As Superintendent of the Attleboro Public Schools (APS), it is my privilege to welcome you to review the findings of the APS 2018-2019 Annual Report. Our educators, staff, and administrators are all justifiably proud of their accomplishments in serving the Attleboro community and its students. It is a tremendous honor to lead such an accomplished institution.

Massachusetts’ accountability system continued its transition to computer-based testing with the class of 2021 being the first high school class to complete the Next Generation MCAS in English Language Arts (ELA) and Mathematics. Grades three through eight completed the third year of this assessment, and the new accountability system indicates that we are making substantial progress toward our targets.

We are proud to continue to be an integral member of the School Building Committee (SBC) to guide the construction of the new Attleboro High School. This public process allows for community input and transparency for decisions pertaining to the high school project. We continue to be humbled by the community’s trust in our commitment to ensure that this investment is a prudent expenditure of public funds and one that serves the interests of all members of our community.

Our community engagement initiative, Be Heard: Attleboro Community Coalition for Education, continued to cultivate partnerships by scheduling community conversations throughout the city of Attleboro. Elevating community voice was a priority and the coalition was able to identify areas for growth including communication and continued efforts to engage families with our schools. We recognize that our students’ success is directly related to the reciprocal relationships that are developed with families.

Attleboro continues to work toward supporting the social emotional needs of our students and participated in the exSEL Network with the Rennie Center and Transforming Education. This network provided our team with professional development to use actionable data to guide the development of students’ social emotional skills and learn from neighboring districts. Social emotional learning is an integral component of our students’ education and we strive to balance emotional, mental, and physical wellness for all.

We continue to value our partnerships and initiatives with organizations throughout the city including the Big Read with the Attleboro Public Library, mentoring programs with the Attleboro YMCA, and the Junior Conservation Commissioner program with Oak Knoll Wildlife Sanctuary. These opportunities are a tribute to our ongoing efforts toward reaching our vision to be the center of the community united around education.

We are energized by these initiatives and look forward to collaborating with our students, families, and the community to build on our achievements, and create personalized pathways to future success.

David A. Sawyer
Superintendent of Schools
“Kindness is one of the greatest gifts you can bestow upon another. If someone is in need, lend them a helping hand. Do not wait for a thank you. True kindness lies within the act of giving without the expectation of something in return.” ~ Katharine Hepburn
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ATTLEBORO PUBLIC SCHOOLS during the 2018-2019 school year, served 5,946 students of varied races and ethnicities. Of these students, 30.3% were economically disadvantaged, 16.6% were students with disabilities, and 5.9% were English language learners.

OUR VISION is to be the center of a community united around education, where all stakeholders value and participate in our collective success.

OUR MISSION is to develop and deliver relevant learning experiences that engage, challenge, and inspire all students to maximize their unique potential and improve our world.

OUR ACADEMIC STAFF is comprised of English teachers, math teachers, science teachers, history teachers, world language teachers, art teachers, music teachers, physical education and health teachers, career and technical education teachers, technology teachers, special needs teachers, Title 1 teachers, English language learners teachers, librarians, paraprofessionals, behavior analysts, speech language therapists, physical and occupational therapists, nurses, guidance and adjustment counselors, school psychologists, educational diagnosticians, instructional coaches, deans, curriculum coordinators, office staff, and administrators. 99.4% of our educators are licensed and core academic classes are taught by highly qualified teachers.

OUR GOALS:

1) Attleboro Public Schools will create, through instructional practices and classroom expectations, school-wide conditions that promote an inclusive environment to improve both academic and social-emotional outcomes for all students.

2) Attleboro Public Schools will cultivate a community of learners through fostering positive relationships and modeling kindness, honesty, compassion, and empathy to inspire all members of our community to enhance our culture.

