

**ANNUAL REPORT
OF THE
SUPERINTENDENT OF SCHOOLS

AND THE
ADMINISTRATIVE STAFF
OF THE
STOUGHTON PUBLIC SCHOOL SYSTEM**

**TOWN OF STOUGHTON
STOUGHTON, MASSACHUSETTS**

For the Year Ending 2016

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Annual Report of the Stoughton Public Schools

Marguerite C. Rizzi, Ed.D.

I am honored once again to present you with the Annual Report of the Stoughton Public Schools. We are proud and pleased to announce that Stoughton is again a Level 2 district, and that three of our schools are Level 1, the highest level that can be achieved in the Massachusetts accountability system. Only 20% of all of the schools in the state can be Level 1. The South School has earned that status for the 4th year in a row, a very difficult feat.

We are in the first year of a new District Triennial Plan. It is through careful planning over years, adding elements as we can afford them that we have been able to gradually add back the things we lost during the recession, and add the modest enhancements that have moved the system forward.

Over the next three years we will be continuing our work on the teaching of writing, developing engineering and coding thought processes in the lower grades, completing the provision of technology for instruction and assessment that will be required over the next several years, and consolidation and expansion of our remediation and enrichment programs which have had such a positive impact on so many of our students. The summer transition programs have made the move from grade to grade much easier for many students, and helped those with less academic readiness to fill in the gaps, and to provide challenge to those who are ready for it.

The district has just undergone a full Coordinated Program Review from the State Department of Education, a process we participate in every six years. The team worked hard to get ready, and we are awaiting the results now.

We have entered into a relationship with North River Collaborative to provide Special Ed Transportation, and as a result, because they are not a profit making corporation, we have managed to realize a decrease in the cost of that service.

The Town of Stoughton has embarked on the construction of a new high school, to replace the building that was built in 1923. The new building will be a state of the art educational

facility that will provide spaces and labs to support 21st century learning and beyond. We are most grateful to the voters who came out and said a resounding ‘yes’ to this project. It has been the case in towns where a new high school was built that the entire town has had a revitalization, including new businesses coming in, and owners investing in improvements in their existing properties. We will provide you with a spectacular building on time and on budget of which you can be proud for generations.

In the meantime, the High School continues to make improvements in many significant areas. Our SAT scores have shown notable increases this year. This is particularly significant because we have a larger percentage of our students taking SAT’s than some other districts.

I am very proud of our team, all of whom work hard every day in their area of expertise to make improvements in the schools every day. As you read through the different sections you will see all of the important improvements being implemented daily to provide a better education to our students. Our goal is to have them prepared to be competitive for the best jobs and educational opportunities that today’s and tomorrow’s economy provides.

Stoughton School Committee

Katie Pina-Enokian, Chair

I'm so grateful to the taxpayers of Stoughton. I cannot thank you enough for your continuous support and generosity toward our schools.

It is extremely positive that almost 80% of the voters in the Stoughton special election voted "Yes" for a new Stoughton High School. This happened because of our fantastic community. The teamwork was extraordinary. It is moving to me to see such passion when it comes to our community.

I also need to emphasize how hard the entire staff at Stoughton Public Schools works. The collaboration between our ambitious administration and our studious teachers is what makes Stoughton Public Schools such a strong and effective environment. Stoughton Public Schools employs over 700 people and every single one of them plays an important part in the success of our schools.

In 2016, Stoughton Public Schools received promising information regarding our SAT scores. Stoughton students' SAT scores stood out as a solid indicator that Stoughton High School is making significant gains in overall student performance. Stoughton has been making gains through the years; however, in 2016 Stoughton students outperformed the State average for the first time in this particular area.

Also in 2016, students at the O'Donnell Middle School improved their standardized test scores in every single category.

Our elementary schools are making improvements every year and the added enrichment classes are a huge success. The extra bussing to accommodate parents' schedules played a part in the success of this program.

This is absolutely awesome news. Stoughton continues moving onward and upward.

Deputy Superintendent's Report

Contributed by Jonathan Ford, Deputy Superintendent

New School Committee Policy Manual

The Stoughton Public Schools, working in conjunction with the Massachusetts Association of School Committees (MASC), completed the year long process of developing of a new School Committee Policy Manual. As part of the process, hundreds of policies were reviewed, revised, eliminated, or developed in order to provide a set of policies that ensures the District functions with the parameters established by state and federal legislation, while at the same time expressing the expectations of the Community of Stoughton. The manual is organized in accordance with the classification system developed by the National School Boards Association. There are 12 major classifications; each assigned an alphabetical code, as follows:

- A.-- FOUNDATIONS AND BASIC COMMITMENTS
- B.-- SCHOOL BOARD GOVERNANCE AND OPERATIONS
- C.-- GENERAL SCHOOL ADMINISTRATION
- D.-- FISCAL MANAGEMENT
- E.-- SUPPORT SERVICES
- F.-- FACILITIES DEVELOPMENT
- G.-- PERSONNEL
- H.-- NEGOTIATIONS
- I.-- INSTRUCTIONAL PROGRAM
- J.-- STUDENTS
- K.-- SCHOOL-COMMUNITY RELATIONS
- L.-- EDUCATION AGENCY RELATIONS

The new policy manual is now hosted by MASC, and is available as a searchable data base located at <http://www.masc.org/policy-services/online-manuals>. Members of the community

are encouraged to access this policy manual to better understand 1.) How the District functions, 2.) The policies and procedures that influence the administrative decision making process, and 3.) Their rights and responsibilities as residents of Stoughton.

Public School Coordinated Program Review System

As one part of its accountability system, the Department of Elementary and Secondary Education (DESE) oversees local compliance with education requirements by conducting a Coordinated Program Review (CPR) every six years. The CPR covers both state and federal requirements, within the following areas:

- Special Education (SE);
- Civil Rights Methods of Administration and Other General Education Requirements (CR);
- English Learner Education (ELE) in Public Schools; and
- Title I, II, and III

During FY17, the Stoughton Public Schools was reviewed by DESE. The document review component of the CRP process was completed during the fall of 2016, financial audits were conducted in December of 2016, with a site visit in January of 2017. All indications appear to suggest the District performed remarkably well during the review. Once the final report is provided to the District, the report will be posted on the District website and the results will be presented during one or more School Committee meetings.

District and School Improvement Planning

Throughout the winter and spring of 2016, the District conducted a needs assessment and completed the development of a new Triennial District Improvement Plan, covering the timespan of July 2016 – June of 2019. The plan included 5 elements, as follows:

Element 1: Expanded Scope and Targeted Integration of Writing Toolkits in Grade 3 – 12

The District will complete an incremental update and alignment of all Writing Toolkits, to include the development of supporting materials, by no later than June of 2019. The District will begin systematically embedding Toolkits throughout the academic core, at a rate of approximately one per academic area, per grade level, per year. The District will

evaluate and review the impact that the embedded Toolkits have on student learning annually.

Element 2: Kindergarten – Grade 12 Engineering Program Development

The District will develop and implement a K – 12 Engineering and Technology program, that includes coding and robotics, by no later than June of 2019. Implementation will be phased annually and include full curriculum development and material procurement. Professional development will be provided as necessary.

Element 3: Consolidation and Expansion of Enrichment and Extended School Day / Year Programs

The District will consolidate non-Special Education related extended school day/year activities under one position. Programs will be aligned to support increased achievement, targeted academic intervention, and student enrichment. Programs will be expanded strategically to meet the need of all students, as well as increase efficiency and effectiveness.

Element 4: Development and Refinement of a Formal District-Wide Assessment System

The District will implement PARCC/MCAS 2.0 aligned Computer Based Testing (CBT) for all district-wide formative and summative assessments in grades 3 – 12 no later than June of 2017. Once fully implemented, student growth determinations will be integrated into the system, and before June of 2019 the student reporting systems will be updated to reflect the newly available data/capabilities.

Element 5: Technology Infrastructure Development Necessary to Fully Support Gr. 3 – Gr. 8 Online Instruction and Testing

Within three years, the District will increase its capacity to support online instruction and testing, Grade 3 – Grade 8, through the procurement of one-to-one student devices, and the expansion of wireless access points in each of its Elementary Schools and the O'Donnell Middle School. Curriculum will be developed to meet associated student skills development, by June of 2018. An overall system evaluation will occur in April of 2019.

A full copy of the plan, including a set of action steps that correspond to each element, is available on the District website. Any questions regarding the plan may be addressed directly to the Deputy Superintendent at j_ford@stoughtonschools.org or an appointment may be scheduled to discuss the plan by calling (781) 344 – 4000 x 1229.

Humanities Curriculum

January 2016-January 2017

Contributed by Ashley Goldstein and Eileen Sprague, Humanities Curriculum Specialists

English Language Arts (ELA), World Languages, and History/Social Studies departments throughout the district have been working hard to ensure that students experience a rigorous curriculum that promotes college and career readiness. Administrators, teachers, students, and the community continue to work collaboratively to maintain the Stoughton Public School's status as a strong curriculum leader of the Commonwealth. The partnerships with parents, the community, Massachusetts Department of Elementary and Secondary Education (DESE), and professional development providers have helped to maintain high expectations for teaching and learning and to increase student achievement.

This year, revisions to the elementary literacy curriculum (K-5) have been made to reflect new changes in the MA Science Frameworks by crafting interdisciplinary units which promote reading, writing, thinking, reasoning and hands-on tasks within multiple content areas. These units are designed to not just to build knowledge - but actually produce or construct it. Students interacting with the curriculum master the content by engaging in habits of thinking, developing expertise in specific disciplines, and employing critical thinking and problem solving.

Educators in Grades K-2 have been implementing a new multisensory, structured language program to ensure all students are developing a critical foundation for reading. The systematic and explicit instruction emphasizes and addresses phonemic awareness, phonics/word study, high frequency words, reading fluency, vocabulary, comprehension strategies, handwriting and spelling. Lessons are accessible to all students because the concepts are taught and practiced in ways that integrate multiple learning modalities.

Wilson Foundations® helps support the Response to Intervention (RTI) framework, providing research-based instruction in Tier 1.

Secondary level ELA and history/social sciences educators revised their curriculum and incorporated new, valuable strategies and resources that enhance students' learning experiences. Grades 6-8 English language arts, social studies, and world language teachers utilized new apps, databases, and online textbooks to provide instruction that increases students' understanding of complex texts, while exploring themes and technologies that develop 21st century learners. Grades 9-12 English language arts and history teachers revised their curriculum to include more literacy and project-based learning opportunities that advance students' abilities to synthesize concepts, and use multiple modes of research to establish, defend, and evaluate arguments.

The district writing toolkits continue to evolve and advance to maintain the rigor students need to read, research, analyze, and evaluate throughout the writing process. Toolkits are now being utilized in grades 3-12 to help assess and unify writing assessment and instruction. Curriculum teams presented new revisions to staff to continue to improve writing instruction and the scaffolding of skills across *all* subject areas. These resources align with critical literacy standards and bolster the vertical articulation of the writing program across the district.

Embedded in these analytical, research, and argumentative toolkits are resources that support a rigorous, comprehensive literacy experience in the classroom. The educators and students have access to graphic organizers, outlines, models, and revision tools that continue to develop previously learned skills and create the foundation for college and career ready students. A full revision was performed on the high school writing toolkits to include newly enhanced school-wide rubrics that support students' development of their reading and writing skills, critical thinking, and communication proficiencies. In addition to these rubrics, the toolkits now contain more technological resources, reflective practice tools, and templates that reinforce essential strategies that are needed to participate in the writing process. Students are able to defend opinions with relevant text-based evidence, evaluate the validity and reliability of resources, and develop original arguments through research methods.

Students in grades 3-5 experienced the first wave of online assessments through the SchoolNet platform, which allows educators to access standards-based student data which they use to inform instructional practices and improve student learning. These assessments were used as a tool to help students prepare for upcoming Computer-Based Testing and include engaging literature and informational texts. Texts challenge students to demonstrate analysis and synthesis skills, in the ways required by the Frameworks, through a variety of multiple-choice, short-answer, and constructed response questions. Teachers are continuing to use the data from these assessments to provide targeted skills based instruction to help students make growth across the curriculum and provide a flexible grouping model.

At the secondary level, all humanities departments created and revised their common benchmark assessments to ensure that these tools adhere to the Frameworks and provide valuable information that assists in customizing the learning experiences for students' needs. The focus for high school ELA and history departments was to embed more complex literacy components into their assessments and provide the students with opportunities to encounter a variety of literature and informational texts that challenge their thinking and skill levels while learning the content. The middle school ELA and social studies educators worked to break down the walls between content areas and provide the students with an even more connected, educational experience through literature-based, interdisciplinary, formative assessments. World language educators created interactive, authentic immersive lessons and formative assessments for their students at all levels to increase students' reading, writing, speaking, and listening skills in a target language.

All humanities departments at the elementary and secondary level have continued to work collaboratively with curriculum leaders, building administrators and the District Data Intervention Specialist to examine data from common assessments and ELA Massachusetts Comprehensive Assessment System (MCAS) data provided to the district from DESE. Educators use the item analysis from these assessments to continuously reflect and improve instruction. Educators have been taking steps to prepare the students for the demands of the Next-Generation MCAS exam this year by familiarizing themselves with its formatting, timing, skills, and technological enhancements.

During humanities professional development opportunities, educators acquired new strategies, perspectives, and resources that support learning in the classroom. At the secondary level, ELA and history educators participated in interdisciplinary professional development sessions with *The Gilder Lehrman Institute of American History* and *Facing History and Ourselves*. These organizations are devoted to working with teachers to incorporate literacy strategies across content areas and empower educators to promote students' historical understandings, critical thinking, and social emotional learning. They encourage students to investigate the complexities of history while making connections to their world today so they become more informed, responsible, empathetic, and reflective citizens. Grades 6-12 world language educators participated in collaborative professional development sessions that focused on teaching with technology in the classroom to advance the world language programs that immerse students in languages and cultivate their global perspectives so they become more informed citizens of the world.

In the humanities, the district places an emphasis on its responsibility to transform students into 21st century learners who are college and career ready. At all grade levels, teachers focus on developing students into critical thinkers who can analyze, evaluate, and create. This collaborative effort to create rigorous curricula and the commitment to assess students at a higher level ensures that Stoughton Public Schools will maintain its academic success. With continued valuable professional development opportunities, collaboration, evolution of curriculum and assessments, and community support, the humanities departments will continue to provide students with challenging learning experiences that promote growth, innovation, and excellence.

Science, Technology, Engineering, and Mathematics (STEM) Curriculum

Contributed by Mrs. Teri Fleming & Mrs. Jamie Hulbig, STEM Curriculum Specialists

Consistency and rigor have been the key components of the STEM educational programs throughout the district, which include the disciplines of Science, Computer Technology, Engineering and Math. Through the combined efforts of our hard-working students, their supportive families and community, and the dedicated and innovative teachers and administrators that serve at each and every grade level, students in the Stoughton Public

School System consistently meet high standards for academic excellence as they develop the knowledge and skills necessary to be successful 21st Century citizens.

Curriculum and Assessment

Mathematics advanced to a fully aligned K-12 curriculum. Building off of the existing program at the elementary level, the district adopted enVisionmath2.0. This program was revised to promote the depth of mathematics understanding needed for student success and higher achievement. EnVisionmath2.0 was developed on the principle that understanding an idea in mathematics occurs when students can connect that idea to previously learned ideas. The organized curriculum promotes mathematical content connections. Embedded and infused within all aspects of the program are the Standards for Mathematical Practices. Students make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning. The core instructional model for enVisionmath2.0 is problem based teaching and learning. Mathematic lessons begin with an introduction to concepts and procedures with problem solving experiences. This is followed by enhanced teacher modeled instruction and student discourse through visual learning to make important mathematics explicit. Students are exposed to many technology enhanced aspects of the program to support 21st Century learning skills. As the year progresses, staff continue to embrace the heightened rigor and adherence to the standards that the curriculum provides.

New Science, Technology and Engineering Standards were formally adopted in April 2016. The district has been preparing for this shift over the last year. Elementary curriculum writing began with Earth Science units being developed at each grade level. At the middle school 6th grade moved to the state approved spiraling model for instruction, with 7th and 8th grades transitioning next school year. This process includes updated unit plans for Earth, Life, Physical Science and Engineering being written, with alignment to the rigor of the science practices and standards. An anticipated result of the spiraling curriculum will be increased scores on the standardized test, currently the MCAS, due to the ongoing review and mastery occurring over time. At the high school many courses are able to embed the new

standards into existing curriculum units. All courses are focusing on the Science and Engineering Practices to develop Inquiry-Based Units that build on prior experiences and progress to more technical and sophisticated applications to the natural and designed world we live in. The Engineering Design Process has placed a new focus for the classroom instruction to incorporate mathematical reasoning when solving real world application problems.

Not to be outdone the Massachusetts Digital Literacy and Computer Science Standards were updated and adopted in June 2016. The Digital Literacy and Computer Science Curriculum incorporate performance based lessons that build students' reasoning and problem solving skills. Technology has continued to see expansion with grades 1-2 having iPads 1-to-1, grades 3-8 having Chromebooks 1-to-1 and the High School STEM departments having daily access to Chromebooks. The infiltration of technology in the classroom setting has offered the opportunity to identify new 21st century sources to build lessons that will enhance interdisciplinary work with math, science, engineering, literacy, humanities and the arts.

According to Carly Fiorina, former president of Hewlett-Packard Co, the goal is to turn data into information, and information into insight. The curriculum team, Data Intervention Specialist, building administrators and teachers regularly meet to analyze data given to the district from DESE for the Massachusetts Comprehensive Assessment System (MCAS). Item analysis of the assessments ensures that our curriculum is meeting the necessary requirements in order for students to be prepared for the next generation state assessments. Furthermore, thorough examination at each level informs educators of the areas that students need assistance which will enhance the instruction and the curriculum.

Extending the decision made by the State, recalling administration of the PARCC exam for high school students, all students in grades 3-8 will take the first Next Generation MCAS exam this year. The state has provided documents that assist in the shift to include test design and blueprints with question type and reporting category breakdown. Administrators and staff have spent time reviewing these documents and using the information provided to prepare the students for upcoming assessments. The high school will participate in the previously administered MCAS. SchoolNet is being used for common benchmark assessments in grades 3-12, and data collected through the SchoolNet platform is analyzed to

revise instruction, make decisions for the classroom and improve learning for all students. Working in conjunction with the District Data Intervention Specialist, documents are being developed to coordinate these decisions making them align vertically and within content areas.

Professional Development

The Curriculum Team provides learning opportunities for the staff with a focus on improving instructional strategies and creating positive learning environments for student achievement. Educators in the departments of Computer Science, Mathematics, and Science, Technology and Engineering have attended conferences and workshops to advance their knowledge in their content area. Collaboration continues as they share materials collected and embed them into their daily practices. Staff have had on site training from leaders in their content area on Early Release days, Full Day Professional Development (PD) and on district provided Release days. The Professional Learning Community building blocks encompass the belief that all students can learn based on their ability, if they take advantage of the opportunity to learn.

