

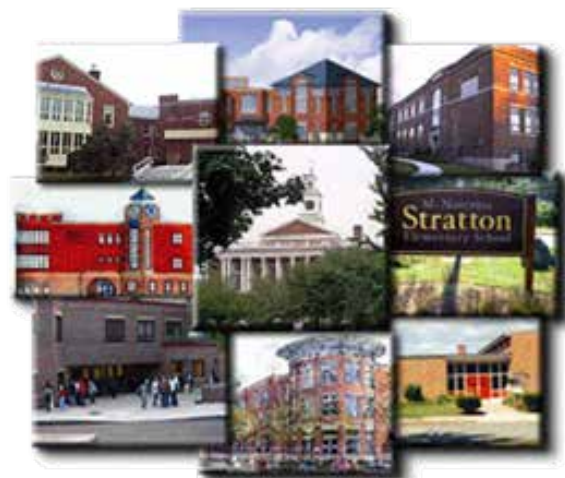
# EDUCATION

## ARLINGTON PUBLIC SCHOOLS 2012-2013 ANNUAL REPORT

The tradition of excellence in the classroom, performing and visual arts, and athletics continued in the 2012-2013 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 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 inform them which students had mastered the skills and content and those who needed further instruction. Work continued to align the English Language Arts Curriculum and the Mathematics Curriculum to the Common Core. The newer version of *Investigations in Number, Data and Space* was implemented in grades 4 and 5 as the core mathematics curriculum. The newer edition is more closely aligned with the Common Core State Standards than was the older edition. Developed at TERC in Cambridge, *Investigations* is a complete K-5 mathematics curriculum that is the main resource for the mathematics curriculum in the elementary schools. The District's intensive reading program, which focuses on early intervention and intensive support for struggling readers, demonstrated continued success in its seventh 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. In June, 95% of students in Grade 5 were reading at grade-level benchmarks. At all levels, teachers and administrators focused on incorporating 21<sup>st</sup> 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, hard work, communication skills, creative problem-solving, and the ability to evaluate and synthesize information was emphasized.

The Arlington Public Schools' curriculum at all levels included music, art, and physical education. Elementary students were able to elect instrumental music classes, which are fee-based, beginning with strings in Grade 3 and woodwinds and brass in Grade 4. The district-wide Select Chorus was an after-school option at Grades 4 and 5. At the secondary level, band, orchestra, and chorus programs were available to all stu-



dents. The Athletic Program at the high school, which was fee-based, included the choice of 18 sports at different levels for both genders.

MCAS results indicate that Arlington is a high achieving district with moderate to high student growth. The majority of the district grade level scores on the MCAS were in the top 15% in the state. A number of the district's elementary schools received outstanding scores in English Language Arts (ELA), with two schools placing in the top 10% statewide in Grade 3 and four schools placing in the top 10% in Grade 5. Similar notable results were achieved in Mathematics at the elementary level with one school placing in the top 5% in Grade 3 and three schools placing in the top 8% in Grade 5. Students in Grade 5 in all seven elementary schools placed at least in the top 12% in the state in the area of science and technology.

Arlington students continue to score well at the middle and high school levels on MCAS. Ottoson Middle School students scored in the top 16% or better in all grades in ELA; 18% or better in all grades in Mathematics; and, 9% in Grade 8 Science and Technology. At Arlington High School, students consistently scored higher than the state with 98% of the students scoring at the Proficient or Advanced level in ELA; 92% in Mathematics; and, 89% in Science. The pass rate in tenth grade is 99% in ELA; 98% in Mathematics; and, 99% in Science. By twelfth grade the pass rate is 100%.

