an ever-changing world by offering a rigorous, comprehensive, standards-based and data-driven K-12 system of curriculum, instruction, and assessment that integrates social, emotional and wellness support.
- The Arlington Public Schools will recruit, hire, retain, and build the capacity of a diverse staff to be excellent teachers and administrators by providing high quality professional development aligned to needs, instructional support, coaching, and an evaluation framework that fosters continuous improvement.
- The Arlington Public Schools will offer a cost effective education that maximizes the impact of taxpayer dollars and utilizes best practices, academic research, and rigorous self-evaluation to provide students and staff the resources, materials and infrastructure required for optimum teaching and learning in a safe and healthy environment.
- The Arlington Public Schools will be run smoothly, efficiently and professionally. The district will operate transparently and engage in effective collaboration and responsive communication with all stakeholders. It will provide timely, accurate data to support financial decision-making, envisioning of the district's future, and long-range planning in partnership with other Town Officials. Through these actions it will create broad support for a high quality education system that is the community's most valuable asset.

The results of our efforts include:

- Clear expectations for what every child should know and be able to do (standards based education) continued to be refined and integrated into daily life in the classroom. District-wide common assessments in mathematics, English, and writing helped



teachers pace their instruction and informed them about students who had mastered the skills and content and those who needed further instruction. Work to align the English Language Curriculum and the Mathematics Curriculum with the Massachusetts Common Core Standards (MCCS) was completed in preparation for the 2014 MCAS, which was fully aligned with the MCCS. The District's intensive reading program, which focuses on early intervention and intensive support for struggling readers, demonstrated continued success in its eighth year of implementation. All K-5 students were assessed during the school year. Data from these assessments determined the level of support provided for students not meeting benchmark standards. This initiative has helped many more students read at grade level. At all levels, teachers and administrators focused on incorporating 21st century skills into every classroom. While the content of what is taught remained in place, greater emphasis on team work, working in a multicultural global society, perseverance, communication skills, creative problem-solving, and the ability to evaluate and synthesize information was emphasized.

- The new Thompson Elementary School successfully opened in September 2013. The project was completed on time and under budget, and is a wonderful child-friendly facility for students, faculty, administrators and parents.
- The District formed a Stratton Building Committee consisting of administrators, School Committee member, parents, faculty representatives and other community members to develop a plan to bring Stratton to parity with

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the other elementary schools. The Committee was aided in the development of the plan by DRA Architectural firm. The plan was submitted to the town Capital Planning Committee for funding.

- Following the unanimous approval of the Board of Selectmen and the School Committee, the District submitted a Statement of Intent to the Massachusetts School Building Authority (MSBA), requesting support for facilities improvements to Arlington High School. The high school facility was noted as a key concern in its recent re-accreditation process. Prior to the submission of this SOI, the District received engineering reports from On-Site Insight, and an Analysis of Programmatic Needs from HMFH Architects.
- MCAS results indicate that Arlington is a high achieving district with moderate to high student growth. The vast majority of District grade level scores on MCAS were in the top 15% in the state. Students scoring at Proficient and Advanced levels continued to surpass state averages at every grade level. In general, English Language Arts (ELA) Proficient and Advanced scores were 18% about the state level; math, 19%.; science, 21%. The 2014 results showed increases in the percentage of students scoring at the Advanced level in ELA and Mathematics. With only a couple exceptions, students in all tested grades in the aggregate attained at least a Student Growth Percentile of 51 or greater. One hundred percent of Arlington High School's graduating class passed English Language Arts, Mathematics, and Science and Technology/Engineering, receiving a competency determination based on their MCAS performance. 75 students in a class of 296 students (25.3%) qualified for The Adams Scholarship, which provides for free tuition at state colleges.
- During the 2013 - 2014 school year, the staff, teachers, and administrators of Arlington Public Schools have each participated in over 50 hours of professional development focused on topics which enable the district to effectively work towards meeting the goals set by the school committee. Teachers at all levels have participated in professional development centered around instructional techniques that are necessary for implementing the new national standards for education