Professional development at the elementary level has focused around the 2016 Science and Technology/Engineering Curriculum Frameworks. Elementary teachers unpacked the standards to understand the integration of science and engineering practices, grade-by-grade standards including all disciplines (Earth, Space, and Physical Science), and the application of science in engineering contexts. Increasing the comprehension within the grade levels to include the disciplinary core idea science concepts that are new to that grade level has been an efficient use of collaboration time. Teachers are working to deepen their understanding of the content within the standards to develop engaging, relevant, rigorous, and coherent instruction. Grades 3 and 4 teachers were trained in the newly written Formal Lab Report Writing Toolkit. This toolkit provides teachers and students with the scaffolds necessary to be successful in future science experiments performed independently. Upcoming work for elementary STEM includes continued work with the Frameworks along with the creation and integration of units to emphasize the relevance, rigor, and coherence called for by the standards.

Professional development for the secondary level has continued to focus on increasing the rigor within the classroom by embedding high level thinking problems into everyday classroom work and common assessments. Taking it to the next step, quality formative assessment development and purpose has driven the work this year. Interdisciplinary lessons continue as they naturally occur through the standards and engineering process. The

continued goal over the upcoming years will be to have students thinking outside the walls of the subject classroom. The shift to de-compartmentalize thinking is a foundational component of the 21st century educated learner.

STEM education is an ever-expanding field of knowledge and skills that is necessary to understand and appreciate the natural world around us. The goals of STEM education are to ensure that all students have an understanding of the complexity and interconnectedness of this natural world, to develop sufficient knowledge to make informed decisions regarding our environment and natural resources, and to become lifelong learners who make and are able to communicate evidence-based decisions. The students, educators and administrators in the Stoughton Public Schools will continue their pursuit of excellence in STEM education and embrace the challenges presented in this evolving field of study.

Data and Extended Learning Time

Provided by Lynda Feeney, Data, Intervention, and Extended Learning Time Specialist

In July, the district updated the previously used AIMSweb assessment program to AIMSweb Plus. Students can be assessed and monitored by teachers to analyze students' growth and progress, determine effectiveness of instruction and manage individual student data to ensure ongoing success. Assessment of both reading and mathematics are done through an online system for grades 2 – 8. In the spring of 2017, this online system will also be used to access the Next Generation MCAS for the students in specially designed grades. Students in grades 2 – 8 are assessed in vocabulary, reading fluency, reading comprehension, number sense fluency and mathematics concepts and applications. Kindergarten and 1st graders are assessed 1:1 on Early Literacy and Early Numeracy skills. Benchmarking occurred three times during the school year, teachers received a composite, subtest, rate of improvement and student growth score. This data is analyzed, in conjunction with other data points, to determine classroom, school and programing decisions to provide a learning experience that result in ongoing individual growth and progress.

Studies show that extending a child's school day can provide the opportunity to show mastery at their rate of learning. Having the opportunities that provide additional time to preview or review information allows for students to explore or apply skills and concepts

during more than one learning session. Academic support programs are provided to students in grades 2 – 9. The purpose of the program is to provide schools the opportunity to offer small group support in various content areas as well as address the needs of specifically identified students. The outcome of the program is to expose students to various strategies, skills and concepts specific to their area of needs as well as expectations of current and/or upcoming curriculum topics. Support and/or planning of each academic group is provided by Stoughton Public Schools staff either before or after school. Every 6 to 8 weeks, a review/analysis of the student's current academic status is reviewed in relation to how they previously were performing academically. Implementing the appropriate interventions is ongoing, and is determined by the student's academic development.

To address the needs of transitioning from grades 5 to 6, O'Donnell Middle School provided a "1st Day of School Bootcamp" for 45 incoming 6th graders. During the course of the half day program, OMS staff and administration provided information, guidance and support in the areas of: "what can they expect to experience their first month of school", reading their schedules, necessary supplies, learning the layout of the middle school, using lockers, and who they can see if they have specific questions or needs. The outcome was many successful transitions throughout the first few months of school for these new middle school students. Expanding the number of students and staff and areas of interest/need expressed by the students will be incorporated into the 1st Day of School Bootcamp experience this upcoming summer.

During the 2015 – 2016 school year, the Stoughton Public Schools offered Elementary After School Enrichment programs to students in grades 3 – 5. The purpose was to expose students to skills; gardening, Broadway play, astronomy, jewelry making and creative writing, that they might not otherwise be exposed to during their school day. This school year a stronger academic and wellness approach to enrichment opportunities were provided to students in grades 1 – 5. Art, sports activities and wellness, pre-engineering, math, literacy and creative games, and book clubs are being offered before and after school. The flexibility in the scheduling allows for students to participate in both academic and enrichment programs throughout the year.

During the school vacation weeks, Title 1 Humanities and STEM programs are offered to all elementary students in grades 2 – 5. The three day experiences are project based with the opportunity to participate in social and elective type activities. Projects are connected to grade specific Common Core Standards and expose students to a higher level of thinking, planning and engagement throughout the process. Participants are provided breakfast and lunch via the Stoughton Public Schools Food service department.

Once again, the Title I Knights of Summer program was held for 5 weeks at the O'Donnell Middle School. This four day a week program combines the concepts of both the Humanities and STEM programs. The projects are similar and more extensive in the expectations, process and performance tasks connected to the expected outcomes. Sports/Activities is a daily part of their schedule along with the rotation of art, music and dance, technology, math, and literacy games. The Knights of Summer Program is staffed by fully certified teachers from around the district.

As a result of the success of the Knights of Summer Program and with a high rate of positive feedback from participants and parents the district offered a Pre Engineering summer program for students going into grade 6. The layout is similar; it is located at OMS, 5 weeks for 4 days per week, and exposure to daily sports/activities was provided. The main focus is the engineering process. Students explored, planned, built, experimented and analyzed in their weekly challenges. The feedback from participants and parents about the program was very positive. Parents expressed how this type of program also assisted them and their child to feeling prepared for their transition to the middle school a few weeks after the program ended.

Special Education Department 2016-2017

The Special Education Department has several on-going initiatives that continue to be at the forefront of our work on a daily basis. These initiatives support student success and maintain compliance with state and federal regulations. Once every six years the Department of Elementary and Secondary Education (DESE) reviews the special education department's records for compliance with the state's regulations. This process is called a Coordinated Program Review (CPR). The Special Education Department has completed the self-

assessment as of May 2016. Additionally, DESE has completed the record review as of December 2016. The Department conducted the on-site visit in January 2017 to interview educators and parents about their special education experience.

Through the self-assessment, the special education department has identified areas for continued growth and development. Therefore, professional development for the special education staff has focused on “Writing Better Individual Education Programs (IEP).” A team of special education staff went to a six-day train-the-trainer module workshop to learn to how to increase the capacity to write a more individually specific IEP: one that better represents the student on paper. This training was brought back to the district in a modular format, each with a focus on a portion of the IEP. The modules are logical, sequential steps with connections to data sources to support writing and how the portions are interconnected. The modules focus on a linear look at students to look at growth and progress, how to use the special education evaluations to identify strengths and challenges in the cognitive domains needed to access the curriculum, using a GAP analysis approach to look at current student skills that need to be developed, and how to use multiple data sources to assess progress. The modules integrate already established practices to further grow and develop student skills sets.

Special Educators have been integrated into the curriculum departments to provide a universal design approach to the development of curriculum units and assessments. As an integral part of the departments, special educators are able to support the general education staff to implement curricular accommodations in the classroom. The modular training is continuing to streamline language in the IEP. Having common language used across the IEPs, assists the general education teachers in understanding the expectations of how to best implement student support strategies. As part of the curriculum departments, the special education teachers are able to use the knowledge of student strengths/challenges to perform the GAP analysis to identify the skills students need to further develop to access the curriculum.

The Stoughton Public School District has been creating common assessments across grade levels and content areas. Special Education has assisted in the creation and refinement of such assessments. Student progress is best measured using multiple sources. The Stoughton Public Schools administer benchmark and progress monitoring assessments. The curriculum

specialists have been supporting the special education department to use the common assessments to track student learning and progress. The special educators incorporate this data into the IEP.

The district's 1:1 technology implementation has universally supported the special education students to access a more rigorous curriculum. All students are using accessibility features such as text-to-speech and speech-to-text in the classroom. Again the universal design of instruction benefits all students. Technology used to be something special education students were reluctant to use because they looked different from peers by using it. Now all students are using it. Assistive Technology is an accommodation to access the curriculum. The Assistive Technology consultant is working with individual students, teams of teachers and parents to have a more seamless approach to technology integration.

By the end of the training, the educators will have the resources to write IEPs of high quality, and in complete compliance with regulations. Having IEPs written in a format that better represents student strengths and needs, supports better implementation in the classrooms.

The Special Education Department, with support of the district as a whole, is committed to a high standard of education for the students of Stoughton with special needs. This school year there has been a significant number of students move into Stoughton with Individual Education Programs (IEP)s for inclusion, self-contained and out-of-district programming needs. Stoughton Public Schools has a strong commitment to keeping students in-district. We have very strong in-district 'self-contained' programs to support a variety of disabilities. We look to a self-contained program after exhausting all efforts to support a child in the inclusion based setting. Self-contained programs are small classrooms with high teacher to student ratios for students with intensive needs/disabilities in the areas of Autism (Therapeutic Learning Center), Intellectual Impairment (Learning Center), and Emotional (Alternative Learning Center/Emotional Support Program). These programs allow for students to maintain peer relationships with their Stoughton community through opportunities with peers in their building.

There are times when a special education student's needs are so great that the child cannot be educated within the "four walls" of Stoughton. The district then needs to send a student "out-of-district" to either a collaborative or private school placement. Over the years families continue to move into Stoughton with students in need of one of these placements. The

district is obligated to continue this placement while conducting our own assessments to determine if this is still necessary. These move-ins, as well as any additional district placements have increased the tuition line item in the budget significantly. This is another reason why the self-contained programs are so important.

The department is also examining how to use the budget process to increase the district support to retain students in the Stoughton environment or to bring them back to Stoughton. The new Stoughton High School, which is designed to support more intensive needs of special education students, should help keep students here.

The special education department continues to have an integrative approach to supporting the students with special needs in the least restrictive environment possible. From our perspective, we can see a shift in the IEP that tells the compelling story of the student it represents.

Stoughton High School

Juliette Miller, C.A.G.S, M.Ed., Administrative Principal

Stoughton High School has seen continuous improvement, high achievement in and out of the classroom and outstanding performance on the field and stage in 2016. We continue to break new ground in the areas of programming, class offerings, instructional techniques, assessments and educational opportunities for both students and faculty. Through professional development and collaboration, we continue to grow our knowledge of effective instructional practices, incorporate real world learning into the classroom and bring new opportunities and information to our students. As a result, our students receive a top notch 21st century learning experience and are competitive in their pursuit of college and/or career.

As is the case in all of the District's schools, the high school leadership team has reviewed data made available by the State and College Board and is using the information provided to drive professional discourse within the high school, target areas for improvement, and ultimately increase student achievement. The data examined includes but is not limited to SAT scores, MCAS performance data, discipline statistical reports, etc.

The student SAT scores stood out as a solid indicator that Stoughton High School is making significant gains in overall student performance. Table 1 illustrates the steady performance gains that Stoughton High School students have made over the past several years. Table 2

compares 2016 Stoughton High School and State averages, and clearly shows for the first time Stoughton High School students outperforming the State in two of the three SAT subject areas.

Table 1 – Five Year Student SAT Performance Data

SAT – Subject Area	Assessment Year				
	2012	2013	2014	2015	2016
Average Score – Reading	463	490	482	499	512
Average Score – Writing	460	479	472	493	502
Average Score – Math	494	496	494	512	518

Table 2 – 2016 Comparison between Stoughton High School and the Commonwealth of Massachusetts

2016 SAT – Subject Area	Student Group	
	Stoughton High School	Commonwealth of Massachusetts
Average Score – Reading	512	509
Average Score – Writing	502	497
Average Score – Math	518	522

These increases can be attributed to the increase in contact time in the SAT Review class (increased from the equivalent of a term long course to a semester course), the focus placed on vocabulary in our English classes, offering the PSAT in school for all students in grades 10 and 11, and professional development provided to the SHS leadership team by the College Board, which focused on the PSAT reports and how they can be used to identify areas in need of improvement as well as early Advanced Placement indicators. The SHS leadership team anticipates we will continue to see an increase in these scores as we have implemented additional supports; the PSAT was expanded to include grade 9 for the first time in October 2016 and the math department will be implementing an SAT Math Review course option in the 2017-2018 Program of Studies.

The 2016 MCAS results showed our students, once again, achieving at high levels; 99% of grade 10 students passed the ELA MCAS, 93% of grade 10 students passed the Math MCAS

and 97% of students passed the Science Technology Engineering (STE) MCAS. Further, our students outperformed the state on the ELA MCAS in both student growth (53 Median SGP compared to 51 Median SGP) and achievement (95% proficient or higher as compared to 91%). Though our achievement held steady in mathematics between 2015 and 2016 (81% proficient or higher in both years), our students demonstrated significant growth (36 Median SGP in 2015 compared to 48.5 Median SGP in 2016). These achievements are due in large part to the data analysis, creation of action plans based on the analysis and the implementation of those plans that takes place routinely upon receiving the scores and data from the State. Additionally, the use of School Net, creation of common formative and summative exams, the fully aligned curriculum, and the professional development provided to our faculty continues to positively impact our curriculum, instruction and assessment and ultimately student growth and performance.

The residents of Stoughton overwhelmingly showed their support for a new high school building on June 7, 2016 by turning out at the polls for the special town vote; 79% voted yes and 21% voted no. Since the vote the Stoughton High School Building Committee continues to work with Compass Project Management and Drummey Rosane Anderson, Inc. (DRA) to complete 60% of the construction documents for the Massachusetts Building Authority (MSBA) to be submitted in January 2017 for MSBA approval. In order to accomplish this, DRA has arranged many meetings with administration, faculty, staff, as well as, the Stoughton Police and Fire Departments, various departments within the Town of Stoughton and specialists to ensure the construction documents align with our Educational Plan and meet our needs. These meetings included but were not limited to the topics of technology, security, classroom specifications, the Auditorium, and the Athletic/Physical Education spaces.

The Stoughton High School Building Committee comprised of Dr. Marguerite Rizzi (Superintendent of Schools), Ms. Katie Pina-Enokian (Chair Stoughton School Committee), Mr. Joel Harding (Director of Maintenance and Operations Stoughton Public Schools), Ms. Juliette Miller (Principal, Stoughton High School), Mr. Michael Hartman (Stoughton Town Manager), Mr. Thomas Recuperero, Mr. Rick Hill, Ms. Christine Howe (Finance Committee), Ms. Maureen Doherty (Purchasing Officer, Town of Stoughton), Mr. Michael Connelly (Community Representative), Mr. Joel Wolk (Building Official) and Ms. Roberta Harback

(Community Representative) has worked tirelessly to meet all deadlines set forth by the MSBA. The Committee held several large and smaller format community forums in preparation for the town vote and has hired Consigli Construction as the construction manager for the project. Ms. Jeanne Ostroff maintains a Facebook page and a website (linked to the high school website) for the new high school building project. These social media sites are regularly updated with upcoming meeting agendas, information discussed in the meetings, photos, diagrams, timelines etc. related to the progress of the high school building project. Information about the project can be found at the High School Building Project link located on the Stoughton High School web page at <http://shs.stoughtonschools.org/>. Currently, we are on schedule to break ground in June, 2017. We are very excited about the construction of a new facility and extremely grateful for the support of the town in this endeavor.

Stoughton Public School's Science Technology Engineering and Mathematics (STEM) Curriculum Administrative Supervisor Grades 6-12, Ms. Teri Fleming and the Humanities Curriculum Administrator Supervisor Grades 6-12, Ms. Ashley Goldstein, have worked diligently to build relationships with the high school faculty. Both of them have worked with them on analyzing data, creating goals and action plans, providing the departments and individual teachers with curriculum and instructional support, as well as bringing high quality programming, professional development and resources to the faculty and students of SHS. Of particular note, is the recently established relationship between SPS and Facing History and Ourselves. This organization, "through rigorous historical analysis combined with the study of human behavior, heightens students' understanding of racism, religious intolerance, and prejudice; increases students' ability to relate history to their own lives; and promotes greater understanding of their roles and responsibilities in a democracy" (Facing History and Ourselves website). We have hosted several guest speakers from this organization to bring small group, first person perspective presentations to our students. Additionally, the faculty have access to numerous curriculum and instructional supports and resources through the organization. Ms. Teri Fleming has implemented a pilot program among our Science Department for the online resource, Defined Stem, which seeks to provide teachers with lessons that are engaging and relevant, cross-curricular, focus on 21st century skills, differentiate learning, incorporate non-fiction reading and writing and provide

an authentic assessment of their students understanding. It is a powerful online tool which incorporates performance tasks built upon the Understanding By Design (UBD) framework and presents a real-world problem within the context of a career/industry. The culminating activities that the students produce are the products that are based on the goal of the task. Each task contains between five to eight products that represent cross curricular topics.

We continue to support our grade 9 students with the goal of reducing grade 9 retention rates and further reduce drop-out rates, through our mandatory extended school day for all grade 9 students who are failing two or more of their classes at term midpoints or at the end of the term. This program allows students to receive additional instruction in the content areas that they are struggling in, provides them with extra help in all of their subjects, and provides them with resources to complete projects and homework assignments. After an evaluation of the program was completed at the end of the 2015-2016 school year, we were able to implement new strategies and supports within the program for the Fall of 2016, to further improve our practice and meet our overall goals. We are extremely proud of the support we have received from students, parents and community members for this program. Grade 9 performance is one indicator of overall student success and high school completion. It is critical for our students to recognize early on in their high school career the value of a high school education.

Our unique 8-period schedule continues to allow students room in their schedules for elective opportunities. As a result, our music, art and business programs are expanding. Classes are filled and students are exposed to a wider variety of educational programming. Likewise, our afterschool programs are also flourishing, in particular those that are tied to curriculums within the school day. DECA (business club), marching band, and Construction Challenge (S.T.E.A.M program) are growing in leaps and bounds. The memberships of these clubs are at the highest they have been in at least 15 years. Further, in this school year, we are investigating beginning chapters for the National Art Honor Society and the National Business Honor Society to continue to provide our highly talented students with more recognition and opportunity.

We were honored to once again host our annual Scholarship Knight in June of 2016. The evening program was designed to honor all our graduating scholarship recipients. Scholarship donors were invited to attend and present their scholarships. Many took us up on

the offer. Often these scholarships are created in memory of a loved one or cherished community member. It was an honor for our scholarship donors to award their recipients in person. A small reception followed the program providing our recipients and donors an opportunity to meet. In 2016, six more scholarships were added providing thirteen more students with scholarship money. In total, ninety-nine scholarships were awarded to 210 recipients. A total of \$158,850 (2% increase from 2015) was awarded to the students of Stoughton High School. It is through the generosity of our scholarship donors that we are able to provide these financial opportunities to our students as they continue their education beyond our doors. The evening has become one to look forward to by our students, parents, faculty, administration and larger community.

Lastly, to show our school pride Stoughton High School endeavored into creating a “Lip Dub” under the careful guidance and direction of Mr. Jeffrey Pickette. Students and faculty wore clothing either depicting a club/activity/sport they participate in or black and orange. Several students, administrators and teachers then lip synced to popular songs, while walking through the high school and being filmed. Students and faculty lined the corridors showing their school pride and cheering as the singers walked past. Guest appearances were made by Stoughton Police and Fire. The lip dub was filmed in one continuous shot. To our surprise and delight, it got picked up on several of the networks’ news shows and print media. It was a great deal of fun and the product was spectacular. We owe a big thank you to Mr. Pickette for bringing his vision to SHS.