3) Attleboro Public Schools will engage families and the community to improve the equity of access to inclusive educational outcomes for diverse learners.
Our Schools

**ELEMENTARY SCHOOLS**
Early Learning Center (Pre-K)
Hill-Roberts Elementary School (K-4)
Hyman Fine Elementary School (K-4)
A. Irvin Studley Elementary School (K-4)
Peter Thacher Elementary School (K-4)
Thomas Willett Elementary School (K-4)

**MIDDLE SCHOOLS**
Cyril K. Brennan Middle School (5-8)
Robert J. Coelho Middle School (5-8)
Wamsutta Middle School (5-8)

**HIGH SCHOOLS**
Attleboro High School (9-12+)
Attleboro Community Academy (9-12)
Learning Priorities and Student Exit Outcomes

The Attleboro Public School (APS) District Learning Priorities represent the long-range instructional agenda that are used for planning under the 2020 Strategic Plan. These priorities guide efforts to improve teaching and learning, develop programs to meet students’ needs, provide the needed professional development to implement these changes, and the budget process to support all of these endeavors.

The APS Exit Outcomes set the graduation norms for all Attleboro students. These elements represent the knowledge and skills Attleboro holds as necessary for achievement of personal success in the world upon completion of a secondary education. All Attleboro educators along the continuum of our educational system contribute to the development of these critical competencies.

The District Learning Priorities and Student Exit Outcomes graphics are on the next two pages.
APS DISTRICT
LEARNING PRIORITIES

ENGAGE ● CHALLENGE ● INSPIRE

ENGAGING LEARNING EXPERIENCES
Students are curious about and invested in learning, because it is
designed to provide real value beyond the classroom.

- Authentic Experiences and Performances
- Intrinsic Motivation and Individual Choice
- Hands-on Learning
- Interdisciplinary Instruction and Assessments

INFUSING TECHNOLOGY
Students integrate technology and apply those
resources through the learning process.

- 11 Environment
- Personalization
- Research and Evaluation of Information
- Innovation and Reflection

PERSONALIZATION OF LEARNING PROGRAMS
Students participate in programs that are customized to
meet their individual needs.

- Diversified and Deep Curricula
- Universal Design for Learning
- LPs and Student Voice
- Flexible Scheduling

EXPERIENTIAL LEARNING OPPORTUNITIES
Students engage in a variety of experiential learning opportunities,
which provide purpose and increase motivation and effort to help
them grow as learners.

- Field Experiences and Student Travel
- Service Learning
- Community Partnerships
- District Afterschool System

STUDENT EXIT OUTCOMES
Students demonstrate mastery of vertically aligned outcomes that meet
the demands of the 21st century.

- Curiosity and Imagination
- Access and Evaluate Information
- Critical Thinking
- Communication

- Collaboration
- Initiative, Innovation & Problem Solving
- Character and Wellness

8
All Attleboro Public School graduates will:

- engage in each experience as a learning opportunity,
- employ effective strategies and techniques to reach thoughtful conclusions, and
- improve the world through works and deeds.

In order to accomplish this, all Attleboro Public School graduates will demonstrate mastery of the following competencies through academic, practical, and digital applications.

### Critical Thinking

Students will be able to apply thinking strategies to answer questions, construct meaning, and arrive at sound judgments.

- Analysis, Synthesis and Application
- Logic and Creativity
- Inference and Metacognition

### Communication

Students will be able to effectively express knowledge, ideas, and arguments through a variety of techniques for a range of purposes.

- Auditory and Visual
- Textual
- Kineesthetic

### Collaboration

Students will be able to work interdependently across a variety of networks.

- Teamwork and Respect
- Leadership and Influence
- Accountability and Compromise

### Initiative, Innovation, and Problem Solving

Students will be able to solve problems by developing and exchanging ideas with the world in a variety of contexts and scales.

- Design Process and Technique
- Experimentation and Observation
- Ideation and Iteration

### Character and Wellness

Students will be able to make decisions that are moral, just, and promote a healthy lifestyle.

- Social and Emotional
- Physical
- Ethical

### Curiosity and Imagination

Students will be inquisitive about the world and ask meaningful and purposeful questions to help understand it.

- Engagement
- Purpose
- Questioning

### Access and Evaluate Information

Students will be able to find, manage, and evaluate the validity of the wealth of information available to them.