(Common Core State Standards), analyzing data from common assessments to measure student growth, collecting and analyzing the evidence of educator effectiveness which is part of implementing the new Massachusetts Educator Evaluation System, meeting the needs of English Language Learners (ELL) and integrating technology into the curriculum K -12. In order to deliver widespread professional development in a fiscally responsive manner the district has frequently utilized the expertise of its teachers and staff to share knowledge through a professional learning community model. On the November 1st full-day professional development day, the district offered 40+ workshops led primarily by teachers and staff within the district on topics such as the use of technology in classrooms, reading in the content area, differentiation of instruction, meeting the needs of ELL students, increasing effectiveness of parental communication by utilizing social media, on-line tools for educators, and integrating art and music into the curriculum.

- The Kindergarten curriculum Tools of the Mind was implemented district-wide after a successful two-year pilot in three of the elementary schools. Teachers new to the program participated in in-district and out-of-district professional development in support of their efforts to implement Tools of the Mind. This support will continue into the second year of implementation.
- Teachers participated in extensive professional development both during the summer and school year, which included the elementary Mathematics and Reading Mentor Induction Program, the Mentoring Program for all new teachers, out-of-district conferences and programs, and in-district programs to deepen content knowledge, instructional pedagogy and all aspects of the bullying legislation. Teachers at all levels benefited from programs and course offerings through our Primary Source membership. The District continued its participation in the Teachers As Scholars Program, which provides teachers with content-rich professional development programs. Sixty elementary teachers participated in the graduate level course RETELL required by the Department of Elementary and Secondary Education for teachers who teach English Language Learner students.

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- The new educator evaluation system was implemented at all levels of the district, which required professional development both for teachers and administrators.
- Grants received by the District supported the expansion of technology, curriculum initiatives and professional development. Arlington Education Foundation (AEF) continued its strong support of Arlington's students and teachers with many key grants, including a grant to fund a high school STEM (Science, Technology, Engineering & Mathematics) lab. AEF approved many Innovations Grants in the spring and fall of 2013. Spring grants funded ranged from purchasing a kiln at Brackett School to providing suicide prevention programming at the High School, and bringing snowshoeing to the Thompson School. Fall grants included headsets for Ottoson students to be able to create Scratch animation complete with audio sound to a digital imaging station for the high school and a networked weather station for Stratton Elementary School. The APS Summer Technology University was funded by AEF to provide teachers with professional development in using iPads in a 1:1 environment. Another AEF grant supported professional development for sixth grade English and Social Studies teachers, who worked with district literacy coaches and Lucy Calkins staff on writing, reading, and content area literacy. AEF provided Ottoson Middle School for the third year with a School Improvement Grant to support the work of faculty and staff who serve on the Leadership Team as it designs a roadmap for creating and implementing a shared vision of instruction, student learning, and school culture.
- A grant from [C.A.S.I.T.](#) (Centro Attivita' Scolastiche Italiane) was awarded to Arlington to reinstate Italian courses at the high school, and an additional \$2,000 was awarded to provide additional curriculum support. Biogen Idec Foundation awarded the AHS Science Department funding to pilot allowing students to form 2-3 student "consulting groups." These groups go out into the community (small businesses, civic groups, town agencies - conservation, land trust, etc) and offer their services to collect data of one or more environmental variables (lighting efficiency, heating efficiency, water quality, etc.). Students generate a report on the patterns of data and make specific recommendations to the small business, agency or group, based on their findings. These reports will then be shared in the classroom with a representative of the business present.
- The Arlington Public Schools (APS) applied for and received a \$1.1 million, three-year grant from the U.S. Department of Education in 2012. In its second year, this grant is funding Project S.U.C.C.E.S.S (Schools Uniting and Coordinating Counseling in Elementary School Settings), an initiative to increase counseling services in the elementary schools. The design of intervention focuses on the vital role played by school counselors and mental health professionals in ensuring that students are ready to learn. The grant enables APS to offer the types of supports that result in positive approaches to the challenging situations students sometime face. Quality, comprehensive counseling services at the elementary level are known to increase achievement and narrow achievement gaps. With 12% low-income, 12% English Language Learners, and 15% Special Education students, Arlington has a number of children who have consistently scored below the general population on the Reading and Mathematics assessments of the MCAS. This grant will help to narrow the achievement gap. The Project S.U.C.C.E.S.S. Grant funds collaboration with both the Arlington Youth Consultation Center and The Children's Room, and provides expanded professional development for classroom teachers, counseling staff and administration. As this is a three year grant, the district is focusing on creating sustainability for years to come. The monthly Advisory Committee meetings have been an ongoing forum for professional conversations, sharing best practices, and planning and evaluating grant activities.
- The Technology Plan was further implemented by increasing technology hardware, including LCD projectors, in all schools and increasing wireless access in all schools. Internet capacity was increased, as well as data storage capacity. For all classrooms in the newly constructed Thompson School iPad carts were configured and installed. Thompson is the only 1:1 school (each student has use of their own iPad throughout the school day) in the district. The Massachusetts School Building Authority (MSBA)