The 2016-2017 school year is off to a strong start. We are dedicated to constantly improve what we do at Stoughton High School. Therefore, in 2017 we will focus on several areas that have been identified for improvement by district and high school administration, faculty, staff, parents and students. They include the following.

- Provide professional development that is focused on inter-disciplinary work for the purpose of increasing student achievement.
- Provide more opportunity for faculty and staff input on school related matters.
- Increase the median student growth percentile for all students in Mathematics by 14 points and meet our gap narrowing targets in ELA.
- Increase parental involvement in the school community by offering a variety of informational programs.

English Department

The year 2016 was a great year for the English Department at SHS. Our sophomores continue to excel at the ELA MCAS, which is a graduation requirement. Forty-one percent of sophomores earned an Advanced rating and 52% earned Proficient. Only 4% of sophomores earned a Needs Improvement. Overall, 93% of sophomores were Proficient or higher. We beat the percentage of students who earned Proficient in the state by 7 points. We credit our success to the dedication of our students and the hard work of the teachers who have prepared them from elementary school through high school.

We had 17 seniors take the AP Literature and Composition exam and 20 juniors take the AP Language and Composition exam; both classes increased enrollment. Ninety-eight percent of students earned a three or higher, qualifying them for some form of college credit. Of the 37 students who sat for the AP tests, 14 students earned a five, the best score possible and nine students earned a four. The average score on the Literature test was a 4.294 and the Language test was 3.75. These are some of the best scores our students have ever earned. We are proud of the work Ms. Fidler and Ms. Ruschioni did to prepare these students.

At Class Night we awarded Andrea Keith with the English Achievement Award and Rachel Armany with the Journalism Achievement Award.

We continue to implement and hone our Curriculum Embedded Performance Assessments (CEPAs) for each grade. These CEPAs align our expectations across grade levels as well as give us a tool to measure student growth. We piloted common assessments in grades 9-11 as another way for us to measure growth and target our instruction. We plan to use these common assessments as part of the midyear and finals in grades 9-11 in 2017.

We are in our third year of our *One Book One Grade* summer reading program. We had an excellent participation rate in all grades for summer reading and received positive feedback about our book selections.

We are proud of the SHS English department's many strengths. Our curriculum is aligned with the Common Core, all of our English courses have curriculum accepted by the NCAA, and we continue to send our faculty members to conferences that support the new demands of the state as well as prepare us for Next-Gen MCAS. We use our scheduled collaboration time to hone common assessments, create and implement CEPAs, share best practices, as well as align ourselves across the department and vertically between grades. We continue to

utilize the Writing Toolkits which encourage shared, high expectations in our department which are echoed by our colleagues across other departments at SHS. We pride ourselves on being a collaborative community that supports each other with materials as well as ideas to better our craft and meet the varied needs of students.

We continue to expose our students to varied educational experiences including trips to museums, guest speakers, presentations to audiences outside the classroom community as well as hosting Shakespeare and Company's production of *Macbeth. The Knight*, SHS' school newspaper, which is published by our Journalism classes, continues to be a success online. Our American Studies program is back in action and thriving. In this class students visit the Museum of Fine Arts, the WWII Museum and Newport. Members of the English department continue to impact the SHS community in positive ways, not only in the classroom, but as mentors for the Step Up program, as advisors for various clubs and activities, and by sitting on committees within the district and building.

The English Department will continue to improve our sophomores' MCAS results by specifically focusing on growing our students' ability to answer the open response questions. While we do amazingly well, we need to better our student growth percentile by moving those students who earned Needs Improvements into the Proficient category and helping those in Proficient earn Advanced. As a department we need to continue to focus on and hone our skills at differentiated instruction to support the transition away from pathways level courses. With best practices in mind, we will continue to focus on sending teachers to conferences that meet our needs including AP workshops, College Board conferences, differentiated instruction workshops, and the NCTE conference.

Health and Physical Education Department

The Health and Physical Education Department continues to reflect and improve upon long time physical education and health programs and recently established programs that pique the interest of every student at Stoughton High School. All students in Stoughton High School, take at least one physical education course during the school year. The Physical Education and Health Department understands the importance of educating students and families about the dangers of living un-healthy lifestyles. According to the American Heart Association, about one in three American children and teens are considered overweight or obese, and

obesity is now the number one health concern among parents in the United States, topping drug use and smoking. Obesity is causing a broad range of health problems that can include high blood pressure, type 2 diabetes and elevated blood cholesterol levels. Obese children are also more prone to low self-esteem, negative body image and depression. These are very real and dangerous concerns that the Physical Education and Health Staff recognize and work towards combatting for the well-being of the community.

In September, the Stoughton Public Schools were lucky to have one of the all-time great Physical Education teachers in Massachusetts history lead a professional development centered on best practice and classroom management. Former NASPE Teacher of the Year, MAPHERD President, writer, experienced presenter at National Conferences on Physical Education, Diana Demetrius has done it all in the world of Physical Education. Ms. Demetrius is one of the most dedicated and decorated educators in Physical Education History. She was well received by an eager staff, which kicked the year off with unparalleled enthusiasm. Seeing her passion and commitment to excellence first hand was a great opportunity for the teachers of the Stoughton Public Schools.

Every freshman and sophomore student at Stoughton High School participate in progressive physical education and health. The Physical Education and Health staff spent time in 2016 revisiting curriculums and reflecting on best practices. In physical education, there are many classic activities that always foster an accepting environment filled with vigorous activity. SHS prides itself on staying current and has already begun the implementation of “cardio sport” and “polar go-fit heart rate monitors”. Being in a dated building with limited space does present challenges when implementing new concepts; however the positive student reaction is encouraging.

Juniors and seniors have the option to participate in: Lifetime Activities, Strength and Conditioning, Alternative Fitness and Competitive Games. These courses cover a wide variety of health and wellness, which provide students the opportunity to learn fun and engaging activities/workouts, that can be applied to their everyday lives, in hopes they will work towards living a healthy life. Competitive Games and Lifetime Activities are some of the most desired electives offered at Stoughton High School.

Senior Achievement Awards were presented to two students in Physical Education at Class Night. The Health and Physical Education Department was proud to present this award to graduating seniors Samantha Tullis and Maurice Dingle.

The Physical Education and Health Department as a whole would like to thank the efforts of two staff members that have served the Stoughton community for a combined 70 years. Patricia Curtis and Greg Burke have begun their final year as PE and Health teachers at Stoughton High School. It is with a heavy heart that we wish Patricia and Greg a happy and healthy retirement and offer them many thanks for their years of dedicated service.

History and Social Sciences Department

The Social Studies Department has had a productive 2016. Department faculty have been working closely with the English department to work towards building a skills based approach across all classes. Teachers in the Social Studies Department have been working to improve reading and writing skills across the curriculum. This past year, teachers have developed, and have begun implementing, skills based assessments in connection with common skills based lessons that target specific reading skills. These lessons and assessments expose students to a wide range of primary and secondary sources including but not limited to; *FDR's First Inaugural Address*, William Jennings Bryan's *Cross of Gold Speech*, William Jefferson Clinton's *Oklahoma City Speech*, *The Truman Doctrine* and *The Black Panther's 10 Point Platform*. In addition, teachers strive each day to incorporate reading and writing skills in their classrooms through such things as journal writing, reading of informational texts and analysis of quotations and secondary sources.

This year, the Social Studies Department has been fortunate enough to engage in professional development that is targeted at improving instruction in the classroom. Teachers have attended workshops presented by The Gilder Lehrman Institute of American History that focused on the use of primary sources within the classroom and a workshop entitled *Facing Ferguson: News Literacy in a Digital Age*. Our faculty works to connect events in history to current events and these two workshops gave teachers an opportunity to bring new resources and strategies back to their students.

This year, the Social Studies Department unveiled a new elective for Juniors and Seniors entitled *The Holocaust and the Resistance*. This class is designed to examine the Holocaust,

not only as a historical event, but also as a pivotal event in understanding human behavior and psychology. The goal for this course is to not only increase students' understanding of the Holocaust, but also to inspire students to become advocates of justice at all levels in their communities. The class has been very popular among students at SHS this year and we hope that the enrollment grows with each passing year. Additionally, we have been and will continue to work on curriculum for a new class; Advanced Placement Government and Politics, to be offered in the Fall of 2017. It is the department's hope that the creation of this class will provide opportunities for more students at various grade levels to participate in the rigor of an Advanced Placement class.

Teachers in the Social Studies Department continually work to make history come alive for students and give them opportunities to see historic events from all perspectives. This year, we have been fortunate enough to have guest speakers visit Stoughton High School and give firsthand accounts of events that students have studied in class. Students have attended in school field trips where they met with survivors of the Rwandan and Bosnian genocide, A Freedom Rider, and a survivor of the Holocaust. Through Kids Voting, students also had the opportunity to attend Stoughton resident Steve Fradkin's presentation on advertising in political campaigns. These opportunities give students a perspective of events that not many people are fortunate enough to experience. We are very proud of these opportunities and are committed to continuing events like these in the future.

In May, as part of Patriot Week, a state wide program run by the Massachusetts Fallen Heroes organization, Mr. Paul Monti, a retired Stoughton High School teacher and Gold Star Father spoke to a capacity crowd about the true meaning of Memorial Day.

For Class Night, the Social Studies Department voted Adam Potter as the recipient of the 2016 History Achievement Award and Nicole Bodette as the recipient of the Southworth Scholarship. Eoin Doherty won the Daniel F. Davis Scholarship award. The winner of the election, to represent Stoughton High School at the Massachusetts State House for the 2016 Student Government Day, was Ryan Sullivan. The Voice of Democracy essay contest winners for the Stoughton district were Rachel Call, Andrew Crean and Thomas Smith. All of these students represent the best and brightest of Stoughton High School and are deserving of their awards and honors.

Social Studies members further their education by taking graduate courses through The Starr King School, Framingham State University, Fitchburg State University, Boston University, the Norfolk County Teachers Association and the National Endowment for Humanities. Additionally, department members continue to work towards receiving Sheltered English Immersion licenses. The SEI endorsement is a key part of the state initiative called Rethinking Equity and Teaching for English Language Learners (RETELL), to close proficiency gaps for ELL students.

Mathematics Department

Technology has been a big theme within the Mathematics Department over the past year. The department has a number of carts of Chromebooks for use within the classroom this year. This has enabled teachers to present material in new ways and allows students another way to discover concepts and develop their understanding of graphs and other mathematical ideas. Many teachers have had students work on explorations on Desmos, a site that allows for interaction between the teacher and the students. These explorations also allow for students to see how other students are approaching problems and describing answers. In addition, many teachers are using Google Classroom as a way to offer students a variety of information and support. Edpuzzle is another very popular online instruction tool, within the Mathematics Department, which allows students to watch videos and answer questions that interrupt the video at varying points. Teachers use this tool as a way to reinforce concepts taught in class.

We adopted a new textbook this year for a number of courses. This textbook is aligned to the common core standards and offers additional supports to prepare students for online mathematics testing. Our textbooks are online and come with many resources for student learning and allow students to access material and develop knowledge in many different ways. They can watch videos and participate in a variety of online activities on various topics. Teachers are using the resources connected with the online textbook, in a variety of ways, both inside and outside the classroom. This tool can help teachers prepare students for the upcoming changes in state testing and can provide students the opportunity to become more comfortable with online testing formats. This tool also allows students to think about the mathematics behind everyday activities and discover the math involved in various situations.

While technology has been a focus to enhance student learning and to provide teachers an opportunity to build new practices, teachers continue to use best practices, like group work, to allow students to work together and communicate about mathematics. Teachers also continue to use whiteboards and document cameras to highlight student work and allow students opportunities to present information and answer questions in varying formats.

The Class of 2019 took the MCAS in May. Over the past few years, the math teachers have looked closely at both PARCC and MCAS questions to align the curriculum and ensure students are practicing with questions written in the current format. The Class of 2019 scored better than the state average on the MCAS. Eighty-one percent of the sophomores who took the MCAS in 2015 scored proficient or higher. Thirteen students were within five percent of emerging into proficiency. The student growth percentile increased by twelve percent from the year before.

Once again, roughly 90 Stoughton High students participated in the Massachusetts 53rd Olympiad Level One Examination, which was given to more than 2000 students across the state. This is a challenging and rigorous critical thinking and problem-solving exam. Questions cover a wide range of topics including geometry, algebra, pre-calculus, trigonometry, and calculus. This exam is a wonderful opportunity to challenge our students above and beyond their regular course work.

The teachers continue to show students how math is applied and give exposure to mathematical fields. In December, several math teachers joined the global “Hour of Code” initiative, which is an online and interactive set of programs and experiences designed to introduce basic computer programming to students of all ages. Students of all mathematical abilities enjoyed participating in this activity.

The Mathematics Department welcomed four new teachers in September. Ms. Lara Tcherkezian has a Bachelor of Arts in Mathematics, a Bachelor of Science in Secondary Education and a Master in Curriculum and Instruction. She comes to the department with student teaching experience in a Connecticut school. Mr. Matthew Hubler joins us as a mathematics teacher this year. He has a Bachelor of Mathematics and of Economics with a minor in Finance and a Master of Arts in Mathematics. Mr. Hubler has held two long term substitute positions within the Mathematics Department in previous years and has supported our students with MCAS prep and Algebra 2 support in the recent past. Ms. Julia Sweet joins

us after working with students in a variety of roles. She has a Bachelor of Arts in History and a Master of Education in Reading and National Board Certification in Secondary Mathematics. Ms. Amanda Lydon joins us after teaching a year in a local middle school. She has a Bachelor of Arts in Mathematics and Secondary Education. In addition to her teaching license in mathematics she holds a license in special education and holds the SEI Endorsement.

The mathematics teachers continue to take courses and further their studies of mathematics and education. We strive to look for new ideas and best practices in mathematics. Ms. Hilary Havener graduated in May with a Master in the Art of Teaching Mathematics. Ms. Rebecca Gaffney completed a Master of Education in Curriculum and Teaching in December. Mr. Armour and Mr. Kellogg earned the SEI endorsement for their state license. Mrs. Rosanna DelMastro attended the AP Institute at St. Johnsbury for Computer Science. She is teaching the AP Computer Science course this year for the first time. Ms. Fidler completed a course titled Teaching Geometry using Technology. She is teaching geometry for the second year in a row and is incorporating some of those ideas into her practice. Ms. Tcherkezian attended a math conference titled ATOMIC in Connecticut and puts into practice what she has learned. Some of the new teachers attended a classroom management training through the MSSAA to examine best practices.

Many teachers within the department hold another role or position within the school. Ms. Havener and Ms. Gaffney are co-advisors for the Class of 2020. Mrs. DelMastro continues to be the advisor to the math team. The team competes against five other area schools at four meets and competes in six New England math league competitions each year. Mr. Armour is the varsity baseball coach. Both Mrs. Kim Kellogg and Mrs. DelMastro are mentors in the Step Up to Excellence program. Mr. Robert Dacey, Ms. Havener and Ms. Gaffney teach in the ninth grade extended day program.

Natural & Applied Sciences Department

The Science Department is beginning the transition to the newly released 2016 Massachusetts Science Standards. The Science Department has updated curriculum in many of the non-MCAS courses to the new standards and has embedded the eight science practices in all courses. These practices include: asking questions and defining problems, developing

and using models, planning and conducting investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Biology classes are beginning to implement unit based inquiry plans. Engineering classes are piloting the Museum of Science Curriculum Engineering the Future. Technology is being more widely used with the greater availability of Chromebook and the purchase of electronic probeware for the department. Inquiry continues to be a priority as we incorporate project-based learning and more authentic case studies.

The Science Department continues to utilize School Net to write, revise and analyze common exams. This analysis allows the Science Department to adjust instruction as needed and to meet the needs of all students. A great deal of this work has been able to be accomplished by effective use of scheduled collaboration periods. We continue to use the SHS Formal Lab Report Writing Toolkit to facilitate inquiry based instruction and data analysis. This Toolkit builds on writing skills taught in the earlier grades and results in a sophisticated analysis of scientific data.

MCAS scores improved slightly from 2015 to 2016. The percent proficient or higher stayed similar, but the number of advanced students increased on the Biology exam. However, analysis of MCAS data has indicated continuing need for additional academic support to meet the needs of our diverse student population. The Science Department has planned in school reviews to address this need. However, more support is needed with the continuation of instructional labs in biology and additional tutoring if available.

The 58th Annual Stoughton High School Science Fair was held on February 10, 2016. The 1st Place Individual Grand Award winner was Jonathan Podesta for his project, “Can a Tesla Turbine Power a Car Using Nothing But Air?” The Second Place winner was Noah Schulze for his project, “Winds of Change.” The Third Place winner was Conner Nye for his project “Charged Up.” Honorable Mention in the Individual Research Project category went to Nicole Bodette for her project “Fruit for Power” and to Hannah Araujo for “Don’t be a Rookie Refrigerate Cookies.” The Team Research Project winners were: 1st Place – Alyssa McGillicuddy and Ariana Riske “The Effects of 3rd World Refrigeration Methods,”; 2nd Place – Fatima Julien and Nicholas Khuu “Bioremediation to the Rescue!,”; 3rd Place – Caitlin Jung and Bhumi Patel “Energy Used Cannot be Excused.” In addition, the Stoughton

Science Fair included six Engineering Events and two artistic awards. Five science fair projects progressed to the South Shore Regional Science Fair. Fatima Julien and Nicholas Khuu continued to The Massachusetts State Science and Engineering Fair (MSSEF) at MIT on Friday, May 7, 2016, where they won Second Place.

In March, seven High School teams and one Middle School Team, led by Mr. Norton and Ms. Bulger, participated in the Destination Imagination Regional Competition at Whitman-Hanson Regional High School. Each team had a mentor teacher that volunteered their time to support the teams. The mentors this year included: Mr. Norton, Ms. Bulger, Mr. McCormack, Ms. Dillon, Ms. DelMastro, Mr. Nicholson-Mann, Mr. Law, and Mr. Rubin. This marked the sixth year of participation in this program. Three teams qualified to compete at the State Destination Imagination Competition and two teams moved on to compete at the Destination Imagination Global Finals competition in Knoxville, Tennessee. This competition includes representation from around the world including Qatar, South Korea, Turkey and Mexico. Team Dream Team comprised of McKenzie Finnerty, Darya Musatova, Jamal Hussein, Ross Shore, Noah Schulze, and Amanda Gallant placed 2nd in Meme Event-Service Learning and received the Renaissance Award given for outstanding design engineering, execution, and/or performance. Team Diesel comprised of Kyle Silverman, Lily Noe, Sophie Tamarkin, Graciela Terronez, Rashad Khan, and Monica Benson placed 15th in their event. In addition, McKenzie Finnerty was named a DI Scholar.

Another field trip, conducted by Dr. Joel Rubin, was a trip to the Boston Museum of Science for four of his classes and the Alternative Education students. The passes to the Museum were provided for no charge by MOS and the buses were paid for by the Chamber of Commerce.

In addition, as part of their post-exam project, Ms. Kelly and Ms. Sasin mentored AP Students from Biology, Chemistry, and Physics as they designed and taught inquiry lessons to 4th grade classes in the district. Two in-house field trips took advantage of community expertise. Ms. Wilbur and Mr. Beaulieu hosted Stephen Bennett, a forensic scientist for the state police. He presented several cases (including the Aaron Hernandez case) to students currently enrolled in Forensic Science classes. Ms. Bulger arranged for The Marine Technology for Teachers and Students to give a talk about Marine Engineering to both Oceanography and Engineering students emphasizing the integrated approach to science.