- Research and Sourcing
- Evaluation and Interpretation
- Contextualization and Corroboration
The vision of the Attleboro Public Schools is to “be the center of a community, united around education.” By partnering with local stakeholders, the schools not only support community initiatives, but also benefit from the enriched learning environment such experiences provide.

Student clubs and organizations were very busy at Attleboro High School in November and December. There were several successful, student-driven initiatives to help those in need in the community. The incredible giving spirit of the school community enabled them to provide food, holiday stockings, clothing, toiletries, and a holiday dinner to those in need.

The world-renowned Harlem Wizards came to Brennan Middle School and dazzled students, teachers, and staff with basketball tricks and humorous interactive games. The show closed with motivational messages emphasizing students to make great choices regarding character, teamwork, sportsmanship, healthy eating and fitness.

Members of the Coelho Middle School Student Council hosted a Veteran’s Day Celebration, which included a ceremony and a breakfast for veterans. Students had the chance to sit and speak with veterans about their experiences serving our country. The first annual Makerspace Night offered a chance for families to “tinker and explore” in the makerspace. The Grade 6 Cultural Fair provided students an opportunity to research a country of their choice and to present their work to their peers, families and members of the community.

Wamsutta Middle School held their second annual Student Showcase Night which was a huge success! The halls were packed with proud students displaying and explaining their work while parents soaked it all in. The band played catchy tunes and a mural was dedicated. The mural highlighted Aesop’s quote, “No act of kindness no matter how small is ever wasted.”

Mr. Alan Shawn Feinstein of The Feinstein Foundation visited students and staff at Hill-Roberts Elementary School. He shared how proud he is of the Hill-Roberts junior scholars and told students “Never forget - you have the power to help other people. Every time you use that power, every time you do something that puts a smile on someone’s face, you are making the world a better place.”

Hyman Fine Elementary School was a proud 2018 Department of Elementary and Secondary Education School of Recognition. Principal Martin went to the Massachusetts State House and accepted a Certificate of Recognition for High Student Growth from Jeffrey Riley, the Commissioner of Education, at a ceremony. Way to go Hyman Fine Hawks!
Attleboro Public Schools was honored to host MA Commissioner of Elementary and Secondary Education, Jeffrey Riley. Studley Elementary School welcomed him with visits to several classrooms, and an opportunity to discuss several topics including funding for public education. State Representatives Betty Poirier and Jim Hawkins, as well as Senator Paul Feeney joined the visit.

Thacher Elementary students and parents had a blast at the second annual Blue STEAM Ahead Night, which was a rousing success, thanks to almost 200 volunteers who made the event possible. Community partners, APS staff, and students came together to provide hours of engaging STEM activities for all ages. Let’s just say there was enough slime to cover a cafeteria floor!

Since its inception in 2015, the Willett Elementary School Garden continues to serve students, families and the Attleboro community. Partnerships with the Attleboro Farmers Market and the University of Rhode Island Master Gardeners allow for the sharing of ideas and resources. Generous donations, grants, and community service allow for the garden’s expansion and sustainability.
Attleboro “Be Heard” is a diverse coalition of educators, parents, students, and community members working together to increase community engagement, improve the Attleboro Public Schools, and actively listen to all voices to enhance APS’ role as the center of the Attleboro community.

The coalition was established in September 2017, in collaboration with the Nellie Mae Education Foundation. Attleboro “Be Heard” members meet monthly to discuss professional development and work towards positive change for the district. The committee members reviewed district discipline policies to remove barriers to educational equity in organizational structures, policies, and practices. AHS students were surveyed to learn about school climate in order to support inclusion, equity, and diversity based on the social, cultural, and instructional needs of students, families, and the community. Community focus groups were also organized to elicit feedback of the key strengths and challenges in our schools. Lastly, committee members provided training and support to youth, family, and community members to increase their leadership skills and civic engagement in facilitation, cultural competency, and community organizing.