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requires for all new schools a budget for technology. The District implemented an iPad application distribution system using LightSpeed's Mobile Device Manager and enrolled over 1500 iPads into the Mobile Device Management System. The student information system (PowerSchool) was upgraded to new version that supports iPad Grading and Attendance App. The student registration process was improved by using newly created online pre-registration forms. Enhancements to GIS mapping system were developed to support redistricting mapping web pages.

- AHS has been named to the AP (Advanced Placement) District Honor Roll for the fourth year in a row. The 2014 list includes 477 districts across the U.S. and Canada who are honored for increasing access to AP® course work while simultaneously maintaining or increasing the percentage of students earning scores of 3 or higher on AP exams. Of the 33 Massachusetts schools listed, only 13 have been recognized for multiple years. Over 100 AHS students achieved the status of AP Scholars based on their performance on the 2014 Advanced Placement exams. Six AHS students were named National Merit Program Finalists. Only 15,000 of the 1.5 million students who take the PSAT/NMSQT® advance to Finalist, which places them in the top 1% of the U.S high school students who participated in the October 2013 Preliminary SAT/National Merit Scholarship exam.
- The schools continued to work in partnership with the police, town, and community to ensure consistent and coordinated responses to inappropriate student behaviors. The Diversion Program started in 2006, which focuses on restitution and rehabilitation for first time, non-violent behavior, has proven to be an effective model. The APS partnered again this year with community and nonprofit organizations to provide more options for counseling services. Meeting the social and emotional needs of children is as high a priority as meeting the academic needs of our students. The Parent Forum series continued again this year, free to all parents and community members. These forums included a variety of topics, such as Bullying Prevention, Sexuality, Transitions, Behavior Management, Anxiety, and The College Process.

The Arlington Public Schools have a team of talented professionals working together towards our shared vision: All students will achieve at their full social, emotional, creative, and academic potential, and will be prepared for higher level academics, workforce success, active citizenship, and life-long learning.

The specific 2013-2014 District Goals approved by the School Committee are as follows:

Goal I - Student Achievement

The Arlington Public Schools will ensure that every graduate is prepared to enter and complete a post-secondary degree program, pursue a career, and be an active citizen in an ever-changing world by offering a rigorous, comprehensive, standards-based and data-driven K-12 system of curriculum, instruction, and assessment that integrates social, emotional and wellness support.

1. Students in grades K-12 will learn Mathematics and English Language Arts curricula that are fully aligned with the Massachusetts Common Core State Standards (CCSS).
2. In order to narrow the achievement gap, students in subgroups will receive additional support to improve their achievement on MCAS, which will be reflected in each school attaining an annual PPI of at least 75.
3. Teachers in general education classes K-12 will be able to monitor the progress of their students in Mathematics and English Language Arts with the pilot of the new District Determined Measures (DDMs) of student progress. At the secondary level, DDMs will also be piloted in Science, Social Studies/History and World Languages. The implementation of DDMs will support high expectations for learning, teacher consistency, and a common focus on instruction. The district will develop DDMs in all other discipline areas in 2013-2014 for piloting in 2014-2015.
4. Students in the aggregate at each grade level tested in English Language Arts and Mathematics will attain a Student Growth Percentile of 51 or greater.