Many members of the Science Department serve as advisors for a variety of extracurricular school activities. Mr. Timothy Norton and Ms. Kathy Bulgur coach the Construction Challenge Team. Ms. Wini Dillon and Ms. Kathy Bulger coach the Science Olympiad Team with help from Ms. Kerry Wilbur, Dr. Joel Rubin and Mr. Clayton Handelman. Mr. Kevin Carlton is the advisor to the Recycling Club. Dr. Joel Rubin is co-advisor of the Astronomy Club that holds “star viewing” events and also co-sponsored “Haunted Hallways.” Mrs. Jennifer Kelly serves as a Mentor to new teachers to help them acclimate to SHS. Dr. Joel Rubin serves as a board member of Massachusetts Marine Educators and has been invited to co-present to the Massachusetts Environmental Education Society, at Holy Cross in Worcester, MA.

This past year Mr. Kevin Carlton, Mrs. Wini Dillon, Mrs. Jen Kelly, Mr. Peter Law, Ms. Kathy Bulger, Ms. Courtney Sasin, Ms. Kerry Wilbur and Mrs. Amy Wiebe were enrolled in “Using Science Practices for Instruction and Assessment in the Secondary Science Classroom”. The graduate level course was presented by The Museum Institute for Teaching Science, and was offered at Stoughton High School over the summer. The course emphasized the transition to the new science standards and practices. In addition, Ms. Wini Dillon, Mr. Peter Law, Ms. Trisha Asselin, Mr. Kevin Carlton, Ms. Wini Dillon, Mr. Beaulieu, Ms. Kerry Wilbur, and Mrs. Amy Wiebe enrolled in additional graduate credit and/or specialized training institutes involving such topics as Anatomy, Genetics, Ecological Field Studies, Special topics in Biliteracy, Einstein’s Physics, Disciplinary Literacy, Physiology of Infectious Disease, Project Based Learning, and the RETELL course. Five members of the Science Department attended the Massachusetts Association of Science Teachers Conference in November, 2015. They were able to attend workshops and preview the latest instructional equipment and materials. All brought many new ideas and instructional techniques back to share with colleagues and students. The Science Department participates yearly in lab safety programs to improve the overall safety conditions in the various science laboratories at Stoughton High School. In addition, Ms. Amy Wiebe and Ms. Courtney Sasin passed the SEI MTEL exam.

Throughout the year Stoughton High School students have achieved success in a wide range of activities designed to enhance their science education. Through the combined efforts of the science faculty and dedicated students, SHS had another strong showing on the science

portion of the MCAS. The 20 member Stoughton High School Science Olympiad Team competed in meets within the South Shore Regional Science League as well as the State Science Olympiad held each year on the campus of Framingham State College. The Construction Challenge Team won medals at the regional competitions and went on to participate in the state competition, and the Global competition.

Business/Technology Department

The Business and Technology Department offers a variety of courses across the business and technology disciplines. Although the department did not offer any new courses this school year, the teachers continue to incorporate new ideas and projects within their courses and adjust curriculum to align with today's technology. The department's newest course, Financial Literacy, became a graduation requirement for the class of 2017. Mr. Thomas McCormack teaches informational technology courses as well as financial literacy. Mrs. Nancy Riley teaches graphic design, office technology and business courses as well as the yearbook production course. Mr. Kevin Bechet teaches video production courses as well as Digital Foundations. Mrs. Linda Ciccattelli teaches business, marketing and financial literacy courses.

The teachers within the department offer students the opportunity to apply their skills in many different arenas. On October 27th, twelve students participated in the 2016 annual Stock Market Challenge hosted by State Street Corporation. The event was co-sponsored by the Junior Achievement of Northern New England and Staples, Inc. The Stock Market Challenge provides high school students an opportunity to learn how the stock market operates, how to invest and trade in real time situations, and the importance of teamwork. Display screens provided students with graphs of falling and rising stock prices, net worth and purchasing power of each team during the game. The Knights of Wall Street came in second place overall out of 46 area high school teams. The Knights of Wall Street included Matthew Gallagher, Craig Goodrich, Roshni Patel and Thomas Smith. In addition, the following students participated in the event: Rendi Brown, Kaitlyn Costeira, Kaylee Ferreira, Mia Greene, Phil Guseynov, Olivia Hoffman, Tim Raeke and Ally Swartz.

The students have had opportunities to hear from and ask questions of a few speakers regarding their path within the business and technology field. Brian Moller, a current radio DJ and Board Operator at Fun 107 and Hot 96.9, spoke to the Video Production 1 classes. He spoke to the students about the importance of interning, working hard, being timely and precise at your work. He talked about his journey and his observations while working in both radio and television. Fran Ridolpho, Admissions Representative and National DECA judge from Johnson and Wales University, came in on January 12th to speak with the Principles of Business students about the college admissions process, what to look for while shopping for colleges, and possible career, internship and scholarship opportunities. In the spring, Jacob Trieber, one of the DECA students, received a \$15,000 per year scholarship award from Johnson and Wales. Fran Ridolpho also met with the Leadership and Career Development class to conduct a “Tips for Role-Play” session and worked with the students on preparing for a role-play interview at the districts states and national competitions.

The DECA chapter continued to expand during the 2015 - 2016 school year. The club increased its membership to 90 high school members and established 25 new business partners. Students made it to Nationals for the third year in a row! The chapter established a DECA advisory board and created a DECA Induction Night. Sixty-three students competed in the district competition while half of those students moved onto the state competition in Boston in March. Twenty-eight of our students placed in the Top 5 of their business category. Twenty-nine students attended the state competition in March. Sarah Widrow placed first in Principles of Marketing category at states, qualifying for nationals. Craig Goodrich received an International DECA Award for being first in his role-play in "Quick Serve Restaurant Management". He received a medal and was recognized in front of 17,000 DECA members at the ICDC Conference in Nashville, TN in April 2016.

DECA is off to a great start for this current school year. The DECA Chapter has 70 people competing in the district competition on January 12, 2017. Students have taken their online exams and we are awaiting the results. Students will conduct a real-world interview and role-play with a business professional at the district competition in January.

The business and technology teachers have heard some great feedback regarding how prepared the students are once completing classes at Stoughton High. Kevin Bechet went to Marshfield Community Television to review their facility in preparation for the construction

of the new SHS television studio. John Grabowski, Executive Director of Marshfield, has hired two former SHS video students to work at Marshfield Television. He said, Thanks for all the work you did with the two students we hired. They have been great additions to MCTV!?”.

As teachers, we continue to look for ways to improve and grow professionally. Technology is always changing and as a department we adapt to the current level of technology. All four members of the department attended the two day annual MassCUE (Massachusetts Computer Using Educators) conference in October. The teachers were among many educators and administrators who attended various seminars relating to updated computer software and hardware systems and web-based teaching tools to enhance student engagement and learning. The teachers look forward to this conference each year and walk away from it with tools they can immediately use.

All teachers within this department serve the community in another capacity. Mrs. Ciccatelli serves as the DECA advisor. Mrs. Riley serves as the Yearbook advisor. Mr. McCormack is the Director of Stoughton Academy. Mr. Bechet serves as the editor and producer of “Knightline”. He also runs the educational channel. He continues to collaborate with Stoughton Media Access Cable to ensure that important Stoughton High School events are broadcasted to the community.

World Languages Department

The World Language Department enriched their curriculum and increased a global perspective in their classroom by traveling abroad, taking additional courses, attending workshops, participating in extracurricular student activities and holding weekly collaboration meetings. Hilary Turnbull continued as Director of World Languages for the 2016-2017 school year. The World Language Department welcomed Michael Kantor in French and Danielle McCullough in Spanish. Ms. Turnbull and Mrs. Finnegan took a graduate course entitled *Survey of Hispanic Literature*, taught by department member Liza Farquharson, through Framingham State University. Ms. Turnbull also took *Examining Emotional and Behavioral Disorders in the school setting* through Framingham State University. William Gorman took two NCTA courses entitled *Education Alphabet Soup* and

Personality Types and Teaching Effectiveness. James Babb attended Harvard University, completing a course in Ancient Greek. Mr. Babb hopes to start a Greek club in the near future. Jessica Scanlon took *Central American Literature of Protest* at Framingham State University. Liza Farquharson continued to teach *Survey on Hispanic American Literature*, and was approved to teach a new course titled *Creating Care in the Classroom*. Ms. Farquharson also took a course *Classroom Success for English Language Learners* through Idioma Consulting. Rachel O'Reilly took a graduate level course *IEP- an in-depth study* through Framingham State. Thomas Silva, Rachel O'Reilly, William Gorman and Hilary Turnbull took the SEI course offered through Stoughton Public Schools for required PDPs. Thomas Silva and William Gorman took the Special Education course offered through Stoughton Public Schools for required PDPs as well.

Hilary Turnbull, Thomas Silva, Rachel O'Reilly, Liza Farquharson, and Michael Kantor were given the opportunity to attend ACTFL's annual conference in Boston this fall. The ACTFL conference was attended over two days at the Boston Convention and Expo Center and drew in thousands of language teachers from around the world. Hundreds of workshops were offered with specific topics to benefit language teachers and to present the most current trends in the language classroom from a global perspective. Teachers attended workshops such as "French in North America, Google Apps for the Foreign Language Classroom, Spanish Immersion, TPRS, etc." All SPS teachers who attended were grateful for this opportunity that SPS funded. Hilary Turnbull and Danielle McCullough attended a conference sponsored by EMFLA and EF that focused on global connections and featured workshops by the MAFLA teacher of the year, as well as a workshop of music in the classroom presented by the infamous Señor Wooly. Liza Farquharson applied for a grant with the Norfolk County Teachers Association to fund a "Spanish Word of the Day" project. It was approved and Ms. Farquharson is preparing to begin this project in 2017. Ms. Farquharson also completed her AP Spanish Curriculum this spring. Hilary Turnbull participated in the SPS elementary enrichment programs and taught two classes, Latin Dance and Culture, and Gardening to all elementary schools.

Language teachers benefit from opportunities to immerse themselves in the language and cultures that they teach. Language teachers continued to promote current global perspectives and language trends through travel. Hilary Turnbull traveled to Madrid, Spain to attend a

teacher training course in student tours through EF. Ms. Turnbull visited El Palacio Real (the Royal Palace), El Museo Prado, and took an excursion to Toledo to where she toured a famous cathedral, synagogue, and a Spanish sword factory. Ms. Turnbull is bringing a group of SHS students to Barcelona, Spain for EF's language immersion tour during April vacation of 2017. Rachel O'Reilly spent one week in August in Québec city, studying history and culture. Thomas Silva went to the Dominican Republic and toured caves along the national seashore during summer break. Danielle McCullough went to Nicaragua this summer with the *Foundation for the International Medical Relief of Children*.

The World Language Department worked to enhance cultural lessons and global perspectives. Hilary Turnbull and Thomas Silva formed a Spanish Culture Data Team that will include cultural lessons and measure the students' data for growth in making cultural connections. Jessica Scanlon and Liza Farquharson began planning to incorporate "La Pulsera Project" into their advanced Spanish courses as a way of interacting directly with Central American artisans. Danielle McCullough's classes are collecting donations and making Spanish activity books for children in Ecuador. Hilary Turnbull ordered an art exhibit on Antoni Gaudi, funded by SPS, for classes to visit and celebrate National Hispanic Heritage month.

World Language teachers participated in extracurricular activities and student clubs, Hilary Turnbull continued as the SADD club advisor, promoting good decision making skills and partnering with OASIS to help carry out their mission. SADD is also competing in the Team Rival competition through the Norfolk County DA. Ms. Turnbull became the Advisor to the Class of 2018. James Babb also assumed the position of Advisor to the Class of 2019. Danielle McCullough advised the X-Clusive step team, and became the assistant coach of the SHS swim team.

Ms. Alyssa Ferrandiz was chosen by the members of the World Languages Department to be the recipient of the World Languages Achievement Medal for 2016. Alyssa was a student in Spanish, Latin and French classes who performed well on national language exams and succeeded in all of her language courses.

When the National Latin Exam was administered, the following students received awards for the Latin I exam: Megan Doherty, Brianna Ferrandiz, Kiana Mills, Brendan Gallagher and Casey Gagnon were cum laude recipients; magna cum laude winners were Nathaniel Wilson,

Nicholas Kosh, Samuel Depina, Kately Martin, Olivia Little, Alex Bernstein, Lauren Asnes, Justin Cain, Kyle Stone, Chukwudimma Ikoru, Katherine Taylor, Sarima Omodu- Amadi and Brendan Phan; Caitlyn Jung, Lisa Ramanauskas, David Twerago, Leanne Cross, Clifton Gerring, Stevens Bontemps, Shannon Petrie, Nakia Gelin, Victoria Lyapin, Cyindia Goocharan, Madison DeGrande, Thais Almeida, Krestina Beshara, Cian Swierzewski, Alessandro Loffredo, and Isabela Paiva were maxima cum laude winners. Luis Ferrandiz, Gabriel Ribeiro, Olivia O'Neil, Hanna Holden, Kamryn Oliveira and Theresa Billo were summa cum laude winners. On the Latin II exam, Katherine Menice, Jordan Watson, Emma Harrington and Vendela Rogers were cum laude recipients; Lisa Ramanauskas, Megan Heffenan and Taylor Cross received magna cum laude awards; Leanne Cross, Kemina Julien, and Sarah Ferzoco were maxima cum laude winners; finally Jai'el Touissaint earned the summa cum laude award. On the Latin III exam, Sophie Tamarkin, Nora Almajed, and Hannah Morgan received the magna cum laude award. Connor Nye received the maxima cum laude for Latin Poetry.

When the National Spanish Exam was administered, the following students received awards for their accomplishments: Hanna Holden, Rachel Hoover, Alexandra Howe, Chukwudimma Ikoru, Olivia Little, Cesar McElaney, Olivia O'Neil, Jessica Podesta, Maddison Teixeira, Rachel Weiner, Luis Ferrandiz. Julia Oliveira received premios de honor while Emily Gareri received a premio bronce on the level two exam. At level three, Cassandra Faria, Sarah Ferzoco, Tyler Melo, Anna Panacy, and Jai'el Touissaint earned premios de honor. At level four, Jonathan Julien, Caitlin Jung, and Milgely Perez earned premios de honor. Lucas Loubensky and Luis Nacimiento were awarded premios bronces on the level four exam. Sara Volmar received a premio de honor on the level five exam.

When the National French Exam was administered, Jenayah Volmar received mention d'honneur on the level one exam. Isabela Paiva, Anna Panacy, Danya Vera-Cruz received mention d'honneur while Theresa Billo and Casey Gagnon received bronze medals on the level two exam. On the level four exam, Marco Antunes and Anne Sashell Thebaud were awarded certificat d'honneur. Ava Siegel received bronze medal on the level five exam.

Dr. Robert G. O’Connell Middle School

Matthew Colantonio, M. Ed., Administrative Principal

In partnership with families and the community, the O’Donnell Middle School continues to thrive as a safe and inclusive learning environment that fosters the intellectual growth and social development of students in grades six through eight. There were many notable accomplishments from 2016.

On the Spring 2016 PARCC assessments, our students achieved at a very high level and made significant gains in English Language Arts and Mathematics. Each year, the state gives each school an overall school percentile. Our overall school percentile increased by eighteen points from 2015. The amount of students achieving at the highest levels of 4 and 5 increased in every test and in every grade.

Grade Level and Exam	2015 % of students achieving Level 4/5	2016 % of students achieving Level 4/5
Grade 6 ELA	42	69
Grade 6 Math	34	53
Grade 7 ELA	48	65
Grade 7 Math	33	41
Grade 8 ELA	57	63
Grade 8 Math	39	43
Grade 8 Algebra I	99	100

To ensure that our students continue to achieve at high levels as the state transitions to the “next-generation” MCAS, our School Council has drafted an ambitious School Improvement Plan that includes a student learning goal aimed at further increasing our overall school percentile. The Head Teachers and the leadership team have also worked to create data action plans that target student achievement and growth in their particular subjects.

We continued with our commitment to using technology as an important tool to enhance teaching and learning at the middle school. To that end, we established a building-based committee to plan and launch a one-to-one program where every student would have a

Chromebook for the entire school day. In October, we officially launched the one-to-one program. Students pick up their individually assigned devices each morning and return them at the end of the school day to their “Chrome Room” teachers. Because each student has his/her own device, teachers in all subjects are able to utilize this technology and students are able to have a more personalized and exciting learning experience. Many subjects now have virtual textbooks instead of printed ones, and we have embraced the Google Classroom platform as a way to move towards using less paper materials in the classroom.

March marked the return of the OMS Spring Musical to our long list of extracurricular activities for students. For two nights, under the direction of Ms. Betty Bauman and Ms. Julianne Warren, the OMS Spring Musical students performed *Cinderella* to a packed house here at the middle school. Beyond just the cast and crew, art students helped to create the backdrops and props for the show. We are very proud to have a spring musical again at OMS, and we are already working on another great show for 2017.

This offering can be added to the list of recent extracurricular additions for students: National Junior Honor Society, Tennis Club, Movie Club, Robotics, Boys and Girls Interscholastic Basketball, and OMS Spectrum to name a few.

On June 21, more than 300 eighth graders celebrated their successful completion of the middle school academic program at our Class Day Ceremony held at the Stoughton High School Auditorium. Emma McSweeney and Brendan Buckley won the Emile Farrington Award for “best all around” eighth grade girl and boy.

On November 23, during our OMS Spirit Day festivities, the SHS Marching Band and Color Guard performed their half-time show for the entire student body outside on the SHS football field. After that performance, SHS Football Coach Greg Burke and all of the senior football players addressed our students with some spirited words and sound advice. The sixth graders edged out grades seven and eight in our school color competition with nearly every single student wearing black and orange.

The Head Teachers have worked diligently, along with the Curriculum Coordinators, to implement many exciting new initiatives, enhance student learning, provide academic support and improve professional practice. The department summaries that follow provide more specific information in each subject area.

WORLD LANGUAGE

There are three language choices at OMS: French, Chinese, and Spanish. Students that successfully complete two years of language in 7th and 8th grade may then take Level II in the 9th grade. These languages are offered as enrichment classes as well. Enrichment classes allow access to several topics of the Level I curriculum in a less demanding course load. This exposure to the language and culture helps prepare students to successfully meet the demands of a Level I language class in the 9th grade. Grade six students are offered an introductory class to each language for one trimester. The grade 6 Exploring World Language classes allow the students to have a glimpse into the language and culture studied. In the springtime students in grade six select the language that they wish to study in grades seven and eight. In grades seven and eight the students are offered these courses as a two year class. This two year program at the middle school allows successful students to start French II, Chinese II, or Spanish II as ninth graders in high school.

In April, the World Language Department held two major events, The Knight of Excellence and a field trip to New York City. During The Knight of Excellence students' projects were on display in the cafeteria. Along with the projects there were also over 100 ethnic dishes prepared by students and their families. Students, staff, and family members were able to sample the dishes and view the displays of student work. This has become an annual event that is highly anticipated each year.