Attleboro “Be Heard” supports goal three of the Envisioning 2020 Attleboro Strategic Plan, which states: “Attleboro Public Schools will cultivate and extend community partnerships to improve outcomes for students through outreach, collaboration, and reciprocal support.”
Academic Excellence

Four Attleboro High School seniors were named Commended Scholars in the 2020 National Merit Scholarship Program. These students are Nathaniel Fisante, Emily Gittle, Jenna Gittle and Eric Yip. They are among approximately 1.5 million U.S. high school students who participated in the October 2018 Preliminary SAT/National Merit Scholarship Qualifying Test. Nearly 34,000 students earn scores high enough to receive letters of commendation in recognition of their outstanding academic promise.

The four students were among the first offered the PSAT by AHS in the 8th grade as a way to encourage their desire to score well in subsequent years, Principal Bill Runey said. Commended Scholars and semifinalists are among the top three percent of all students in the nation taking the exam.

The National Merit Scholarship Corporation is a nonprofit that conducts annual competitions for recognition and college undergraduate scholarships. Since its founding, nearly three million students have been recognized and over 350,000 scholarships have been awarded.

Class of 2019 Facts
• Accepted at 195 post-secondary institutions
• Attending 94 post-secondary institutions
• Received $14,536,890 in renewable merit scholarships from their institutions (self-reported)
• Received $233,540 from Scholarship Night
PSAT and SAT Testing

Although students begin standardized testing in third grade, by the time they get to AHS, they are taking standardized tests to prepare for their post-secondary plans. Two tests taken by millions of students are administered by the College Board. One is co-sponsored by the National Merit Scholarship Corporation called the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT). The PSAT is traditionally administered in the fall to 10th and 11th grade students. Select 9th grade students take this test. Those 9th grade test takers scored 321 points on average more than other 9th graders across the state and the 11th graders scored 44 points higher than their peers across the Commonwealth.

The SAT is used by colleges and universities to measure a student’s academic strengths and their readiness for college. The SAT results are used in conjunction with high school grades, class rank, community service, recommendations and extracurricular activities to help determine if a student is a right fit for their institution. The SAT measures a student’s strengths in reading, writing and mathematics in two sections, Evidenced-Based Reading and Writing (EBRW) and Math. The highest potential score is 1600. Students typically take the test in the spring of their junior year and/or the fall of their senior year.
Advanced Placement Testing

The second College Board test is the Advanced Placement (AP) exam. This exam is given in a variety of subjects using curricula created by the College Board. High scores on this exam may result in college placement with course credit. For any Attleboro course to have the AP designation, it must be audited by the College Board to verify that it meets stringent requirements.

In 2018-2019 AHS offered 12 courses for advanced placement in Biology, Calculus AB, Computer Science, one Independent Study Course, Language & Composition, Literature & Composition, Physics, Psychology, Statistics, Environmental Science, U.S. History, and World History. These subject tests scores are a weighted combination of scores on the multiple-choice section and on the free-response section. The final score is reported on a five-point scale with a five meaning extremely well qualified and a three meaning qualified. The term “qualified” means the student is capable of completing the work of an introductory-level course in the subject tests. Individual colleges decide which AP scores they will accept.

AP® Equity and Excellence (2019)

This report provides a means to assess both the equity and excellence of Attleboro High School’s AP program. Specifically, it shows the proportion of the Class of 2019 that scored a three or higher on an AP Exam at any point during high school. Additionally, the table shows the percentage of 10th, 11th and 12th graders that scored a three or higher on at least one AP Exam in May 2019.

In this calculation, students who scored a three or higher on an AP Exam are counted only once, regardless of how many AP Exams they took and were successful in taking. There is no way to inflate this percentage by restricting access to AP; students who earn ones or twos on AP Exams neither increase nor reduce the percentage. In addition, by showing the proportion of the overall population, not just the AP classroom, educators are better able to determine the extent to which their overall population is receiving access to advanced academics in high school.