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Goal II - Staff Excellence and Professional Development

The Arlington Public Schools will recruit, hire, retain, and build the capacity of a diverse staff to be excellent teachers and administrators by providing high quality professional development aligned to needs, instructional support, coaching, and an evaluation framework that fosters continuous improvement.

1. Teachers in order to demonstrate proficiency under the new Educator Evaluation System, which will be implemented in the district during the 2013-2014 school year, will be provided with professional development to implement the new system and to improve their instructional practice.
2. One third of the teachers who have been identified by the Department of Elementary and Secondary Education as requiring Sheltered English Immersion (SEI) endorsement will take the RETELL course during the this school year.
3. Kindergarten teachers will be supported with professional development to implement the Tools of the Mind program in all APS Kindergartens in September 2013.

Goal III - Resources, Infrastructure and Educational Environment:

The Arlington Public Schools will offer a cost effective education that maximizes the impact of taxpayer dollars and utilizes best practices, academic research, and rigorous self-evaluation to provide students and staff the resources, materials and infrastructure required for optimum teaching and learning in a safe and healthy environment.

1. Teaching and learning will improve with implementation of Phase One (FY 2013 -2014) of the Updated Technology Plan, which includes: increasing the number of projectors in classrooms by 25%; increasing the number of iPads for teachers by 20%; developing model elementary technology classrooms; updating middle and high school curriculum maps with guidelines for integration/leveraging technology with special attention given to CCSS guidelines for the use of technology; expanding the role of "technology teacher leaders"; researching and procuring a software system for student progress monitoring data; and, hiring a .5 certified media center specialist to support technology integration K- 8.

2. Teachers and students will experience improved building maintenance service delivery and long term preventative maintenance by the implementation of a coordinated work order and capital maintenance system by June 2014.
3. Programs developed by the Special Education Department will foster integration of general education and special education through the use of student support teams, team teaching, imbedded teaching, push-in models, and conferencing/consultation opportunities that will include at least three new connections/interventions at each school by June 2014.

Goal IV - Operations, Communication and Stakeholder Engagement

The Arlington Public Schools will be run smoothly, efficiently and professionally. The district will operate transparently and engage in effective collaboration and responsive communication with all stakeholders. It will provide timely, accurate data to support financial decision-making, envisioning of the district's future, and long-range planning in partnership with other Town officials. Through these actions it will create broad support for a high quality education system that is the community's most valuable asset.

1. A Statement of Interest (SOI) will be developed by December 2013 in collaboration with town officials that addresses the physical plant of Arlington High School.
2. The diversity of APS staff will increase from the 2012-2013 baseline in order to better reflect the diversity of our student population.
3. A capital needs study of the Stratton Elementary School will be conducted in 2013-2014 to determine what work remains to be completed for parity with the other elementary schools.
4. A projection model for long-range, multi-year planning will be developed by October 2013.

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MINUTEMAN HIGH SCHOOL ANNUAL REPORT FOR CALENDAR 2014

Minuteman High School is a four-year, public high school in Lexington, Massachusetts, founded in the Career and Technical Education tradition. Minuteman serves the member towns of Acton, Arlington, Belmont, Bolton, Boxborough, Carlisle, Concord, Dover, Lancaster, Lexington, Lincoln, Needham, Stow, Sudbury, Wayland, and Weston, and teaches more than 700 diverse young men and women from local communities across eastern Massachusetts. Minuteman is a revolution in learning, preparing every student for success in college, industry and life.

Minuteman is governed by a 16-member School Committee which sets policy for the district. Each town has one representative on the committee. Arlington's representative is Susan Sheffler.

Arlington Enrollment

As of October 1, 2014, 146 high school students and six (6) post-graduate students from Arlington were enrolled at Minuteman.