Eighteen years ago, Mr. Lou DeAndrade began a field trip to New York City. In April of 2016 approximately 50 students participated in the annual field trip. The day's itinerary was packed with fun-filled educational and cultural activities. First, students went to the Hispanic Society of America Museum where they viewed many pieces of Hispanic art work and historical artifacts. Next, they dined at an authentic Cuban restaurant called Havana Central located right in Times Square. Students enjoyed food such as Cubano sandwiches, empanadas (cheese, meat and chicken), meat and rice dishes, fried plantains, and churros. After lunch students were allowed some free shopping time in Times Square so they could pick up some souvenirs to remember their middle school trip. Later they received a guided tour of Central Park where they saw the Central Park Zoo and Strawberry Fields (an area dedicated to John Lennon).

In June, Mr. Lou DeAndrade retired after teaching Spanish at OMS for 31 years. During his long tenure he will be remembered for his service to his students, his role as Head Teacher, implementing the New York City Trip, and his daily duty of regulating morning drop off traffic. He will be missed, but the tradition of traveling to New York will continue. In the fall of 2016 a new program itinerary was launched and it has received an amazingly positive response from students and parents. The trip filled up in less than a week and is scheduled for Memorial Day Weekend of 2017. The World Language Department is very excited to launch the overnight program. The 3 day itinerary will include eating at a Spanish medieval castle, seeing the artwork at the Cloisters, eating at Havana Central, visiting the American Museum of Natural History, participating in a Latin Percussion workshop, learning to dance salsa, visiting the One World Observatory, and seeing the 911 Memorial.

Students in the French classes took a trip to Québec City in May of 2016. This was their 7th year going to Québec. They spent three amazing days in Québec City with 45 students. After an eight and a half hour drive they reached the town of Levis, across the Saint Lawrence River from Québec City. After a short ride on the ferry they arrived in Québec City, having admired a magnificent view of the city from the river.

The majestic Château Frontenac dominated the city's skyline. After a short tour and walk on the cobblestoned streets of Old Québec, in the Lower Town, they ascended to the Upper Town via the Funicular, a unique experience in itself!

During their stay in Quebec, OMS students experienced a variety of cultural and educational activities and excursions including:

- visiting the historic Plains of Abraham where the decisive Battle of Québec, between the French and the British, took place in 1759
- visiting the Basilica of Sainte-Anne-de-Beaupré, a world-famous gothic cathedral, renowned for its enormous proportions and its superb stained glass windows
- participating in an interactive sound and light show depicting the rich history of Québec at the Musée du Fort
- having dinner at an authentic French-Canadian Cabane à Sucre
- dancing the night away to some modern and traditional folk Québécois dances and learning how to play Spoons (a typical musical instrument in Québécois folk music)

- spending some time strolling the streets of Old Québec shopping for the perfect souvenir to bring back home
- watching a few very entertaining street performers and taking many pictures of memorable moments and views of the city

The 2017 Quebec trip has already been planned and French students and teachers are excited and ready for another unforgettable experience.

The World Language Department continues to utilize technology within our classes. Teachers have attended several professional development workshops and seminars to improve their understanding of how to maximize the foreign language classroom using technology. The department has collaborated to create many common technology tools to utilize for daily lessons, reviews, and assessments. In addition, several of the world language teachers are taking advantage of using Google Classroom to strengthen their instructional practice. The access to technology has opened many doors for learning a foreign language and the world language department has responded enthusiastically to incorporate this 21st century tool into our practice.

The World Language Department at OMS had another great year and we look forward to continuing our use of technology, offering a variety of language classes, traveling, and inviting parents and students to see, taste, and experience a bit of World Language at our annual Knight of Excellence.

ENGLISH LANGUAGE ARTS

The English Language Arts Department at the Dr. Robert G. O'Donnell Middle School continues to provide students with opportunities to excel and encourages intellectual growth. There continue to be many areas where we offer broad educational opportunities to challenge our students to work towards their potential as lifelong learners.

Throughout the 2015 -2016 school year, the ELA Department continued to provide a broad and balanced curriculum to foster students' academic advancement. The department spent professional development time aligning our units and lessons to the revised Common Core documents in order to improve student learning. We continued to incorporate technology to better prepare our students for readiness in 21st century colleges and careers.

Many events took place, but there are a few noteworthy highlights. Once again, each student participated in a class spelling bee with a winner and runner-up advancing to the school-wide spelling bee. On April 15, the 56th Annual O'Donnell Middle School Spelling Bee took place. Sixth grader Huan Ly was our school champion. Prizes and certificates were awarded through the continued generosity of the Stoughton Woman's Club. Additionally, OMS continued the tradition of our outstanding Knight of Excellence, which was an overwhelming success. Our students displayed a variety of examples of their work that showcased their learning styles and diversity.

At all English Language Arts levels students have been investigating a variety of news articles, historical documents, and biographies/autobiographies to reinforce critical thinking skills. Along with informational texts, students have been exploring a variety of literature selections (poetry, drama, short stories, novels) to continue to develop their comprehension, analytical, and evaluative skills when examining different types of texts. Students have been able to build on their previous understandings of vocabulary and grammar to demonstrate their knowledge of different texts through writing. They have completed a variety of compositions: research, argumentative, analytical, narrative.

This broad and balanced curriculum encouraged our students and staff to raise the bar and strive towards a higher academic level where all students can learn and achieve success.

The ELA department at the middle school strives to emulate the SPS vision to honor excellence, celebrate diversity, and challenge our students to realize their potential. We model our curriculum to set high standards using innovative, inclusive, and rigorous programs and experiences that enable our students to succeed and be a source of community pride.

MATHEMATICS

The Math Department at the O'Donnell Middle School continues to work on aligning the curriculum to the Common Core State Standards as well as updating assessments to accommodate changes being made to statewide exams. Students took the paper-based PARCC exam in May. Each grade level saw improvement from their respective previous grade level - although the state moved from a 4 point grading to a 5 point grading system (6th grade 52.3% proficiency; 7th grade 39.8% proficiency; 8th grade 41.3% proficiency; and Algebra I 100% proficiency).

The entire Math Department has taken on the challenge of improving their curriculum by updating all textbooks. We have implemented Pearson's *enVisionmath2.0* in grades six, seven, and eight and Common Core Algebra in grade 8 Challenge classes. This new and exciting tool offers the flexibility of print, digital, or blended instruction at all grade levels. *enVisionmath2.0* helps students develop deep conceptual understanding through problem-based instruction, visual learning, small group work, and personalization. Pearson's focus, coherence, and rigor are aligned to the Common Core State Standards in Massachusetts.

All Math students in grades K-8 have upgraded to AIMSWebPlus. This program is designed to universally screen and monitor progress. AIMSWebPlus uses brief, valid, and reliable measures of foundational skills. AIMSWebPlus allows you to capture, manage, and report your assessment data all in one seamless, web-based system. It also allows teachers to identify at-risk students early, to monitor progress, and to differentiate and track targeted instruction.

The 7th grade adopted last year's 6th grade model for teaching and learning. Every 6th and 7th grade student participates in a rotating math environment. Each student is assigned a primary math teacher who is responsible for attendance, entering grades, and communicating with parents. Both 6th and 7th grade math teams consistently identify areas of strength and growth for each student, allowing them exposure to multiple teaching styles and personalities as well as a rotating group of peers. It continues to be a successful venture!

The placement of students moving into 7th grade for Pre-Algebra is determined by fall and spring AIMSWeb scores, their MCAS/PARCC scores, YTD math grades, and professional review by the staff. Seventh graders prepare for the rigors of Algebra by focusing on 8th grade standards, with 7th grade standards being reviewed. 8th grade reviews 7th grade standards throughout the year as units build off prior knowledge. The 8th grade math team continues to work on alignment with the high school to ensure a smooth transition to 9th grade Geometry.

The Math faculty continues to challenge themselves and add to their own professional development. Every grade is working on designing assessments that match PARCC's rigor with a focus on "quality versus quantity."

Several team members have taken professional development classes on technology, Google Classroom, Schoolnet, as well as specific Math courses that focused on the 8 Mathematical Practices and Formative Assessments in the Math Classroom.

The entire Math Department has been working with Marcie Abramson from Teachers 21. She has provided opportunities for all educators to refocus and rethink their teaching styles to incorporate “Differentiated Instruction in the Middle School Classroom” and “How to Design and Assign Math Homework that Helps to Improve and Grow Students’ Math Understanding.”

In December the entire school participated in the Hour of Code. The Hour of Code is an opportunity for students to receive an introduction to computer science and to demystify code. With the help of the technology department, each student was given the opportunity to work on a computer programming activity such as, Angry Birds, Star Wars, Mine Craft, Amazing World of Gumball, Moana, Scratch, and Frozen provided by code.org. The event was met with great success.

Homework assistance, PARCC prep, and Math Olympiads are offered after school by faculty members on certain days. In addition, many students participate in a Math Lab every other day where they can work on the basic math skills, math homework, problem solving skills, and PARCC preparation. Students at the ODMS are always encouraged to challenge themselves, think mathematically, and always do their personal best.

SOCIAL STUDIES

The Social Studies Department’s goal is to engage our students in the community and world around them, and much work was completed in 2016 to meet that goal. The teachers have attended a variety of workshops, seminars, and courses in order to bring social studies to life in the classroom. Chromebooks and additional technologies are also being used on a daily basis to engage students and creatively instruct the material.

In the fall, the O’Donnell Middle School Social Studies Department became an official member of the Massachusetts Council for the Social Studies (MCSS), a non-profit educational organization supporting Social Studies educators. A handful of OMS teachers plan to attend the annual MCSS Conference in spring 2017.

Each student at the O’Donnell Middle School has been assigned their own Chromebook for the 2016-2017 schoolyear. With this, curriculum development has focused on using this

technology to improve instruction and enhance student learning. Each grade level team has collaborated on common assessments. These are now given on-line using SchoolNet, on the Chromebooks. These common assessments provide student-level data that is vital to improving as a department, and for examining literacy skills. Another professional development focus has been on research writing across all grades.

Interdisciplinary work continues to develop between the Social Studies and English Language Arts Departments. Much of our professional development has focused on teaching strategies and lesson plans that can help improve student literacy across curriculums. Each grade level has worked as a team to produce two interdisciplinary units of study.

The interdisciplinary projects combine higher-order thinking skills of historical research with creative and argumentative writing.

David O'Neil, Sharon Dailey, and Jennifer Ellis are the World History teachers in grade six who work hard to bring ancient civilization to life. Both the mid-year and final exam in grade six are now on-line, common assessments. To better prepare students for the seventh grade Social Studies curriculum, the sixth grade added geography into their curriculum in the fall of 2016. Grade six also implements pre and post tests for each unit of study. There is a focus on hands-on, creative projects that bring history to life for sixth graders. Projects include the Mesopotamian flip-books, Sumerian writing and cuneiform, the pharaoh Facebook page and creating a life-size sarcophagus for an imaginary pharaoh. Grade 6 students also had a chance to participate in a Google Expeditions program at the O'Donnell Middle School in the spring of 2016. Google Expeditions enable teachers to bring students on virtual trips to places like museums, underwater and outer space. Expeditions are collections of linked virtual reality content and supporting materials that can be used alongside existing curriculum. These trips are collections of virtual reality panoramas; 360° panoramas and 3D images-annotated with details, points of interest, and questions that make them easy to integrate into curriculum. The OMS sixth graders thoroughly enjoyed exploring the Egyptian pyramids at Giza with Google Expeditions.

Christine Spears, John Gunning, and Rachel Killion continue to broaden their Geography curriculums and develop as professionals. All three teachers participated in a workshop at Bridgewater State University through Southeast Massachusetts Geography Network (SEMAGNET) on October 29 called, "More Than A Map."

Rachel Killion and Chrissy Spears also participated in a summer institute through SEMAGNET called "More Than a Map: Adding Value to Your Classroom Activities." Grade 7 students had a giant traveling map of South America, produced by the National Geographic Society, visit the O'Donnell Middle School. This was provided through a grant from Bridgewater State University and SEMAGNET. The map is so large; 26 x 35 feet, it took up half of the Library Media Center floor. The students, who are allowed to walk on the map, enjoyed learning the political and physical aspects about the continent, its countries and dependencies. This is the fourth year that OMS has been the recipient of the grant; in previous years North America, Africa, and Pacific maps have come to the middle school. The grade seven teachers have also registered for the first training for the Massachusetts Giant Floor Map, which is a 16ft x 20ft floor map developed by the National Geographic Society and housed at Bridgewater State University. Only those with training will be allowed to borrow the map for their school, so it will be a great honor to have the map at OMS in 2017!

Hosted by their Geography teachers, grade seven students participated in the 10th Annual Geography Bee at the Knight of Excellence in April. The 2016 winner was Max Huminik from Team 7A. The seventh grade teachers have also registered to host the 2017 Southeastern Massachusetts Geography Network (SEMAGNET) Fair here at OMS on March 25, 2017. This year's theme is "Protected Lands" in the USA and anywhere else in the world. The basic requirements are that students research a protected land of their choice and, focusing on the 5 Themes of Geography, present and reflect their research at the fair with a visual and oral presentation. The fair is open to all grades, and we look forward to having OMS students in grades 6-8 participate!

Caitlin Valair, Richard Grasso, and Anne Frasca work to keep American History and Government relevant and applicable to their eighth-grade students. Team 8B took a field trip on the Freedom Trail in October of 2016, which provided a wonderful review of the causes of the American Revolution. Thanks to the generous funding of the OMS PTSO, all eighth grade teams attended a trip to the Edward M. Kennedy Institute for the U.S. Senate in February. As part of this trip, students take part in a "mock Senate simulation" activity where they debate and vote on laws. The trip provides a great understanding of our government and civic participation.

Organized by Caitlin Valair and David Guglia, the eighth grade had its first annual Memorial Day Assembly in May. Former Stoughton High school teacher Paul Monti; father of 2009 U.S. Congressional Medal of Honor recipient Sergeant First Class (SFC) Jared Monti, came to speak to OMS 8th graders about the true meaning of Memorial Day. He spoke passionately about his son and the ultimate sacrifice SFC Jared Monti made for his country. He imparted three things that Jared lived by: “Always do your best...Never give up...Do the right thing”. Mr. Monti displayed many personal items for the students to view. The assembly also honored two late Stoughton veterans, Mr. James Noe and Mr. Anthony Novello, who had previously participated in numerous Veterans Day assemblies at OMS. Sadly, they passed away shortly after the 2015 assembly. Mrs. Valair and Team 8B organized a school-wide fundraiser to collect donations for the “Flags for Vets” program, which provides all veterans’ graves at the Bourne National Cemetery with a flag for Memorial Day. The check was presented to Mr. Monti at the ceremony. Stoughton Veteran’s Agent, Mike Pazyra, also spoke briefly. He informed the students about local opportunities to help place flags in Stoughton cemeteries over the Memorial Day weekend.

The Veterans Day Assembly in November was another huge success. Organized by Caitlin Valair and David Guglia, eighth grade students interviewed a number of local veterans whom they then introduced and presented to the rest of the students and staff at OMS. The band played as the veterans entered the assembly. The chorus sang our National Anthem and later performed a medley of patriotic songs, including “My Country Tis of Thee”, “This is My Song” and “America the Beautiful.” A multimedia slide show in the background of the assembly displayed authentic photos and artifacts from each veteran’s time in the service. Mrs. Valair and team 8B organized a school-wide fundraiser to collect donations to honor Mr. Joe DeVito with a commemorative “Road to Victory” brick at the National World War II museum in New Orleans. Mr. DeVito was extremely honored and sent a beautiful thank you to the students and staff of OMS for the generous and thoughtful dedication. Team 8B also made wonderful thank you cards for all of the Veterans Day participants and distributed them to each veteran as they each left the assembly.

On Monday; November 7, all of the students at OMS participated in a Mock Presidential Election. Students from each Social Studies class in grades 6-8 voted in the OMS Library Media Center. Students in Mrs. Wasik and Mrs. Valair's classes worked the polls. Jobs

included greeting voters at the door, the checking in of students according to the precincts (grade), passing out the ballots, directing students to voting booths, placing ballots in the correct ballot boxes, directing students to the checkout tables, checking out voters, passing out patriotic pencils, and counting ballots. The results of the election were tabulated and read to the student body at the end of the school day. Results: Hillary Clinton with 462 votes, Donald Trump with 189 votes, and other (write-ins) with 114. All OMS students enjoyed the mock election and got to actively participate in their democracy as involved and informed citizens!

All 100 Team 8B students participated in the 2015 Daughter's of the American Revolution (DAR) Essay Contest. Students wrote creative essays on "A Colonial Family's Reaction to The Stamp Act". The contest serves the towns of Avon, Abington, Braintree, Bridgewater, Brockton, East Bridgewater, Holbrook, Quincy, Randolph, Raynham, Sharon, Stoughton and West Bridgewater. The Deborah Sampson Chapter essay winner for Grade 8 was Team 8B's Laila Altanbour. Mrs. Valair and the Altanbour family attended the DAR Awards Ceremony on March 14 at the Stoughton Public library. All Team 8A and 8B students also participated in the 2015 Veterans of Foreign Wars Patriot's Pen Essay Contest. Students wrote essays on, "Why I appreciate America's veterans." The Stoughton VFW's first place winner was 8B's Sarah Doherty, and second place winner was 8B's Kristina Fetherston. Mrs. Valair and the winners attended the annual awards ceremony at the VFW in Stoughton in May.

SCIENCE

The Science, Technology/Engineering Department at the O'Donnell Middle School has been working diligently at exposing students to inquiry based lessons in all the science domains. Students experienced microscopes, explored the principles of density, and investigated the relationship of weight to flight of aircrafts. This year has also seen exciting changes in the science classroom from trimester scheduling to a new spiraling curriculum in the sixth grade. Sixth grade students at OMS have been busy digging through the first trimester by learning about Earth and its place in Space. Students were busy investigating the scientific method by designing independent experiments that would best showcase strategies used by researchers in the scientific process. Students created investigations from dropping water on pennies to creating questions around their heartbeats. Sixth graders also dug into the Earth's layers by

re-creating with Play-Doh the layers of the Earth. With these three-dimensional layers, students were able to investigate the Law of Superposition and the many ways that faults within the earth collide. Students then took their understanding of the layers further and re-created Pangea in class using evidence gathered from many fossil records. Sixth graders wrapped up their investigations in Earth Science by creating a graphical display of the Earth's "neighborhood" in space. They learned where Earth is in the our Solar System, Milky Way Galaxy and even further: the known universe.

Seventh grade students at OMS currently focus on life science. Science scholars learn how to classify organisms, identify the function of cells, recognize genetic instructions and how it relates to heredity, describe the human body systems and how the systems interact with each other and the functions that living organisms have in our ecosystem. Seventh graders explore the life sciences by engaging in a variety of laboratories. This year, Mrs. Birkemose's classes once again grew fruit flies from bananas in the courtyard to learn about Redi's theory of spontaneous generation and the origins of life. Students further explored how the human body works by investigating the nervous system and reaction times. Students designed an independent experiment to determine the effects certain factors have on individual reaction times. They hope to round out their learning with an experiential trip to BodyWorld in order to see first-hand how the various systems in the human body work together as one organism. Other hands-on experiences include the "Yeast Feast Lab" where students investigate the by-products of yeast as they ferment sugar and produce carbon dioxide. Additionally, seventh graders learn the parts of a microscope and how to properly use them by studying the microscopic world of pond water and its protozoan inhabitants. Rounding out the seventh grade year, students will dive into the exciting STEM domain of bioengineering. Students will design and build a prototype of a prosthetic arm and will be able to test the functionality of their design.