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
<th>How is this Calculated?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduating Class Summary</td>
<td>28.4</td>
<td>The number of AHS seniors who scored 3 or higher on at least one AP Exam at any point during high school.</td>
</tr>
<tr>
<td>12th grade</td>
<td>21.8</td>
<td>Number of AP students per grade level who scored 3 or higher on at least one AP Exam this year divided by the total number of students in each grade.</td>
</tr>
<tr>
<td>11th grade</td>
<td>19.9</td>
<td></td>
</tr>
<tr>
<td>10th grade</td>
<td>7.2</td>
<td></td>
</tr>
</tbody>
</table>
Attleboro Public Schools (APS) administration and staff understand that MCAS is an assessment that can measure the progress of all students in the district. It is just one measure on a high stakes test that spans a few days during the school year. MCAS results are important, but are not a comprehensive measure of what APS does throughout the academic year. All APS stakeholders will diligently continue work to find the right balance to get the most effort out of what the district puts into MCAS testing.

Students begin official state testing in third grade. From third to eighth grade, students take at least two MCAS tests each year: English Language Arts (ELA) and mathematics. In fifth and eighth grades, students also take the science MCAS tests. This series of tests prepares them for the tenth grade testing in all three subjects, which is a graduation requirement to earn a high school diploma.

The 2018-2019 school year was the third year of the Next Generation MCAS for grades 3-8 in ELA and math. Science MCAS tests will complete the transition to Next Generation tests in the 2019-2020 school year. The test results send clear signals to students, parents, and educators about readiness for work at the next level. Results were used from the 2017-2018 testing to establish baseline scores for each school and district. As a district, Attleboro was classified as not needing any assistance or intervention. All elementary schools, middle schools, and the high school were making moderate or substantial progress towards targets or meeting or exceeding state assigned targets.

The graphs below show the combined percentage of students in the meeting or exceeding expectations groups. DESE projects that approximately 50% of students across the Commonwealth will be in this combined meeting expectations or exceeding expectations group. Please note that grade 10 is not on Next Generation MCAS achievement scale. Results were omitted.
The Class of 2021 was the first high school cohort to take the Next Generation grade 10 ELA and Mathematics MCAS tests in the spring of 2019. Students will take the Next Generation science tests in the spring of 2020.

### District Accountability Levels

<table>
<thead>
<tr>
<th>School</th>
<th>Accountability and Assistance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hill-Roberts Elementary School</td>
<td>Not requiring assistance or intervention</td>
</tr>
<tr>
<td>Hyman Fine Elementary School</td>
<td>Not requiring assistance or intervention</td>
</tr>
<tr>
<td>Studley Elementary School</td>
<td>Not requiring assistance or intervention</td>
</tr>
<tr>
<td>Thacher Elementary School</td>
<td>Not requiring assistance or intervention</td>
</tr>
<tr>
<td>Willett Elementary School</td>
<td>Not requiring assistance or intervention</td>
</tr>
<tr>
<td>Brennan Middle School</td>
<td>Requiring assistance or intervention</td>
</tr>
<tr>
<td>Coelho Middle School</td>
<td>Not requiring assistance or intervention</td>
</tr>
<tr>
<td>Wamsutta Middle School</td>
<td>Not requiring assistance or intervention</td>
</tr>
<tr>
<td>Attleboro High School</td>
<td>Not requiring assistance or intervention</td>
</tr>
</tbody>
</table>
ACCESS Testing for ELLs

ACCESS stands for Assessing Comprehension and Communication in English State-to-State for English Learners. Federal and state laws require that English Learner (EL) students be tested annually to measure their proficiency in learning English - specifically reading, writing, listening, and speaking English.

ACCESS for ELs are administered once annually in January-February. In 2018-2019, 364 English Learners were tested in the four language domains: reading, writing, listening, and speaking English. The participation rate for this test was 100% and 57% of these students were classified as making progress.

The continuum of language development is assessed on six proficiency levels: Entering, Emerging, Developing, Expanding, Bridging, and Reaching. These levels describe the spectrum of a learner’s progression from knowing little to no English to acquiring the English skills necessary to be successful in an English-only mainstream classroom without extra support.
The Department of Elementary and Secondary Education (DESE) reports on the “all students” group and eleven subgroups, including: high needs students, economically disadvantaged students, students with disabilities (SWD), current and former English language learners (ELLs), and up to seven racial and ethnic groups. The high needs group is an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: SWD, ELL, and former ELL students, and economically disadvantaged students. The economically disadvantaged group only includes those students who participate in one or more of the following state-administered programs: the Supplemental Nutrition Assistance Program (SNAP); Transitional Assistance for Families with Dependent Children (TAFDC); the Department of Children and Families’ (DCF) foster care program; and MassHealth (Medicaid). Students in the economically disadvantaged subgroup are also included in the high needs subgroup. The inclusion of the high needs group in accountability determinations holds more schools accountable for the performance of students belonging to all subgroups. Minimum reporting size is 20 students in a group.