Since the fee-based all-day Kindergarten program was introduced in 1997, it has been a goal of the District to eliminate the fee. Due a change in the Chapter 70 formula, which determines the amount of state aid a town receives for education, and the support given by the Town of Arlington and its Finance Committee, the goal of no fee was realized this year. The benefits of full-day Kindergarten are understood by parents and educators. The additional time in the classroom en-

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ables more learning in both mathematics and reading, supporting the rigor of the English Language Arts and Mathematics Common State Core Standards for Kindergarten, as well as providing more time in the classroom for writing and for students to engage in more conversations, learning listening and articulation skills, thus building a strong foundation for academic achievement in the primary and middle school years.

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, which was funded in part through a grant from the Arlington Educational Foundation (AEF). The District continued its participation in the *Teachers As Scholars Program*, which provides teachers with content-rich professional development programs. Taking advantage of the opportunity to improve their understanding and teaching of mathematics, twenty-two K-8 teachers, along with three Principals, attended a two-week MMI Math Institute in August. This intensive program was sponsored and hosted by Raytheon BBN Technologies at their headquarters in Fresh Pond, in conjunction with Boston University's Focus on Mathematics. Third grade teachers participated in the Museum of Science Engineering is Elementary program.

Grants received by the District supported the expansion of technology, curriculum initiatives and professional development. Arlington Educational Foundation (AEF) funded two Development & Expansion Grants to purchase the Museum of Science *Engineering is Elementary* curriculum units for grades 1-3. The second grant was *Integrating Student Response Systems to Tailor Teaching for Effective Student Learning* that allows students to respond anonymously to teacher questions, which informs the teacher's awareness of student understanding and enables him/her to address misconceptions in the classroom in a timely fashion. AEF provided Ottoson Middle School for the second 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. The \$1 million 3-year federal *Teaching American History* grant that was in its third year (Arlington as the leader of a collaborative of seven districts participating in the grant) provided very high quality professional development for social studies and

history teachers grades K-12 and classroom materials for grades 3-12. Through a grant from the US Department of State's Teachers of Critical Languages Program, Arlington High School for the second year hosted a teacher from China - this year from Mianyang City, Sichuan who taught Mandarin Chinese courses at the high school and worked with the Social Studies teachers at Ottoson to enhance the curriculum in areas of Chinese history, culture and geography. The Mandarin Chinese Language Program was also supported from an anonymous grant from a resident of Arlington.

The Arlington Public Schools (APS) applied for and received a \$1.1 million, three-year grant from the U.S. Department of Education. 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 Technology Plan was further implemented this year by increasing technology hardware, including LCD projectors, in all schools and providing wireless access in all schools. Mobile carts carrying 30 iPads each were piloted at Stratton, Bishop, Hardy and Thompson. These acquisitions and infrastructure improvements were part of the APS Technology Plan implementation, an initiative designed to expand and implement technology tools that support 21st century learning.

Construction of the new Thompson School began in the Spring 2012 and was completed prior to the 2013-2014 school year.

The School Committee unanimously approved a redistricting plan for the elementary schools that was recommended by the Redistricting Advisory Committee following an inclusive community dialogue that began in November 2011 to address enrollment imbalances in our elementary schools and to ensure that the Thompson School achieved its projected enrollment. Implementation guidelines were approved by the School

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Committee in November 2012. Implementation of the Redistricting Plan occurred in the 2013-2014 school year in time for the Thompson School opening.



*Thompson Elementary School*

Arlington High School was named to the College Board's AP District Honor Roll for the third consecutive year. This distinction recognizes districts who have expanded access to the Advanced Placement curriculum to more of their students, while simultaneously maintaining or improving the percent of students scoring 3 or higher on the exams. The high school was ranked #25 in the state by U.S News. Only 15 regular public high schools in the state were ranked higher than AHS. The others in the top 25 were charter and exam schools. Eighteen students at Arlington High School were named National Merit Commended Scholars in the 2013 National Merit Scholarship Program, and three students qualified as Semifinalists. These distinctions place them in the top 3% of the approximately 1.5 million U.S high school students who participated in the October 2011 Preliminary SAT/National Merit Scholarship.

The schools continued to work in partnership with the Police, Town, and the community to insure 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 Application Process.