2014 Arlington Graduates and Awards		
Graduate	Program	Awards
Samantha Barrett	Health Assisting	National Honor Society, John and Abigail Adams Scholarship Award, President's Education Award for Outstanding Academic Excellence, Portfolio Award, Minuteman Principal's Award, National Honor Society Award, Minuteman Chapter of the National Honor Society Award
Nicole Bazarian	Health Assisting	Class Salutatorian, National Honor Society, Outstanding Vocational Technical Student of the Year, John and Abigail Adams Scholarship Award, President's Education Award for Outstanding Academic Excellence, Career Program Award, Academic Achievement Award (Financial Literacy/Entrepreneur), Portfolio Award, Felicia M. DeLorenzo Scholarship Foundation Award, Old Concord Chapter of the Daughters of the American Revolution Award
Alexander Bergeron	Culinary Arts / Baking	John and Abigail Adams Scholarship Award, President's Education Award Outstanding Academic Achievement, Felicia M. DeLorenzo Scholarship Foundation Award

Scott Bergeron	Graphic Communications	President's Education Award for Outstanding Academic Excellence, Career Program Award, Arlington Dollars for Scholars, Felicia M. DeLorenzo Scholarship Foundation Award, Minuteman Parent Association Scholarship, Richard Trzepacz Graphic Arts Award
Farhad Birjandi	Engineering Technology	National Honor Society, President's Education Award Outstanding Academic Achievement, Academic Achievement Award (World Language), Dr. Ronald J. Fitzgerald Scholarship
Brad Bowie	Engineering Technology	
Christian Bucci	Engineering Technology	John and Abigail Adams Scholarship Award, President's Education Award Outstanding Academic Achievement
Richard Cain	Electrical Wiring	John and Abigail Adams Scholarship Award, President's Education Award for Outstanding Academic Excellence, Career Program Award, Minuteman Alumni Association Scholarship
William Cain	Carpentry	
Ashley Cruz	Health Assisting	President's Education Award for Outstanding Academic Excellence, Arlington Rotary Club Award
Michael Dasaro	Biotechnology	National Honor Society, John and Abigail Adams Scholarship Award, President's Education Award Outstanding Academic Achievement, Portfolio Award, Minuteman Volunteer Award
Griffin George	Health Assisting	
Janell Gomes	Early Education & Care	
Christopher Hall	Culinary Arts / Baking	
Patrick Harrington	Plumbing	Career Program Award, Renzo A. Ricciuti Memorial Scholarship
Eric Hendrickson	Robotics	John and Abigail Adams Scholarship Award
Paul Hicks	Metal Fabrication & Joining Technology	Career Program Award

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Madison Hurley	Biotechnology	John and Abigail Adams Scholarship Award, President's Education Award Outstanding Academic Achievement, Friend of Minuteman Award
Rita Kambil	Engineering Technology	John and Abigail Adams Scholarship Award, President's Education Award for Outstanding Academic Excellence
Douglas Kitchenka	Carpentry	Career Program Award
Sneha Mathew	Biotechnology	John and Abigail Adams Scholarship Award, President's Education Award Outstanding Academic Achievement
Andrew Miksis	Metal Fabrication & Joining Technology	
Frankie Plummer	Carpentry	President's Education Award Outstanding Academic Achievement, Cambridge Savings Bank/Kevin J. Fitzgerald Scholarship, Felicia M. DeLorenzo Scholarship Foundation Award
Solomon Rubin	Programming and Web Development	John and Abigail Adams Scholarship Award, President's Education Award for Outstanding Academic Excellence, Friend of Minuteman
Ibn Sauti	Health Assisting	Felicia M. DeLorenzo Scholarship Foundation Award, Friend of Minuteman Award
Caeleigh Smith	Biotechnology	National Honor Society, John and Abigail Adams Scholarship Award, President's Education Award for Outstanding Academic Excellence, Academic Achievement Award (Art)
Anthony Voloshin	Early Education & Care	John and Abigail Adams Scholarship Award
Kairi Warford	Biotechnology	Class Co-President, National Honor Society, John and Abigail Adams Scholarship Award, President's Education Award for Outstanding Academic Excellence, Career Program Award

Minuteman Half-Day Program

Minuteman offers a unique program allowing juniors and seniors who have passed the MCAS to enroll on a half day-every day basis in a career major. This allows a student to graduate from another high school within the Minuteman district and receive a competency certificate from Minuteman.