The graphs below represent MCAS Next Generation results for grades 3-8 Exceeding or Meeting Expectations for both ELA and math.
Student Growth Percentiles (SGPs) are used to measure how much a student’s achievement has changed from one year to the next. Each student in grades 4-8 and 10 with at least two consecutive years of MCAS scores will receive a student growth percentile, which measures how much the student gained from one year to the next relative to other students statewide with similar test histories.

SGPs range from 1 to 99, where higher numbers represent higher growth and lower numbers represent lower growth. Typically scores from 1-39 represent low growth, 40-60 represent typical growth, and 61-99 represent high growth. The chart below shows how students in each grade level performed in student growth percentiles across the district.
Graduation and Dropout Rates

The graphs above show two historical trends of graduation rates and dropout rates in Attleboro. It should be noted that the district-wide graduation rate data comes from two schools: Attleboro High School (AHS) and the Attleboro Community Academy (ACA). Since the 2015-2016 school year, the ACA has been its own standalone school within the Commonwealth. The ACA functions as an alternative pathway to a high school diploma for Attleboro’s at-risk students and is taking a more prominent role in educating students between the ages of 16 and 22. Over the last five years, the district’s graduation rate has generally trended upward from the lower eightieth percentile to the higher eightieth percentile with some slight fluctuation over the last two years. The district-wide 2019 graduation rate was 88.2%. It is important to note that this is the district’s four-year graduation rate (the state also records five-year graduation rate data). In 2019, the district’s dropout rate was 1.4%. It should be noted that the dropout rate has many influencing factors that are outside the district’s control. That said, the district’s graduation rate was higher than the state’s rate for the last three years. Additionally, the district’s dropout rate was lower than the state’s rate for the last three years. The overall ratings in both of these reporting categories is indicative of all the great work going on throughout Attleboro Public Schools.

Plans of High School Graduates

95% of Attleboro seniors have post graduate plans:

- 55.1% 4-year College
- 21.6% 2-year College
- 3.0% Other Post-Secondary
- 0.3% Apprenticeship
- 11.8% Work
- 3.0% Military
- 4.5% Other
- 0.5% Unknown
During the 2018-2019 school year, the Attleboro Public Schools (APS) special education department implemented phase two of the special education restructuring plan. This included the change of Team Chair staffing at Studley/Brennan. The final phase of the restructuring plan will occur over the next two years.

Special education services were provided to 16.6% of APS students, which is below the state average of 18.1%. A variety of special education services were offered depending on individual student need. Services included academic, speech, occupational therapy, physical therapy, counseling, vision, hearing, orientation and mobility, and consultation within a variety of service delivery models. In addition, Attleboro Public Schools expanded the music therapy offering based on student needs in grades K-8. To ensure that students are in the least restrictive environment and remain within their community, APS offered a variety of in-district program options at all levels. With the growing special education needs for autism, community based, and social/emotional programming, APS continued to redefine special education program options and shift support services to better meet students’ needs. This included the piloting the supplementary curriculum for Insights programs at the middle school level, which included the use of Chromebooks with touch pads to meet the needs of students. APS also piloted supplementary curriculum for MDAP and ALP programs in grades 5-12. An additional monthly child psychologist consult was added for the SSC and Network programs in K-12.

Professional development opportunities were offered for teachers servicing elementary through high school social emotional programs. Whole day and half day seminars were attended by support staff, administrators and parents. In addition, to better meet the needs of students with challenging behaviors, APS began training staff in Safety-Care. The focus of Safety-Care is on prevention, safety, and evidence-based interventions. In-district trainers were also able to provide support at the school and classroom level. The district participated in the Excellence through Social Emotional Learning (ExSEL) program as a first-year district. A representative team of teachers and administrators participated in the six-session program throughout the school year. Professional development opportunities were offered to the general education staff. APS will continue to
participate in ExSEL as a second-year district during the 2019-2020 school year.