The Town has made a substantial investment in

our school buildings. The District continued to improve and streamline the maintenance of these buildings. Efforts are underway to develop a multi-year maintenance plan.

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 2012-2013 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.

- Using Atlas Rubicon software, complete the alignment of the APS curriculum with the Common Core State Standards (CCSS) in English Language Arts (ELA)/Literacy and Mathematics and develop new curriculum maps in preparation for full transition to the CCSS in 2013-2014.
- Reduce the achievement gap by attaining an annual PPI score of 75 or greater for high needs students at every school.
- Improve student achievement by attaining a Student Growth Percentile of 51 or greater at each grade level in English Language Arts and Mathematics.
- Create or identify two common assessments at every level in all disciplines to measure student progress in order to maintain high expectations for learning, teacher consistency, and a common focus on instruction.

## **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.

- Working with the Arlington Teachers Association (AEA) and the Arlington Administrators

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Association (AAA), create and ratify an educator evaluation system consistent with the new DESE guidelines, to be implemented in 2013-2014.

- Provide at least four professional development experiences over the year to support teachers and administrators in future implementation of the new educator evaluation system.
- Provide every teacher and specialist with at least one professional development experience designed to deepen their knowledge of content and differentiation strategies.
- Provide professional development for teachers and administrators on iPad technology and instructional integration of technology to improve teaching and learning.

### **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.

- Develop a needs statement and potential actions that addresses planning for the future of the Arlington Public Schools, with emphasis on AHS, OMS, Stratton and the Preschool.
- Complete the non-construction planning and purchases, which includes furniture and technology infrastructure, and the relocation plan for the new Thompson Elementary School.
- Implement an automated system (Aesop) for requesting and assigning substitute teachers and attendance reporting.
- Implement state health regulations outlined in the Healthy Hunger-Free For Kids Act (HHFKA) and school nutrition standards and develop a School Committee policy by June that is aligned with the regulations.

### **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 commu-

nity's most valuable asset.

- The goals shall be revised from time-to-time by the School Committee to reflect the changing strategies of the Arlington Public Schools
- Develop a centralized registration process for all new students that incorporates School Committee approved redistricting guidelines and is widely communicated to all stakeholders.
- Conduct and report the results of a survey of Arlington residents to evaluate the two-way communication of APS.

## **MINUTEMAN REGIONAL VOCATIONAL TECHNICAL SCHOOL DISTRICT**



### **About Minuteman**

Minuteman 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.

### **Arlington Enrollment**

As of October 1, 2013, one-hundred fifty-six (156) high school students and twelve (12) post graduate students were enrolled at Minuteman from Arlington providing a full-time equivalent (FTE) of one-hundred sixty-eight (168) residents of Arlington.

While attending Minuteman, these students receive a number of benefits:

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## *Experience the Modern American High School.*

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 something else entirely from among our twenty majors.

## *Believe in Yourself.*

Students graduate from Minuteman with an enduring self-confidence that they can achieve anything they set out to do, no matter how high the hurdle, how long the road, 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 student a unique flexibility upon graduation 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 very 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.

## **Arlington High School and Minuteman Half Day Program**

Minuteman offers a unique program allowing juniors and seniors, who have passed the MCAS, enrollment on a half day-every day basis in a career major. This allows a student to graduate from Arlington High School *and* receive a competency certificate from Minuteman. Currently, no Arlington students participate.

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.