Eighth grade students at OMS concentrate on the physical sciences of chemistry and physics. Students study the basic properties of matter; elements, compounds, and mixtures, and end the academic year being able to explain motion, forces and forms of energy. Students engage in a variety of inquiry laboratories throughout the year including building a three-dimensional atomic model, designing paper stages able to hold hundreds of pounds and engineering rockets that are propelled by water over fifty feet in the air. Recently, students

were asked if it was possible to separate a mixture of pencil shavings, pebbles, iron filings, salt and sand. Once they determined it was possible, they were then challenged to design and implement a procedure to complete the task. Students also discovered the difference between physical and chemical properties by exploring the many properties of dry ice. This was a really “cool” way to learn about matter.

All three grades at OMS continue to develop their scientific communication skills by continuing to work on the Writing Lab Tool Kits. This school year the Writing Tool Kits are being integrated with technology by way of the one to one Chromebooks in the classroom. Several times throughout the school year, students are able to design their own experiments. They propose questions, do research, formulate hypotheses, perform the experiments, collect and analyze data, and make their conclusions. The students then communicate this information with a formal lab report. Recently, science teachers underwent professional development to design these lab reports for technology platforms. Students are writing, taking notes, and analyzing labs using Google Docs, Sheets and Google Classroom. Students and teachers can edit and comment on each other’s work in real time and provide instant feedback on hypotheses, data collections and analytical conclusions. By using these sites in the classroom, teachers and students are modeling how scientific data is shared locally and globally in a real world setting.

Science teachers continue to gain professional development on the Discovery Education Science “*Techbook*”. The course instructor continues to train the teachers how to use the model lessons in the “*Techbook*,” as well as the 5E Model of Instruction with Media: Engage, Explore, Explain, Elaborate, and Evaluate. A new addition to the training this school year is the integration of LEGOs as manipulatives in the classroom. Recently, an instructor from the MIT Edgerton Center in Jamaica Plain came to OMS and provided training on how to integrate these LEGO sets into each classroom and grade. The LEGOs can be used to investigate chemical reactions, photosynthesis, air pollution, climate change and more.

Grade-level science teachers are coming together to design a new curriculum that integrates the soon-to-be-published, new state standards. This has been ongoing work to which the sixth grade has begun the implementation of their hard work. The curriculum will center around an integrated approach to scientific teaching blending all the scientific disciplines into a seamless curricula each year. All disciplines will be taught in each grade level, building on

the prior years' content. For example, in grade six a student may learn about an atom. In grade seven, that same student would learn how that atom fits on the Periodic Table and by grade eight, that same student will be able to bond that atom to other atoms.

Through after school enrichment, students have the opportunity to participate in clubs related to science and technology/engineering. Robotics Club, Science Club and Destination Imagination all meet throughout the school year on different days of the week. Science Club has seen a resurgence of attendance this year. Students are excited to have Mrs. Lee as their mentor for the club and are happily investigating the physics of carnival games, the science behind Halloween and creating strong inquiry experiments to showcase in this year's science night.

Exciting things are happening in the Technology and Engineering Department as well. Students are able to take an engineering course in every grade with each year focusing on a different engineering design. In grade six, students will design and engineer race cars and bridges. Grade seven sees students designing energy efficient houses complete with solar panels and alternative energy sources, while grade eight has the opportunity to implement coding skills by creating their own websites.

The teachers in the Science/Technology and Engineering Department continue to design rigorous curricula and deliver this exciting curricula to all the students at O'Donnell Middle School through hands-on, inquiry based learning. The teachers continue to attend professional development opportunities and engage in bi-weekly team collaboration times.

Dawe Elementary School

David Barner, Administrative Principal

The Joseph R. Dawe, Jr. Elementary School has a diverse kindergarten through fifth grade student population of approximately 375 students. Together, the Dawe School Dragons form a strong community invested in teaching, learning, communication, and social emotional development. At the Dawe School, we are a community of Dragons who share a common vision and high expectations.

The Dawe School staff believes in the importance of frequent communication with the parents and guardians of our students. We encourage parents to play an active role in their

children's education by staying informed. Letters to parents, notices or reminders of upcoming events, calendars, phone calls and weekly emails from the principal are utilized to make parents aware of special activities or events and to promote regular communication throughout the school year. Parents are encouraged to communicate with their children's teachers and to meet with them, as needed, during the school year.

The Dawe School is most fortunate to have an extremely active Parent-Teacher Organization that works very hard to support our students, staff, and school. In September of 2016, the P.T.O. collaborated with the staff to start the new year with the exciting Boosterthon Fun Run. The Fun Run incentives jumpstarted the school year with school wide rewards such as duct taping the physical education teacher to the flag pole, having the computer teacher greet students from the school roof while wearing a movie-quality Batman costume, and seeing the principal dressed as a chicken while riding on a tricycle in the cafeteria during lunches. Not only was the Fun Run like nothing the students have experienced, but it also raised over \$15,000 to enhance our school environment in many ways by providing additional resources for teachers, cultural presentations, field trips, after-school programs, enrichment programs, and family activities throughout the school year.

Students were observed by principals and teachers from other school districts during a meeting of the Massachusetts Elementary School Principals' Association held at the Dawe School. Second and third grade students demonstrated some of the cutting edge technology that they experience every day while working with computers. Led by our computer teacher, students coded their Dash (robot) to navigate through an obstacle course in the gym. Students coded Blue Bots according to the solutions of math computation problems. Integrating technology into the curriculum occurs on a regular basis. Students in grades K-3 are equipped with iPads while students in grades 4 and 5 have their own Chromebook. Soon, students will begin coding drones. Technology at the Dawe School is a model for other schools.

Voting for the Student Council officers included voting for the President of the United States and took place using Google accounts this year. The Students who ran for President, Vice President, and Secretary practiced their speaking skills while giving speeches to the student body using a microphone from the stage. At the end of Election Day, the Council was formed with the aforementioned officers and a Senator and Representative from each grade.

The Student Council led many school wide activities such as spirit days, collections for local charities and the food pantries. They continued to plant and grow vegetables in the raised planting beds in the back of the school. They planted, maintained, and harvested tomatoes, cucumbers, herbs, and other vegetables. The food that the students grew was then served in salads to other students at lunch.

The Dawe teachers collaborate regularly to strengthen teaching and learning for all students. The teachers share a common understanding of high-quality evidence-based instruction and have formal systems for monitoring student progress. Classroom and support teachers determine which students are in need of receiving tiered support and provide them with the appropriate instruction based on the grade-level Response to Intervention plan. Teachers participated in Data Team meetings throughout the year (every six to eight weeks) to focus on student learning and working collaboratively. Based on identified needs, teachers read about and implemented current research and strategies to increase the effectiveness of instruction in areas identified through the analysis of student growth and performance data. The Dawe School teachers shared their expertise and talents to support each other to meet the needs of and provide rigorous learning experiences for all students.

The Dawe School community is committed to excellence in intellectual, physical, social, and emotional development. We respect individual differences and strive to reach our full potential. Working together, teachers, parents, students, family members, and community members dedicate themselves to our students every day.

Joseph H. Gibbons Elementary School

Lynne Jardin, Administrative Principal

The Gibbons School is a safe and respectful community that collaborates to challenge and inspire all students to embrace a lifetime of learning.

As such, each year as part of our School Council Plan we focus on a social emotional goal along with our student and professional goals. This year we have focused on building character with the students as part of that goal. Our students and staff were expected to conduct themselves with character each day. The character traits that we focused on were: *responsibility, respect, citizenship, self-control, integrity/honesty, compassion,*

tolerance/patience, confidence, perseverance, cooperation. Each month a new trait was introduced and reinforced in the classrooms through morning meeting, classroom procedures, class expectations and any other time that seems appropriate in the classroom. Outside the classroom, everyone was encouraged to use the language and to recognize students who were conducting themselves with character such as, “Be sure to conduct yourself with character.”, “Did you conduct yourself with character?” and “I saw that you were being responsible.” These words gave us a powerful, common language to use when talking about character with the students. Each month we recognized students who exemplify the trait for that month. Students had their picture taken and the pictures were displayed in the display case in the lobby. ‘Conducting Ourselves with Character’ helped to create a positive learning environment for our school community.

We continued to offer staff directed academic and enrichment extended day programs to our students throughout the year. At the district level, the Gibbons School had significant representation at the Knights of Summer program. Our own programs were offered before and after school. This year’s enrichment programs included Creative Games – two separate programs in grades 2 - 5, Art, and Pre-Engineering – three different programs one for each of grades 3, 4, 5. They were offered to grades 1 – 5 with each session being filled. Dream Team, our afterschool homework/physical education program remains very popular with our third through fifth grade students. Academic Support programs are offered to grades one through five who were identified by staff as needing additional support to enhance their academic progress.

Included in academic enrichment were the “buddy” activities between the kindergarten and fifth grade students. Each month they worked together on a STEM activity: building the tallest tower, building a 3D model, etc. The experience provided opportunities for problem solving, managing themselves within a group, communicating effectively and just having fun while learning. It also served as a model opportunity to showcase character traits among the students.

Through our PTA’s fundraising efforts we were able to offer several additional programs to our students. The Museum of Science Traveling Program joined us in January for STEM hands on activities; Bridges and Wind Energy. In the bridges workshop, students in grades K – 2, designed bridges of different styles to balance across a gap and support a load. In the

wind energy workshop, students in grades 3 -5, designed the best possible wind turbine blade for generating electrical power. Both programs showcased the students ability to problem solve and work as a cooperative group. In February, Artist Robert Surette presented a show titled, Be Somebody, which reinforced character building. Rob is a wildly creative performance artist whose 60 minute show as designed to change the way you look at the world. Then in March, we were treated to a performance by The Rhythm Room. The Rhythm Room interweaves the energy and power of percussion with vocals to create an explosive and captivating performance. In addition to the performance, each grade level participated in a percussion clinic, creating their own rhythms with the guidance of the Rhythm Room performers. We thank out PTA and Gibbons families for their amazing level of support.

The Gibbons Community continues to be active participants in the Stoughton Community. We participated in Coats for Kids through our annual coat collection. We helped to support our Stoughton Food pantries through a month long collection in January. For Thanksgiving, parent Shari McBurney and our fifth graders, collected food and donations to create food bags, which were donated to families through the St. Anthony's Free Market. During the holiday season, fifth grade student volunteers, under the direction of Mr. Cancellieri and Ms. Carroll, gave their time to go caroling at the Copley, here in Stoughton. Their performance was enjoyed by all. These community programs further supported our goal of conducting yourself with character through your actions.

Technology has become part of everyday life here at Gibbons. Student in grades 1 and 2 have iPads as part of the district one to one initiative while students in grades 3 through 5 have Chromebooks. Kindergarten will soon follow with their own iPads. These tools were used for research, and to reinforce and practice skills. In addition, students have been using Bee Bots, Blue Bots, Probots and the Terrapin Logo Website during their weekly computer time to learn about computer programming and to enhance their critical thinking skills.

Analyzing student data continues to take place within grade level common planning, Professional Learning Community (PLC) days and Data Days. The focus this year was on computer based assessments for students and staff as well as a more indepth analysis of student data through standard based assessments of all questions given to students. PLC meetings evolved to include but were not limited to; reflection, analysis, planning of curriculum, student growth and development and the schools' commitment to high standards

on a personal and academic basis. The data days were facilitated by the district data specialist, Lynda Feeney and the Curriculum Coordinators, Eileen Sprague – Humanities and Jamie Hulbig – STEM. The data days gave staff the opportunity to work collaboratively to review data from PARCC, MCAS and AIMSweb in order to prepare differentiated instruction to meet the individual needs of their students.

We thank the Town of Stoughton for its continued support by providing the means that allow us to provide an excellent academic experience for our students.

Helen H. Hansen Elementary School

Faye L. Polillio, Administrative Principal

“The sun is always shining inside the Hansen School, so let’s have a great learning day!” That is my message each and every morning to the Hansen School Community. And as a result 2016 was an amazing year of learning and growth at the Helen H. Hansen Elementary School. Each year we celebrate a school wide theme. This year we have embraced “The Year of Performing Arts” for a second year. Last year our activities ranged from having past and present Hansen Hawks performing in a talent show to spellbound students watching a variety of assemblies. One of the more memorable performances was by The Rhythm Room. The Rhythm Room interweaves the energy and power of percussions with vocals to create an explosive and captivating performance. In addition to the performance, each grade level participated in a percussion clinic, creating their own rhythms with the guidance of the Rhythm Room Performers. Now to another Hansen School specific activity.... Communities. Our school population is divided into eighteen cross-grade (Kindergarten-5th) level communities. This allows for 2-3 students from each grade level to be in one community. From year to year the students remain in their communities until they move on from the Hansen School. Last year each community is under the supervision of two staff members and is distinguished by a specific color. Through the brainstorming and planning by a group of Hansen Staff, each month a theme based activity is planned. Each activity was tied to the “Year of Performing Arts.” One of our very memorable events involved the Hansen School traveling by bus to Stoughton High School to listen to the Jazz Band and Show Choir (many performers being former Hansen School Hawks). Throughout all of our community activities, we celebrated, we played, we learned, we embraced, and we loved our

communities. Our culminating activity in June was a trip to Camp Westwood in our communities to participate in team building events.

In 2016, The Hansen School was also a vibrant learning environment. We offered an after school academic support program taught by staff. This allowed students in 2nd, 3rd, 4th, and 5th grades to work in small groups of up to 6 students to extend their writing, math and reading skills. We also offered students in first through fifth grade an opportunity to participate in math enrichment and pre-engineering programs. All of these amazing choices were filled with overflowing enthusiasm and excitement. Hansen School students (Kindergarten through 5th) also had the unique experience of an added “Retired Teacher” academic support program. The Hansen School Community welcomed back 6 retired teachers to work with small groups of students during the school day on needed skills. They either worked on areas of remediation, stretched student thinking and understanding of specific skills, or helped solidify previously taught skills. This academic support configuration allowed for close collaboration among the professionals and fostered discussion of areas of need and mastery of strengths. This is a testament to the family that has been created at the Hansen School that we had 6 retired teachers who continued to offer their time and talents to assist our students. Also, we have teamed up with the District Wide Data Specialist, Lynda Feeney and our Curriculum Administrator Supervisors (K-5), Eileen Sprague and Jamie Hulbig to analyze, discuss, and implement the findings of student data during our Professional Learning Communities (PLC’s). Again, what a prodigious feat allowing our grade level teams to have the opportunity to collaborate every six weeks along with the grade level RTI, special education, and reading specialists. This leads to equipping the staff with the appropriate knowledge and tools to assist students on fine-tuning their ability to answer open response questions, to determine the most important information in a text, and to develop pieces of clear, vibrant, and descriptive writing in all subject areas.

Parent-school communication was strengthened and supported for the third year through our parent liaison. The Hansen School encouraged parents to participate in a wide range of school activities by volunteering for PTO, School Council, attending programs sponsored by the Stoughton Parent Engagement Center, or sharing their knowledge and talents in their child’s classroom. We have had parents volunteer for 4th grade craft day, explain to 1st graders about bees and their community, are Mystery Readers, and assist in creating 3-D

maps of Massachusetts with the 3rd graders. I also hosted Principal Chats for each grade level at 8:00 AM in order to try to accommodate the schedules of all parents.

The Hansen School continues the “Walk to Read” and “Move to Math” model of small group reading and math instruction. For a second year we have continued a “Move to Write” model in all grade levels which focuses on grade level specific writing expectations. The classroom teachers, a special educator, along with a reading specialist, work with children to stretch their thinking, support individual areas of need, and reinforce already taught skills. Children’s needs are looked at weekly in order to appropriately place them in small skill-based groups. They are asked to read, compute, write, and share the strategies they used when determining their answers. These models are well liked by students and staff and assist us in meeting the individual needs of every student.

Both our LLT and Aim teams have been busy. In LLT, we have been continuing with our Book of the Month program. Each month, a new book is chosen for each grade level. Students have the month to read the book and answer a half sheet of questions. Books are made available to students in their classrooms, in the library, and are also available to purchase each month for \$1. All students who complete the questions are put into a raffle at the end of the month for free books! The students get very excited to hear the winners announced and to see which books are being chosen each month!! We are also just beginning our annual publishing project. Students in grades K-3 design, write, and create a class book; each grade or class chooses their own theme or topic. Students in grades 4 and 5 design, write, and create individual books on a variety of themes and topics. The manuscripts are bound into hard cover books which are returned to the school and available for students and their families to purchase. Lastly, as a staff, the members of LLT are doing a book study of "Reading Strategies" by Jennifer Serravallo. Teachers are trying new strategies in the books with their class, reporting back to at monthly LLT meetings, and sharing the new strategies and ideas with their colleagues as well. This year our math initiative focuses on technology due to the direct impact it has daily on our students, as well as for testing purposes. We are using many different websites and apps to practice skills and strategies each month at each grade level. Students are rating the sites on user-friendliness and access to both iPads and Chromebooks. This also provides students and families with other ways to reinforce what they are learning at home. We are also coming up with some

technology test taking strategies beginning as early as grade 1 now that most students will take assessments on a device. As always, the AIM Team constantly reviews district and school-wide data to see how we can help fill in any areas our students need reinforcement in. As a district we have been fortunate to incorporate technology into every aspect of our curriculum. At the elementary level, every student in grades 1 and 2 have iPadpads and students in grades 3, 4 and 5 utilize Chromebooks as their technological device. Kindergarten is soon to follow with one-to-one iPads. These tools are used from researching projects to accessing assessment data. It is a new world with technology and the Hansen School has thoroughly embraced this fantastic experience.

At the Hansen School, a student's effort is valued as much as their achievement. We celebrate students' individual accomplishments each day. Using various incentive programs such as Hawk Dollars, Fact Masters, and school store, students are encouraged to challenge themselves to work toward their greatest potential.

We are proud to announce that the Hansen School remained a Level 1 School status as determined by accountability data. This was accomplished through the hard work and dedication of our students and staff. The Hansen School family, which includes students, teachers, staff, and parents, embraces the challenge of helping students learn to love learning.

South Elementary School

Maureen Mulvey, Administrative Principal

We just finished the 2016 calendar year having spent time with families and friends. One part of the holidays is trying out new recipes and recreating favorite ones to bring to gatherings. A successful recipe that works well for the students at the South Elementary School is a one that blends high quality educators, academic rigor, extensive technology, invested students, supportive parents/guardians and well-funded resources thanks to the support of the people residing in Stoughton. Because the South Elementary School has maintained a Level 1 status for its 4th consecutive year, we don't find the need to find a totally new recipe; rather we adjust a pinch here and there each year.

Programs outside of the regular school day continue to develop and flourish. We offer six academic support programs for students in grades 2 through 5. All are well attended. Students work in small groups before or after school with a teacher to solidify grade level

skills and to preview upcoming material. Enrichment Programs are offered, too. Wellness/Fitness, Literacy Games, Art, a national program called Girls on the Run, Math Games, BOKS (Building Our Kids Success) and Book Clubs are some of the choices. Each session begins with a wait list for students wanting to join the next time! This extra time on learning and cultural exposure builds students' empowerment to take control of their own education and builds a positive school community.