Post-Graduate and Continuing Education Programs

Minuteman offers technical training programs to adults who are looking for rewarding jobs in high-demand careers. Adults may apply to the Minuteman Technical Institute programs to hone skills in a technical area, retrain for new employment, or learn new technical skills for the first time.

Career and Technical Offerings

Minuteman currently offers 19 career majors categorized into three clusters: Bio-Science/Engineering, Human & Commercial Services, and Trades & Transportation.

The District School Committee endorsed a new Educational Program Plan for the school which identified two potential new programs: Multi-Media Engineering and Advanced Manufacturing.

Academic Program Offerings

Minuteman offers Advanced Placement courses in English Literature and Composition. During 2014, the school added Calculus A-B. Due to the career and technical emphasis in their program, Minuteman students also have enjoyed success on Advanced Placement tests in Environmental Technology.

Capital Project

Minuteman has received an extension to continue the work of the Feasibility Study as authorized in June 2010. In conducting this study, the professional team, including SKANSKA, as the Owner's Project Manager, and Kaestle Boos Associates, as the Designer, have been working closely with the School Building Committee and the Massachusetts School Building Authority (MSBA). Through this process the Minuteman School Committee has approved a target design enrollment of 628 students and approved a new Educational Program Plan that will embrace an academy concept housing two career academies. These academies will aim to integrate career and technical education with academic subjects to create a truly cohesive learning experience for Minuteman students. Under the current Feasibility Study agreement, Minuteman plans to bring a proposed building project before area Town Meetings in 2016 for approval.

Regional Agreement

The revised Regional Agreement has currently been approved by 10 member communities. The article will be on the Town Meeting warrant of the remaining six towns in the spring.

Minuteman in the Community

Students and staff from Minuteman work on public service projects in the community. As examples, the school is working with Habitat for Humanity in Wayland and with LexHab in Lexington to create more affordable housing.

The school also offers a wide variety of services, including hairdressing and auto repairs, to residents of the district. Our restaurant is also open to the public.

The Minuteman Experience

Minuteman offers a distinctly modern learning experience where students venture beyond a traditional high school curriculum to explore their interests and discover their passion, whether that's Bio-technology, Robotics, Environmental Technology, or another one of our many career majors.

Our teachers and staff encourage students to:

Believe in Yourself. Students graduate from Minuteman with an enduring confidence that they can achieve anything they set out to do, no matter how high the hurdle, how long the road, or how loud the skeptics.

Prepare for College and Life. Minuteman equips students with the academic foundation and study skills to succeed in college, and the industry certifications and acumen to succeed in business, affording every graduate a unique flexibility to pursue their dreams.

Learn from Experts. Minuteman's teachers are demonstrated experts in their respective fields, injecting a depth of knowledge and experience into their classes that is rarely found in public or private schools.

Be More Than Just Another Student. There is no such thing as "just another student" at Minuteman—instead, teachers and staff personally invest themselves in truly knowing each student and working closely with them to realize their full, individual potential.

Make a Fresh Start. From their first day of school, Minuteman students are given the opportunity to make a fresh start among new friends and new teachers who will see them as they are and not as who they once were.

SkillsUSA

SkillsUSA, in partnership with business and industry, provides opportunities for members to develop individually and improve teamwork, leadership and professional skills through education, training, service, and competition. SkillsUSA Massachusetts programs include local and state competitions in which students demonstrate occupational and leadership skills.

An Executive Function initiative was launched in 2010. Study skills, pre-reading strategies, and time management training help students to develop habits and techniques to improve their planning and organization skills.

Minuteman continues to support a full-time Reading Specialist who consults with academic and CTE teachers to implement a school-wide reading program.

The Special Education Department provides services so that all students succeed. The department successfully implemented the Student Learning Center (SLC), which allows students to understand their disability, develop skills and techniques to minimize the impact of that disability, and promote independence and personal responsibility. The SLC also supports the transition to post-secondary education, by following a model of service delivery that is popular among colleges and universities.

Respectfully submitted,

Edward A. Bouquillon, Ph.D.
Superintendent-Director