## **2013 Arlington SkillsUSA Medalists**

Student	Competition	Medal Awarded
Jonathan Bihari	Automotive Technology	Gold
Christopher Smith	Carpentry	Gold
Madeline Bransford	Cosmetology Under 500	Silver
Farhad Birjandi	Mechatronics	Gold
Nicole Bazarian	Nurse Assisting	Gold
Richard Cain	Residential Wiring	Bronze
John O'Brien	Residential Wiring	Silver
Rita Kambil	Robotics and Automation	Gold
Solomon Rubin	Web Design	Gold

## **2013 Arlington Graduates and Awards**

Student	Program	Awards
Anthony Adams	Metal Fabrication	Academic Achievement Awards Portfolio Awards, MPA Scholarships Student Leadership Award, Senior Class Spirit and Dedication Award
Vincent Camaioni	Electrical Wiring	
Danielle Chambers	Health Assisting	
Marissa Estrada	Culinary Arts / Baking	Career Program Awards – Culinary Arts Department of the Army Award Francis Koppeis Wayside Inn Memorial Award Minuteman Gourmet Club Scholarship
Steven Hersey	Electrical Wiring	
Kylee Holder	Marketing	Career Program Awards – Marketing Friends of Minuteman Awards
Katerina Krepelka	Metal Fabrication	
Vladimir Marcoux	Automotive Technology	
Kevin Melin	Graphic Communications	
Andrew Nicoll	Carpentry	
John O'Brien	Electrical Wiring	
Anthony Senesi	Environmental Science	Felicia M. DeLorenzo Scholarship Foundation, Minuteman Players Drama Club Award

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William Smith II	Culinary Arts / Baking	Bryan Lounsbury Memorial Award, Minuteman Players Drama Club Award, MPA Scholarships - Human Business & Commercial Service Cluster Awards, Paul Johnson Memorial Award, Vocational Technical Excellence Certificate
Ian Smith	Environmental Science	Academic Achievement Awards – Science, Arlington Dollars for Scholars Arlington Rotary Club Award, Career Program Awards – Environmental Science Friends of Minuteman Awards MPA Scholarships – Bio-Science Engineering Cluster Award, Paul Alphen Science Award, Samuel Nigro Trust Scholarship
Vanessa Turner	Graphic Communications	Richard Trzpacz Graphic Arts Award
Kelsey Wakelin	Environmental Science	John Hayward Memorial Scholarship
Lisa Willms	Culinary Arts / Baking	Bonnie Hilla Memorial Award, Cambridge Savings Bank Award, Minuteman Players Drama Club Award, Norman Myerow Memorial Award, Roger Eleftherakis Memorial Scholarship,
Jackson Yip	Environmental Science	Minuteman Community Service Committee Award

## Regional Agreement

A draft Regional Agreement has been created and will be presented for approval at member community town meetings. This draft was developed over a period of months as a result of receiving a DESE Grant for the study of Minuteman’s long-term sustainability as a Regional Vocational High School.

## Capital Projects

**MSBA Update:** Minuteman is currently in the midst of Module 3 of the MSBA process, the Feasibility Study, as authorized in June 2010 on the Building Improvement Program. 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 MSBA. This design team has submitted a Preliminary Design Program to the

MSBA containing six proposals for renovating the current facility or constructing a new one. As part of the MSBA process the Education Plan Task Force formed by the School Committee formulated program offerings based on enrollments of either 435 or 800 students. The projected date for MSBA Board approval of the Schematic Design/Final Program is September, 2014, to align with the District’s need to receive feedback from the 16 member communities on the draft amendment to the Regional Agreement.

## Curriculum and Instruction

Since 2008, all 9th grade students to have English and Math every day, rather than a “week-on-week-off” schedule, thus providing more consistent and concentrated instruction as well as project-based learning. The first-time pass rates on MCAS remain high across all disciplines including a 100% passing rate in ELA in 2013.

As part of our Revolution in Learning, we want every Minuteman student to fully explore their interests and discover their passion. Minuteman offers more than twenty different majors categorized into three clusters: Bio-Science/Engineering, Human & Commercial Services, and Trades & Transportation. The Educational Program planning process has identified potential new programs that offer students increased choices in career majors, including Criminal Justice, Entertainment Engineering, and Dental Assisting.

Each student graduates with the OSHA 10 Safety Certification. In addition, during the CTE week, juniors and seniors participate in an Entrepreneur Class. Prior to commencement, seniors are required to produce a comprehensive Business Plan related to their career major.