Transition opportunities were also expanded. Middle and high school students participated in experiential learning opportunities within the community and within APS schools. The Coelho SSC program began a Cougar Cart to not only develop skills necessary for transitioning into adult life, but also work on generalizing social and behavioral skills. APS is a member district in the Inclusive Concurrent Enrollment Initiative through Bridgewater State University. This provides students aged 18-21 the option of a college experience, if accepted.

The Director and Assistant Director of Special Education met bi-weekly with the Team Chairs to review and update procedures and processes. Related Service providers reviewed entrance and exit practices and developed entrance and exit guidelines for their specific discipline. Program descriptions were reviewed by program staff including program names across the grade spans. Additionally, the special education administrators met quarterly with the Attleboro Special Education Parent Advisory Council (ASEPAC) to discuss programming updates for the 2019-2020 school year, Special Education Phase Two and Phase Three implementation and parent concerns.

On June 7, 2019, Attleboro High School hosted the 31st Annual Attleboro Day Games as part of Special Olympics. Over 100 APS students participated across the district with high school level students serving as volunteers. It was an opportunity for students to not only demonstrate their athletic skills and support each other, but to demonstrate Blue Pride to the greater Attleboro community.
The Attleboro Special Education Parent Advisory Council (ASEPAC) is a group of parents whose children receive special education support services in the Attleboro Public Schools (APS) and Attleboro families with students in out-of-district placements. Its mission is to facilitate understanding, respect and support for all children with special education needs in the Attleboro Public School community. The ASEPAC members educate and promote awareness regarding special education services for all eligible students in the district.

Annually the Attleboro SEPAC hosts a Make a Difference Award Ceremony where they recognize nominated candidates from the school district and the community who have made a positive impact in the life of a student with a disability.
What Winston Churchill said could not ring more true in the case of the new Attleboro High School set to open in September 2022. What will shape the education in this new building started in 2016 with a visioning process that included students, teachers, administrators, alumni, parents, and community leaders. Efforts at AHS to improve learning experiences for the 21st century have been hampered by the limitations of the current building. While the staff at the high school has made a valiant effort to advance teaching and learning, designing the new AHS was an opportunity to reinvent how we “do school” for our students in grades 9-12+.

When the doors open, everyone, students and staff alike, will be positively impacted with a state of the art facility that will shape education for years to come.
Transportation

Numerous studies show that school bus transportation is the safest way to get a student to and from school each day. The Attleboro Public Schools’ (APS) transportation office is dedicated to making student transportation as accessible and safe as possible. The department, along with partners at Bloom Bus, transports approximately 4,000 Attleboro students each day. APS transportation is in charge of delivering students to all of the district’s schools as well as to the private and church-based schools in Attleboro. In addition, the district provides bus services for vocational students attending Tri-County. Through a network of transportation providers specializing in out-of-district and special needs transportation services, Attleboro has over 60 of its students transported out of district to receive the services and supports needed to enjoy successful student careers.

Technology plays a significant role in assuring student safety in the transportation system. In addition to two-way radios and cell phones, all vehicles are GPS (Global Positioning System) equipped to allow for real time tracking and locating in the event of emergencies or problems. APS transportation also expects to have a locator app available in the 2020-2021 school year which will allow parents to track bus arrival times at their student’s bus stop. In addition, all busses and vans are outfitted with camera systems providing both internal and external views to the drivers and the district.

All of the drivers serving Attleboro’s students are CPR (cardiopulmonary resuscitation) and First Aid trained and certified. Many drivers have served Attleboro’s families for a decade or more allowing for familiar faces to greet students on the first day of school.