Speaking of community, South School students are treated to a number of talents from former South School Sharks. Several OMS students run a homework club for our students and others work with teachers in the academic support programs. This year we were chosen by a South Alum; Thomas Smith, to offer a course about finance, marketing and economics to our 4th and 5th graders after school. He was the recipient of the 2016 Disney Summer of Service Grant. We welcome him and his SHS DECA peers who will use a simulation project of setting up a lemonade stand as an introduction to business. What better compliment to a school community is there than when former students wish to give back!

As this is my seventh year serving as Principal, we have begun sharing leadership responsibilities. Just as we encourage our students to flourish, so too should our educators. Teachers work throughout the summer developing curriculum and learning how to implement new programs that incorporate technology for our 21st century learners. We have active teams of educators who serve on our math, literacy and English Language Learners teams. Each team is led by a liaison or co-liaisons who head up the initiatives for their content area. Our staff meetings serve a dual purpose to continue our professional development and to empower teachers to share their interests and expertise. Mrs. Erica Dewsbury has lead us in understanding Carol Dweck's "fixed mindset vs a growth mindset". When working with children, we need to know that intelligence is not necessarily fixed. Mrs. Anne Shute has served on the district wide Trauma Crisis Team and has taught us how to use specific language with students identified as having childhood exposure to stress and uneasiness. These follow up sessions complement our Stoughton Public Schools professional development mission to become a trauma sensitive school district.

As a staff we continue to stay ahead of the state's curricula changes. Specifically, we delved into the comprehension of the new mathematics and science practice standards. Together, as a staff we work to unpack the standards and develop meaningful lessons that advance our

students toward mastery. An example of how bringing teachers together to focus on their students' learning, creating a sense of community and promoting a supportive, positive climate is how the first graders in Mrs. Russell's class 'buddy' with Mrs. Slagen's fifth graders. They co-planned an engineering lesson after reading several variations of the Three Little Pigs and constructed "wind proof" homes together.

Students also contribute to the community outside of school. In celebration of the 300th Anniversary of the First House Built in Stoughton, third graders under the tutelage of Mrs. Cat Wallace and Mrs. Melissa Johnson, created computer generated timelines of Stoughton's history and its first settler, Isaac Stearns. They presented their projects at the Stoughton Historical Society on Sunday, April 1, 2016. The South School Student Council has planned and organized several community service projects including collecting games, puzzles and gifts to Toys for Tots and fundraising to make a donation to Children's Hospital in Boston. Students and parents of the South School Community are so generous in their donation of time as well. Our active PTO supports in school programming such as Top Secret Science, Historical Perspectives: Benjamin Franklin, buses for outside field trips, and teacher grants to fund classroom needs. Students also benefit from a local college community. During the fall of 2016, students from Stonehill College in Easton conducted the NUM3ERS Project with our third, fourth and fifth graders. The project based, challenge based instructional session had students working together solving real world challenges.

Returning to the recipe metaphor, we can view education as having **change** as the one constant. New requirements, new standards, new programs, new students, new assessments, new teacher evaluation system and new staff are constant. Just as certain is the fact that favorite traditional recipes remain constant. We, as a South School Community, adapt when we need to, but hold on to the tried and true. The recipe seems to work.

Thanks to the town's residents who support and fund education and allow us to keep our students achieving and growing into good citizens.

West Elementary School

Lisa M. Whelan, Ph.D., Administrative Principal

It is the mission of the staff and our diverse school community at West Elementary School to provide a safe and nurturing environment of mutual respect; inspiring all children

to achieve their academic potential as life-long learners while assuring appropriate social and emotional development. Students are valued for their individuality and likewise are taught to face the future and contribute to society with compassion, courage, knowledge and vision. It is with great joy that I begin this school year as the Principal of the West Elementary School. It is indeed my honor to lead the outstanding team here at West that works so hard to serve the families and students of Stoughton.

We are working collaboratively to model a program named Community, Acceptance, Responsibility, Empathy, and Self-Control (CARES). Our school year began by kicking off the CARES program with creating a “Kindness Rock” that demonstrates a positive theme in our school which brings us pride. Students and teachers each made a rock and they are displayed in our front foyer to remind us that “Kindness Rocks” in our community. All classrooms begin their day with a brief morning meeting to discuss these themes and how students will model them throughout their school day. Our first All School Community Meeting demonstrated that our school models these themes in everything we do each day. Students receive a CARES award for living these elements within our school. During the month of November our school community exhibited great service by collecting nonperishable food items for the Stoughton Food Pantry. Our school was able to assist in feeding several hundred Stoughton families by participating in this great lesson in community involvement. The Student Council, which is served by students in Grades 4 and 5, run our All School Meetings and model the importance of leadership and civic engagement within our school. We welcome families and community members to our All School Meetings which are held every 6-8 weeks.

West Elementary is fortunate to have a diverse learning community where approximately 20% of our students are bilingual or speak a language other than English. You may hear Portuguese, Spanish, Russian, and or Haitian Creole in our hallways. Our school houses an English Language Learner Program and this program has succeeded in maintaining and achieving performance level targets on the Massachusetts State Wide Assessment Test for 2016. We continue to strive for strong student performance and improvement as we are designated a Level 2 school based upon the 2016 Massachusetts Accountability Report. Students, teachers, staff and parents should feel proud of their work in support of these accomplishments and we all recognize that with shared effort, the sky is indeed the limit.

Student achievement is a paramount goal not only outlined in our school improvement plan but exhibited daily in classrooms. In order to progress and climb in proficiency levels we offer school wide initiatives which aid in achieving this goal. During school wide data days, which are facilitated by Lynda Feeney; district wide student data analyst and Lisa Whelan; Administrative Principal, teachers come together after student benchmark assessments are administered, and analyze student data to better individualize their instruction and determine strengths as well as areas in need of improvement. Action plans have been written to adjust instruction and/or to enhance the curriculum and program delivery. Through the use of walk to read and walk to math programs, we can target reading and math services for students based on their academic levels in order to maximize instructional delivery. These programs provide students with differentiated learning as well as enabling them to adjust their instructional grouping based on their individual progress.

During staff meeting times we continue to be reflective practitioners by engaging in working groups focused on our school vision and professional learning. We likewise engage in collaborative planning time weekly with colleagues to deepen our instructional practices and share our strengths so that all children are provided with the best instruction throughout their learning day. There are many examples we have here at the West that demonstrate collaborative learning is working.

Technology is also alive and well at the West Elementary School. One-hundred percent of our students have access to iPad and/or Chromebooks throughout their school day. Students use these tools for reading, writing assignments, math assignments, homework, and parent communication. It is the goal of the Stoughton Public Schools to have all students in a paper free environment where access to learning occurs in the form of technology. This is the vision for the 21st Century Learner and we intend to provide that to our students.

We are proud to host an Academic Extended Day Program. This program, under the leadership of Lynda Feeney, is offered to specific students in need of more academic learning time. Student achievement data is used to determine student eligibility for these programs. We have also extended this program to enrichment opportunities for students and we are fortunate to offer a late bus for students participating in these school wide programs. Pre-Engineering programs are offered by highly qualified teachers during the morning and afternoon, two days a week. We have also offered a LEGOs and literacy program to 1st and

2nd grade students. This program allows students to be creative and use their higher order thinking skills to develop structures with LEGOs, and to also create books by writing about various themes. All enrichment/academic programs are taught by highly qualified teachers within our school. We are fortunate to have these opportunities for students and our goal is to increase before and after school programs for students.

The West Student Council, which as noted earlier is comprised of 4th and 5th grade students, has taken on several community service projects. One of the projects was collecting winter coats for families in the Stoughton Community, we are proud to say that we collected over 100 coats to help keep needy families in our community warm during the winter months. The Council also helps to support West families and the community through the holiday season with several other charitable programs. We strongly believe in instilling a sense of community responsibility in our students and are proud to support our outstanding student council in these very noble efforts.

From our conversations with students, teachers, and families within our building, we are proud to develop and embrace a safe, respectful, and responsible learning environment. We model these themes within our school each and every day. As one enters and walks the hallways at the West they will observe a theme of, “everyone is teaching and everyone is learning.” We continue to enhance our mission and vision of excellence by embracing our diversity while striving to move forward in academics and social achievement and development for every child. This is a community wide effort and we are grateful to the Stoughton community for your continued help and support. It takes the village of teachers, children, leadership, and families to maintain this vision and we appreciate the efforts of all members of our school community as we continue to work together on behalf of the West children.

Jones Early Childhood Center 2016-2017

The Jones Early Childhood Center (ECC) is a vibrant center of activity that supports the academic, social and emotional development of the students it serves. It is the job of the Jones ECC to provide the students with meaningful and enriching activities where students can explore their world while learning appropriate social, emotional and academic skills.

Children are curious by nature and enjoy learning in this community environment; their neighborhood school.

Research indicates markers of greater success of students later in life include parent and community involvement, and social-emotional learning and development. As a community based program, the Jones continues to look at how to be a resource for the community. We have increased our parent communication and out-reach, and our professional development for the staff has focused on the social emotional learning curriculum.

As a program developed to educate students eligible for special education, the Jones changed the programmatic structure to allow for two afternoons to conduct special education evaluations and team meetings. Using this format, the educators do not miss classroom instruction time to meet regulatory obligations. As a community- based program, the Jones ECC continues to examine how to be accessible for all of the 140 students it services and how it can service more students. The Jones ECC continues to offer 30 free slots of pre-school to eligible students using Title-One funding. The Jones ECC is also in discussion on how to better address the needs of students where English is not the native language. The Jones ECC continues to offer a variety of sessions with corresponding fees to make this learning opportunity accessible to all community members.

Collaboration between the Jones Assistant Principal, the Jones Parent Liaison and the Stoughton Youth Commission, have been essential to increasing the home-school community. The Jones ECC has hosted two student-parent-school activity nights where over 40 families have attended and through evaluations, requested additional activities.

The pre-school staff, teachers, therapists and paraprofessionals have been examining their current practices to incorporate social emotional language and learning into the everyday life of the classroom. The Jones is using an integrative approach connecting the Zones of Regulation and Social Thinking to assist students with learning and practicing their ability to form relationships in a safe and nurturing environment.

Open House for the Jones ECC occurs every year late January/Early February. All are encouraged to attend to explore this learning opportunity for their child. We welcome families and community members to attend our Open House to register their little ones, joining the public school family from the start. Come grow and develop with us! Let the Jones ECC be “The First Steps to Discovery” for your child.

Stoughton Athletic Department

Ryan Donahue, M.Ed., CAA

My name is Ryan Donahue, and I am currently in my eighth year serving as the Athletic Director of Stoughton High School and have begun my first year as K-12 Physical Education and Health Director. It is an honor working for the Town of Stoughton and its community. Through my eleven years in the district, never have I been more excited for the future of this town and this school district.

So much of Stoughton's history is being remembered in 2016. After following one of the best years (2015), from an athletic department standpoint, our entire staff recognized the challenges ahead and repeated a similar level of success. Watching students you have grown to appreciate and admire, and have shared countless memories with, move on to the next chapter of their lives is difficult in many ways. Losing leadership, familiarity and trust in individuals and teammates makes the constant effort of teaching and believing in valued character traits in those around you that much more important. Without building relationships and establishing goals that all are passionate about, experiences can never be as great as possible. The coaching staff, student-athletes and administration that make up the Stoughton black knight athletic department work very hard to maintain a high standard of work ethic that acts as a source of pride for the community. I feel confident that in 2016 this high standard was met and has matched the success experienced in other great school years in the history of Stoughton High School.

The anticipation of the possibility of a brand new Stoughton high school can be emotionally overwhelming at times. I, along with so many other people, have had the opportunity to share countless experiences in the current building. Arriving at 232 Pearl Street every day, for close to a decade, has been something I have been lucky enough to do. As is the case in any setting there are ups and downs, but getting to know the Stoughton community within this building has been a pleasure. I have enjoyed the thought of welcoming familiar faces to athletic events at a state of the art facility, as it is something this community truly deserves. Envisioning our students walking into a school filled with opportunity, qualified teachers and coaches to prepare them for life after high school brings an unstoppable smile to my face. Since the vote was approved in the town to support the new Stoughton High School building project many have been anxiously awaiting the new, but appreciating and acknowledging the

past. The current high school served as a great venue for tens of thousands of teenagers and faculty members. It has become more evident at each sporting event I attend that town members (many previous Stoughton student-athletes) loved this building and its athletic complex for what it was, and it will always hold a sentimental place in so many of our hearts. After seven years as the black knights' freshman softball coach, combined with varsity experience in Pennsylvania, Stoughton High engineering teacher Timothy Norton was appointed as the new Varsity Softball Coach. In his first year, Coach Norton was named "Coach of the Year" by Hockomocksports.com and led the team in qualifying for the MIAA State tournament. Though losing a close game to Braintree, the future looks bright for this young program. Mathematics teacher and longtime varsity coach of the Stoughton varsity baseball team; Michael Armour, was named "Coach of the Year" by Hockomocksports.com. Coach Armour and the baseball team won the Hockomock League Davenport Division, and advanced to the south sectional semi-finals in the MIAA Baseball tournament, narrowly losing to Dennis Yarmouth; the eventual state champion. With many students returning, the 2017 season could be one of the all-time greats for Stoughton baseball. Both programs, along with many local community members, joined in honoring Timothy E. Bulger. In May the town dedicated a softball field in Tim's name to honor the legacy he left behind. Truly one of the best individuals I have ever had the pleasure to know, let alone work with. A major thank you to the large crowd that came out for unveiling the sign, it was truly a touching moment. It is a moment, and a man, that Stoughton shall not forget.

Boys and girls cross country, indoor track and outdoor track varsity coach; Jennifer Ceolinski, has been a major addition to the athletic department. The positivity and student centered focus she brings every day is exemplary. The increase of student participation in such a short amount of time is remarkable. Coach Jenn has used team building activities along with marathon motivational tools to more than double the amount of student now totaling over 150 participants; we anticipate the spring track numbers to come in close to 200 students. Managing that many students is an enormous task, Stoughton is fortunate to have such a great coach in the athletic department.

The fall of 2016 matched one of the most successful seasons (2015) by tying the record of the most playoff teams in a season, in school history. After starting the girls' volleyball program and coaching for eight years, Ken Gay resigned as head coach. The athletic

department thanks him for his contributions and wishes him well in his future endeavors. With big shoes to fill former Stoughton athletics student standout Erica Batchelder was named varsity head coach. Under Coach Batchelder the team qualified for the MIAA post season for the 2nd year in a row. They continued to combine forces with Sharon Volleyball for the eighth straight year and fundraised over \$2,000 in the “dig 4 the cure” game for the American Cancer Society. This now puts their total donation to over \$17,000. One of the volleyball team’s biggest accomplishments came in a “must win” scenario. Against all odds they secured a dramatic win against a very accomplished Canton program that had never been beaten by Stoughton, until this year.

The Black Knight Football program continued their dominance under long time Head Coach Greg Burke as they secured an impressive record of 8-3. Led by senior all-stars Ryan Sullivan and Izon Swain-Price the football team defeated Milford during MIAA post season play. They finished as a DIII Sectional Semi-Finalist, with a close loss to top seeded Duxbury (the eventual state champion). With the Town of Stoughton prepping to break ground for the new high school in the spring of 2017, this Thanksgiving marked the final game to be played on Anthony L. Sarno Jr. football field at its current location. Many town members came out to see the Black Knights play Canton one final time on the field we have all grown to love. The football team was victorious over Canton at the 91st Annual Thanksgiving Game by the score of 48-0 (largest margin of victory in rivalry history) to take a 47-41-3 lead in this long time match-up. It was an honor to see so many alumni at the game and experience such a great moment in the history of Stoughton High School. The athletic department will continue to exemplify hard work and honor traditions that have been established by alumni, during the transition to a new Stoughton High School.

Fine Arts Department - Stoughton Public Schools

John Mange, K-12 Director of Fine Arts

2016 has been a wonderful year for the Arts in Stoughton. We are so proud of the achievements and hard work of all of our students! In September, we welcomed a new staff member to our department: Keith Curbow joins us as the director of the 8th Grade Band, the High School Concert Band, and the instructor of several high school music electives.

The Fine Arts Department aims to ensure that every student in Stoughton has the opportunity to experience and participate in the arts. All of the elementary students in Stoughton participate in both visual art and music. At O'Donnell Middle School, all students study visual art. In addition, sixth grade students study World Percussion, Guitar, and Music Technology. The OMS Chorus and Band ensembles have over 700 students enrolled. At the high school, the visual art offerings have been expanded and well-received by many students. The SHS Music Department continues to thrive with over 300 students in the performing ensembles. Students without a performing background also have a wide choice of music electives in which to participate.

Community outreach is a major focus for the department, which presents over seventy events for the school and the community throughout the year. Art shows are featured at each school and the public library; concerts are performed at each school, the senior center, town hall and nursing homes. In addition, the SHS Marching Band shares their musical and marching talents with the community at SHS football games, Veterans Day, Memorial Day and the Holiday parade. The *Stoughton Journal* sponsors the "Artist of the Week" and "Music Makers" series. The Department maintains an active web presence; information about upcoming events can be found at <http://www.stoughtonfinearts.org> along with links to individual teacher websites.

Our bands and choirs are most fortunate to have Parents of Performing Students (POPS) as a community resource. Along with community events and advocacy initiatives, our students have many opportunities to demonstrate their talent and creativity at the regional and national levels.

Stoughton has a long history of supporting the arts both in the schools and in the community. The Fine Arts Department would like to acknowledge the support from the school administration, School Committee and the community at large. We encourage the community to come and visit us at one of our many events in 2017. It is our hope that during your visit to an art showing or musical performance, you will see the pride students take in their work. That pride is a reflection of a supportive and caring community called Stoughton.

Elementary Visual Art

Students in Kindergarten through grade five attend art once a week for 42 minutes. The students experience a wide variety of art mediums and activities including drawing, painting,

sculpture, printmaking and collage and fiber arts. Lessons are developmentally appropriate and allow each student to expand their artistic knowledge and skills by learning how to utilize the elements of art and the principles of design to convey their ideas.

Kindergarten, first grade and second grade students learn about line, color and shape. They have fun learning and using new and exciting materials. Among the lesson topics they learn are portraiture, drawing the human figure, using texture and sculpture.

Students in grades three through five continue to expand upon their previous knowledge while learning new techniques and begin developing their own personal artistic style. Students learn to express emotion through their art, as well as how art impacts and connects to the world around them.

Students work diligently throughout the school year in anticipation of the annual Fine Arts Nights held at each elementary school in the spring. Students participate in the selection and preparation of their artwork. The Fine Arts Night is a wonderful event to display student artwork to family and friends.

Fine Arts staff members Carolyn Corrente, Gibbons School; Meridith Perry, Dawe School; Alyssa Murphy, West School; and Sarah Tetrault, South and Hansen Schools are the elementary visual art teachers for the school district.

Elementary Vocal Music

All elementary students enjoy music class once a week for 42 minutes. By singing, moving/dancing, experiencing folk music from around the world, playing musical games, and trying musical instruments, students learn a variety of critical musical concepts, form the groundwork for musical literacy skills, and begin to understand how to express themselves. Additionally, third graders learn to play the recorder. All fourth and fifth graders have the opportunity to sing in their school chorus. Students in the chorus sing at their school's Holiday Concert in December and the Fine Arts Concert in the spring.