In 2012-2013, Minuteman instituted its first Advanced Placement course offering: English Literature and Composition. This year, Minuteman added Calculus A-B.

In 2012-2013, written mid-term exams and project-based finals were given across every Career and Technical Education program.

## Professional Development

Minuteman teachers continue to control much of the context for their professional development. Teachers pursue academic and Career and Technical Education (CTE) goals that emphasize formative assessment practices and common summative assessments. Teachers use common planning time to meet and review student work and adjust the curriculum and instruction as needed. Teacher-to-teacher professional conversations are conducted at least twice per year according to protocols derived from the National School Reform Faculty model. More and more, Executive Function strategies and techniques are being ad-

opted toward the development of a specific Minuteman approach to: student organization, note-taking, unit presentation, and study skills. Academic-Career and Technical curriculum integration results in lessons and student work that feature the application of academic skills in the CTE context and vice versa. That integration lends itself to students' developing and practicing 21st century skills (reading, writing, speaking, listening, collaborating, researching, and presenting). The integration of technology to enhance student learning is an on-going commitment. Finally, this year professional development will again be focused on the new DESE model teacher evaluation system, which requires the development of individual and team goals following the SMART model (Specific and Strategic; Measurable; Action-oriented; Rigorous, Realistic, and Results oriented; and Timed). To enhance to the implementation of the new evaluation system and to ensure consistency, a total of fifteen Minuteman staff (teacher leaders and administrators) completed the Organizing and Analyzing Teaching course. This past summer, five teachers began the Skillful Teacher course in collaboration with the staff at Greater Lawrence Regional Technical School. Both offerings are presented by Research for Better Teaching.

### **Student Access, Participation and Support**

An Executive Function initiative was launched in 2010. Led by our reading specialist, we have expanded our efforts to include study skills, pre-reading strategies, and unit re-organization to help students with resources to develop habits and techniques to enhance their planning and organization skills.

Minuteman continues to support a full-time Reading Specialist. In addition to working with the students on his own caseload, he consults with academic and CTE teachers toward the development and application of a school-wide reading program.

The Special Education Department continuously develops individualized programs and provides services so that all our students succeed. We focus on teaching students about the nature of their disability and their Individualized Education Program. The Special Education 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 most colleges and universities in the United States.

The Music and Art department continue to grow. Most recently, two students were accepted to the Massachusetts Music Educator's Association Northeast District Chorus; one of whom also received an All State Chorus recommendation. We have also initiated a select chorus. The Visual Arts Department offers 8 different elective courses including traditional studio courses and Digital Photography to over 200 students. Student work has been displayed in various communities including Lexington, Carlisle, Arlington and Watertown. Recent graduates have been accepted at MassArt, Savannah College of Art and Design, Lesley University, New Hampshire Institute of Art and Art Institutes of Boston. The program continues to grow as student interest and enthusiasm is high.

Minuteman offers 16 sports with three levels (Varsity, Junior Varsity and Freshman) throughout the school year. Over the past 12 years the number of participants has doubled in many of the sports offered. The athletic department is also looking to expand to include a track team. Students are offered more than 20 clubs and activities. Success of the Athletic teams has been outstanding within the past few years as students are winning awards and competitions. Minuteman has been participating in the Vocational and MIAA State tournaments. This past Fall season Cross Country runners qualified for the Vocational tournament, the golf team competed in the individual Vocational tournament, the Girls Soccer team qualified and competed in the Vocational tournament (losing in the Quarterfinals) and also competed in the MIAA State tournament, and the Minuteman Football team competed and was runner-up in the Vocational Superbowl.

The Minuteman Parent Association (MPA) meets monthly and supports all aspects of the Minuteman community. In addition, the Grant-a-Wish program supports numerous initiatives and incentives for student achievement.

Recognition of Alumni and Other Significant Members of the Minuteman Community

The second class of the Minuteman Hall of Fame was inducted last fall, and the second class was announced for inclusion October 2013.