Fine Arts staff members Yvonne Montgomery, Gibbons School; Christopher Weigel, Dawe School; Steven Curley, West and Hansen Schools; Sarah Labrie, South School are the elementary vocal teachers for the district.

Elementary Instrumental Music

The instrumental music program in the Stoughton Public Schools begins in 4th grade. Beginning band students have the opportunity to choose one of six band instruments; flute,

clarinet, alto saxophone, trumpet, trombone and percussion. Students participate in group lessons and band rehearsals on a weekly basis. Band members perform at both the winter and spring concerts at their individual elementary schools.

Fine Arts staff members Ann Dorgan, Nicholas DeFrias, and Danielle Horan direct the elementary school bands.

Middle School Visual Arts

The Visual Arts Department at the O'Donnell Middle School helps students become better artists by developing their artistic skills and imagination. Mrs. Karen O'Connell, Mrs. Kelli Jarasitis, and Mr. John Dorion teach all middle school students in grades six, seven and eight. Students learn to express themselves while learning skills and techniques with projects that include digital art, portraits, cartooning, linear perspective, life drawing, and fantasy. Students develop skills such as application and technique of color, value, proportion, and depth, through fun and imaginative projects. Mr. Dorion also teaches an art enrichment class where imagination and creative thinking are stressed.

The art department also offers after school programs for all students looking to expand their skills and creativity. Mrs. O'Connell sponsors the Digital Art Club where students can produce digitally altered photographs to produce interesting and imaginative pieces of art. Students also create stop-motion animated movies and other kinds of movie making techniques.

Mr. Dorion sponsors the Art Club, which meets after school two days a week. Both groups present an art show at the end of the school year to display the wonderful artwork they produced throughout the school year.

Middle School Music

Our Exploring Music 6 curriculum is now in its fourth year. Sixth grade students receive a hands-on experience creating and sharing music. Students learn about musical concepts and styles through performance using world percussion instruments. They learn to read musical notation while learning to play guitar, and compose original music utilizing the latest music technology tools and apps. Projects such as composing ringtones, creating a product and an original jingle, and writing original guitar music foster creativity, communication and collaboration. Fine Arts staff member Betty Bauman is the classroom music teacher at the O'Donnell Middle School.

The O'Donnell Middle School choral program has enjoyed tremendous growth over the last couple of years. Over 350 students participate in one of six choral ensembles during the school day. The OMS Choruses perform in the OMS Winter Concert Series and the Spring Concert Series each school year. The 8th Grade Chorus also performs at the SHS Singers Night Concert each March.

The OMS Choral program is well-represented at the regional level. Several students each year are accepted to perform at the Massachusetts Music Educators Southeast District Honors Choir Festival and the SEMSBA Honors Festival. Fine Arts staff members Betty Bauman and Sarah Labrie direct the choirs at the O'Donnell Middle School.

The OMS Band program also enjoys a high participation rate with 350 band members in grades six through eight. The band program has 6 concert band ensembles that meet during the school day. After-school offerings include 2 jazz ensembles and a percussion ensemble. The OMS Jazz Ensembles participate in the Massachusetts Association for Jazz Education festivals each year. Several OMS instrumental students are selected to perform at the Massachusetts Music Educators Southeast District Honors Choir Festival and the SEMSBA Honors Festival each year.

Fine Arts staff members Keith Curbow, Nicholas DeFrias, Ann Dorgan and Danielle Horan direct the bands at the O'Donnell Middle School.

High School Visual Arts

The Visual Arts Department of Stoughton High School provides opportunities for a variety of learners from those hoping to build a portfolio and further their art education in college to students who simply want to broaden their academic scope. Drawing will be the foundational building block that leads to a more concentrated study of media such as painting, fine crafts, a range of 3D media, and digital forms of art such as imaging and photography. Additional opportunities for enrichment include after school art clubs where the activities are more student driven, field trips to art museums and universities, and chances to obtain recognition at the regional, state, and national level in a variety of visual arts competitions.

The SHS Art Department is a long time participant in the Scholastic Art Awards competition held each January. The Scholastic Art Awards regional sponsor is the Museum of Fine Arts in Boston.

The Scholastic Art and Writing Awards Alliance recognized many Stoughton High School art students for their artistic talents. Aaron Edwards, Taylor Egan and Lauren Sears all received Gold Key Awards for their entries. Last March, these students received their certificates and Gold Key pins in a ceremony at the Museum of Fine Arts in Boston. Their work was showcased at a special Gold Key exhibition at the museum.

Each student's work also moved to the national level and was sent to New York to be judged alongside the Gold Key work from all of the other regional affiliates from around the country.

Ethan Freedman earned the Silver Key Award for his entry and was awarded his Silver Key Award and pin at the Museum of Fine Arts in Boston.

Fine Arts staff members Alyssa Dancey, Joseph Fontinha, Jesse Stansfield and David Wall are the visual art teachers at Stoughton High School.

High School Choral Music

The SHS Choral program has also seen an increase in student participation over the last few years and has been expanded to include 3 in-school choral ensembles: Treble Choir, Concert Choir, and Symphonic Choir. Each of these groups sings a varied repertoire of music in many different languages and styles. The Combined Choirs now feature over 120 members and perform as the concert finale at the Winter Choral Concert and the Spring Choral Concert.

The SHS Jazz Choir has earned a reputation of excellence over the years. In May, they had a special opportunity to perform the National Anthem at the beginning of a Red Sox game at Fenway Park. The Jazz Choir was the recipient of a Silver Medal at the Massachusetts Association for Jazz Education State Finals last April. The Choir also participates in the prestigious Berklee College of Music High School Jazz Festival each year. The festival was held at the Hynes Convention Center last February and featured over 200 performing groups from across the nation.

This past year also saw the introduction of a new a cappella group at SHS: the Stoughcattos. This group rehearses weekly and performs engaging choral arrangements of well-known pop music. It has quickly become an audience favorite!

SHS chorus members Vanesiah Dos Anjos, Andrew Crean, Jonathan Julien, Cesar McElaney, and Samantha Roane were accepted into the MMEA Southeast District Honor

Choir based on their auditions this past year. Jonathan Julien and Samantha Roane also performed in the MMEA All-State Choir in March.

Fine Arts staff member Christopher Nickelson-Mann directs the choirs at Stoughton High School.

High School Instrumental Music

The SHS Band program continued its tradition of excellence this past year. There are many different instrumental ensembles at SHS: Concert Band, Symphonic Band, Wednesday Jazz Band, Tuesday Jazz Band, Jazz Combo, and the Marching Black Knights and Color Guard. Over 150 students perform in these fine groups each year.

The SHS Jazz Ensembles continue to demonstrate excellence in performance. The Tuesday and Wednesday Jazz Bands both distinguished themselves at the 2016 MAJE Jazz Festival. This year, the Tuesday Jazz Band was awarded a Gold Medal at State Finals and was invited to perform at the Hatch Memorial Shell on the esplanade in Boston. The SHS Jazz Combo earned a Silver Medal at the 2016 MAJE State Combo Finals in March.

The SHS Marching Band and Color Guard continued to distinguish themselves last fall. The Marching Black Knights earned a Gold Medal and Superior Rating at the 2016 Massachusetts Instrumental Choral Conductors State Marching Band Championships held on October 29th. The Knights also competed at the regional level in the US Bands and NESBA Marching associations. The 110-member band came in third at the US Bands New England Championships with high-caption awards in Overall Effect and Visual Effect, and also received the United States Marine Corps “Esprit de Corps” Award, given to a single band in New England in recognition of the band’s team spirit and enthusiasm in performance.

Fine arts staff members Keith Curbow and John Mange direct the bands at Stoughton High School.

Guidance Department of the Stoughton Public Schools

Myles L. McPartland, Director of Guidance K-12

2016 was another productive year for the Stoughton Public Schools Guidance Department. We use our Developmental Guidance Curriculum to ensure consistency in curriculum and in the delivery of services to the students in the Stoughton Public Schools. The Guidance Department consists of one Director for the district, four counselors at the high

school, three at the middle school, and five in the elementary schools. All of the guidance counselors have Master's degrees in the field of counseling and are considered "highly qualified" by the Massachusetts Department of Elementary and Secondary Education. Our guidance counselors are active members of professional organizations including, but not limited to, the National Association of College Admissions Counseling and the New England Association for College Admissions Counseling. All guidance counselors meet individually with students, parents and teachers, and attend IEP, 504 and BBST (Building Based Support Team) meetings.

At the elementary level, each school has one guidance counselor assigned to the school, with four schools having a full-time guidance counselor and one building has a part-time guidance counselor who is also the part-time adjustment counselor for her school. Each school offers individual, small group and classroom counseling. Activities for students focus on learning to cope with social, emotional and environmental issues that they may encounter. The activities are taken from the Second Step Program, a research-based violence prevention program that is endorsed by the Massachusetts Department of Elementary and Secondary Education. The curriculum teaches children to understand and peacefully resolve conflict. Through these lessons, students are learning to be aware of their thoughts, emotions, body sensations, and surroundings by being fully present in each moment. This non-judgmental awareness and attention to the present moment is cultivated through mindfulness practice. Mindfulness has been shown to help children maintain focused attention, impulse control, and emotion regulation which are the underpinning skills for problem solving, understanding others' perspectives, and learning. The guidance counselors are supportive to classroom teachers in areas such as classroom management and understanding of mental health issues. They work closely with the principal, school nurse and school adjustment counselor in their school involving the various issues facing children and families throughout the system. Guidance counselors also help students with academic issues.

At the O'Donnell Middle School, the three guidance counselors work with students to address many age appropriate and sensitive topics through individual and group meetings. The Second Step program is taught to all grade levels, continuing the lessons students learned in the elementary schools. This program addresses academic, social, emotional and developmental issues that middle school students face every day, with particular attention to

anti-harassment and bullying. The guidance counselors work with all three grade levels, in small lunch groups, throughout the year on a variety of academic, social and emotional topics to improve academic, social and life skills performance. The guidance counselors assist students who apply to private schools and the local vocational schools, filling out applications, preparing for interviews and writing recommendation letters. In February and March, the guidance counselors help students with course selections for the following year through individual meetings, class discussions and parent meetings. In June, the guidance counselors work closely with the elementary guidance counselors to ensure a smooth transition of the fifth graders to the middle school and also help with the spring orientation night for students and parents. The guidance counselors also work closely with the high school guidance counselors to ensure a smooth transition of the eighth graders to the high school.

The guidance counselors at Stoughton High School continue to build on the skills developed in the earlier grades. A primary goal of the senior high school is to have students foster the development of responsible citizens who value high academic expectations, diversity and excellence. Guidance counselors work with students on academic, personal and career development plans. Students are encouraged to take a rigorous program of study while at Stoughton High School. This will prepare students for their post high school experience. The guidance counselors are committed to ensuring that all students have a postgraduate plan. The guidance counselors communicate with students through their Gmail and Naviance accounts. For the 2016-2017 school year the guidance counselors are teaching a one term Guidance Seminar course to sophomores. This course will cover topics including graduation requirements, GPA calculation, study skills, learning styles, career interest inventories and career/college searching and college application requirements. They have also implemented the use of Naviance, an online software program that facilitates communication between students and guidance counselors in the college application process, and allows for electronic transmission of transcripts, letters of recommendations and report cards.

The high school guidance services begin at Eighth Grade Parents' Night. This joint effort to transition students and parents to the high school was held in January. Information was given about academic, athletic, and extracurricular opportunities at Stoughton High

School. Throughout the year, the guidance counselors implement the guidance curriculum through visits to classrooms, holding individual and small group sessions, and distributing materials. Students are introduced to college/career search programs, including Naviance and Collegeboard.com. Counselors hosted a MEFA Financial Aid Night for all parents in October. High School parents were also invited to attend a Financial Aid Night at Stonehill College in December. Junior Parents' Night was held in March. In May, a joint College Fair was held at Brockton High School with over one hundred representatives from colleges, technical schools and the military in order to provide students with answers to questions about their opportunities in the future. During the fall, the guidance department hosted over seventy individual visits from colleges, technical schools and the military for students to receive more individualized attention, meeting in a small group setting.

Stoughton High School offered the PSAT test for all freshman, sophomore, and juniors in October of 2016. There were thirteen Advanced Placement exams administered in May of 2016. The Class of 2016 consisted of 246 graduates. The Guidance Department is pleased to announce that the 245 graduates of the Stoughton High School Class of 2016 were accepted at 129 colleges, universities and technical schools. 86% of the Class of 2016 is continuing their education. They were offered \$160,650 in local scholarships and reported \$4,734,206 in merit scholarships at the colleges and universities to which they were accepted. Eleven graduates of the Class of 2016 joined the military – 6 to the Marines, 5 to the Air Force.

School Health Department

Sally Borges, MSN, RN, Supervisor of Health Services

“You can’t educate a child who isn’t healthy and you can’t keep children healthy who are not educated”. *Dr. Jocelyn Elders, former Surgeon General of the United States*

Our school nurses are the main health resources for students and staff. The nurse also serves as a major community resource, linking students and their parents to health insurance, health providers and other multiple resources as needed.

2015 was the seventh year of the Essential School Health Services Grant; a grant through the Massachusetts Department of Public Health designed to provide all school-aged children in

Massachusetts access to a high quality, comprehensive health program. A full time school nurse is available in all eight school buildings, allowing for the care of any health issue experienced by students or staff. The nurse is available for any health crisis intervention and emergency situation. In the Stoughton Public School district, there are 1010 students enrolled with a medical concern. During the school year 2015-2016, the nurses handled over 49,000 student office visits for first aid, illnesses, medication administration, treatment procedures, health assessments and mental/behavioral health concerns. Ninety five percent of those students were able to return to class and ready to learn. This statistic is utilized by the DESE to determine the effectiveness of each district's health service program, the average State wide statistic being ninety-three percent.

Wellness remains a priority to the Health Services department. Mandated by the Federal Government, every school district receiving federal funding must have a Wellness Policy in place. Our Wellness Policy recognizes the critical role of the schools in curbing the epidemic of childhood obesity and encouraging a healthy lifestyle. The Wellness Policy provides an opportunity for the Stoughton Public Schools to create an environment conducive to healthy lifestyle choices and a readiness to learn. Congruent to this policy, the Wellness Committee chose to adopt the CDC's "Whole School, Whole Community, Whole Child" model. With a number of community stakeholders involved, initiatives to support employee and student wellness arose. Employee programs were secured that supported physical and mental health. For students, the MA Department of Transportation's Safe Routes to School Program was established in the district. From this initiative, a number of walk to school events, pedestrian safety days, bike safety and bike rodeo events and walking clubs were created.

Opioid use is an issue in our everyday media. Governor Charlie Baker addressed the increasing numbers of Opioid overdoses and deaths in Massachusetts, calling it the most current and dangerous epidemic reaching our youngest populations. As one proactive measure, Narcan continues to be available in all Stoughton schools with the school nurses trained annually to administer this life saving medication. Secondly, in anticipation of the passage of a bill that would add SBIRT (Screening, Brief Intervention, and Referral to Treatment) to the list of health screenings conducted in public schools, a grant was awarded to Stoughton Health Services to plan and conduct this screening in one grade level by the end of the 2017 school year. SBIRT is a public health approach that involves asking young

people a few questions about substance use and providing guidance or referring them to treatment if a problem exists. A successful high school plan was established, and as of December 2016, 280 tenth grade students were screened. Planning is underway to include one middle school grade level to be screened in the 2017-18 school year. The Health Services Department continues to work in collaboration with OASIS (Organizing Against Substances in Stoughton) to bring educational initiatives into schools. One such program was the Cardinal Health Care Medication Safety class that was presented to all second grade students at one of the elementary schools. The program was recognized by the MADPH School Health Services Unit as a Promising Practice initiative and was presented to school nurse leaders from all school districts in the state. Current planning is being conducted to bring this class into all Stoughton elementary schools by the end of the 2017 school year.

Oral health concerns continue to be among the leading reasons students miss school in the early grades (Attendance Works, 2015). The Oral Health program continues in the district, providing services at no cost to families in our preschool and elementary schools. This outreach program provides services during the school day to ensure compliance and to reach as many families as possible. This program makes available four Public Health dental hygienists whose services include screening, cleaning, sealants and referrals for additional dental care. In 2010, when the program first started, ninety eight children were seen. In 2016, 348 students were screened; 23 were referred for further outside services; and 91 received dental sealants. Also, 289 students participated in the 21 week fluoride rinse program, with the nurse administrating this treatment.

The Stoughton Public Schools continued a partnership with Signature Health Care, caring for students who suffer from traumatic brain injuries and/or orthopedic injuries. Additionally, Signature provides educational programs for the athletic department.

The school nurses continue to do health evaluations as a requirement of the Chapter 766 Special Education Law. They also assist school officials in the identification, evaluation, program planning and management of students with health problems that affect their classroom performance. Nurses also ensure compliance with mandated immunization schedules and physical examinations, specifically those required in K, 4, 7, and 11 and before participation in any interscholastic sport. While their duties and responsibilities are

numerous and varied, the members of the School Health Department remain dedicated to providing the children of Stoughton with the best possible care.

Stoughton Academy and Stoughton Evening School

Thomas W. McCormack, III, Director of Alternative Education Stoughton Academy

Stoughton Academy, established in 1995, continues to grow as a leading high school adult diploma program in the area. We have graduated close to 675 students. All of our students must complete the twelve course requirements, as well as pass the MCAS tests in the areas of Math, English Language Arts and Biology. The MCAS testing is administered under the requirements of the Department of Elementary and Secondary Education.

Our twenty-first commencement ceremony was held at Stoughton High School on June 7, 2016. Thirty-three students received their high school diplomas before a large crowd of family and friends, who came to share this very special achievement. The sense of accomplishment and pride is always a highlight of our graduation ceremonies. This adult diploma program affords an educational opportunity to many people who have left high school before completing their required program. Through Stoughton Academy, students are able to enroll in a series of academic courses, offered at standard high school level, taught by certified secondary teachers. Upon completion of this program and its required courses, many students go on to higher education either at the community college level or at other institutions of post-secondary education.

Stoughton Academy continues to be proud of the reputation we have built within our community as well as surrounding communities. We service Stoughton students, as well as many students from surrounding towns. The program is well respected by the guidance departments in the area, as all of these high schools now accept the credit a student earns from Stoughton Academy as well as all branches of the military. We have offered “Career Night” and brought various speakers to our assembly to offer our students a better understanding of the options they have upon completion of our course requirements. They gain a true appreciation of the difference that earning their high school diploma will make in their lives. Counselors recommend Stoughton Academy to many of their students when they may need just one class to meet graduation requirements from their own high school. Upon

completion of the class, Stoughton Academy sends the area high school a transcript for their records and the student is able to graduate with their own high school class in June.

In conclusion, as I complete my thirteenth year, I am honored to have the opportunity to serve as Director of Alternative Programs. I continue to feel a great sense of pride in being able to reach out to our students and offer them this fantastic opportunity.

Information about Stoughton Academy may be obtained by calling 781-341-8701 or by visiting our website at www.stoughtonschools.org and clicking on the Adult Programs link.

Stoughton Evening School

We offer two programs at Stoughton Evening School; Yoga and Volleyball. Both programs continue to be very well attended.

Yoga is still the most popular offering at Stoughton Evening School. We run two classes and each one quickly fills to capacity. Our Volleyball program has expanded, and both nights are very well attended.