Information Technology

In the 2018-2019 school year, the Office of Information Technology began the year by installing wireless networking in Building A of the high school. This was done in part to meet the state mandate for computer-based testing. To facilitate this testing, 500 Chromebooks housed in 16 mobile carts and standalone stations were added to the classrooms in Building A. An additional 300 Chromebooks were deployed across all schools in the district. The district purchased 17, 65” interactive displays. The displays are on mobile carts so they can be shared between classrooms. Each display has a built-in computer with internet access and full multi touch capabilities with inputs for Chromebooks, document cameras and other classroom technology. 140 Chromebooks were distributed to the high school teaching staff at the start of school. The Chromebooks were purchased with a gift from the Blue Pride Ambassadors Club with the district purchasing companion cases for the devices. Lastly, the OIT staff worked diligently to prepare for the distribution of 1,000 Chromebooks for incoming 5th and 9th graders in the district at the beginning of the 2019-2020 school year. The district would not be able to complete its work without the dedication and expertise of this department. Thank you to these unsung heroes!
Health and Wellness

All Attleboro Public Schools (APS) staff understand that healthy children have a better chance to be successful learners. The APS school nurses advocate for the physical, emotional, mental and social health of all students in the district. School Health Services bridge healthcare and education. Each school’s nurse supports success by providing health care through assessment, intervention, and follow-up for all children within the school setting. Their role includes, but is not limited to, providing preventive and screening services, individual health education, and assistance with decisions about health-related issues.

The Attleboro Public School Nurses and the City of Attleboro Public Health Nurse (PHN) work collaboratively throughout the year to keep students and staff healthy. The City PHN is a resource for APS health services and collaborative partner for many health concerns, such as disease outbreaks, health information, and other important health-related topics. The schools and Health Department also sponsor Bachelor of Science in Nursing (BSN) candidates during their Community Health rotation as well as Public Health students.

Flu Clinics are held each fall during the school day for middle and high school students along with a Family Flu Clinic that provides an opportunity for the whole family to receive their flu shots. All city employees are offered multiple opportunities to get their flu vaccination. During the 2018-19 school year, 303 school-aged children (not necessarily all Attleboro residents) were immunized against influenza. In addition, 81 students were vaccinated by the PHN to meet MDPH school entry requirement for vaccine preventable disease either at the schools or at the health department. Other health services offered to students include the Mobile Dental Unit from CMOHS (Commonwealth Mobile Oral Health Services) who come to each school to provide cleaning and dental care for students in a non-traditional setting.

Each spring, elementary and middle school students as well as staff participate in the YMCA Step Challenge. Several schools sponsor the “Walking School Bus” with the YMCA. All elementary schools participate in the BOKS (Build Our Kids Success) program that empowers parents, teachers, and schools to give kids a body and brain boost that sets them up for a day of learning. Community Partners involved with the District Health & Wellness Committee include: the Attleboro Health Department, Amego School, Attleboro YMCA, Fuller Hospital, ABACUS, and Whitsons Culinary Group.

The Attleboro Homeless Committee meets throughout the year to address students and families that are experiencing homelessness. Committee members include school personnel, the McKinney-Vento liaison, Attleboro WIC Program, Attleboro Health Department, Literacy Center, and Southcoast Coalition to End Homelessness. This year APS and community partners, including the Greater Attleboro Suicide Coalition, Bristol County Regional Coalition for Suicide Prevention and Fuller Hospital, met to discuss/address mental health needs of students.

The APS nurses and the Health Department also collaborate closely on Emergency Preparedness efforts. The High School flu clinic was used to test the AHS Emergency Dispensing Site plans during the High School Flu Clinic. In 2019-2020, there will be additional walkthroughs and plan changes as construction of the new high school commences and impacts the current layout.
Whitsons School Nutrition

School meals are a healthy option, a great value, and are convenient for busy families. Whitsons Culinary Group is committed to providing wholesome, high quality menus, prepared fresh daily from locally sourced ingredients whenever available and in season. We have highlighted Meatless Mondays on all of our lunch menus. It provides students with new healthy meal options. Whitsons has a new mobile app. available for viewing the menus and getting the nutritional information for each item. Please visit www.fdmealplanner.com to get started.

Every menu offering complies with the Healthy Hunger-Free Kids Act as well as state and local wellness guidelines. At all levels, students enjoy guest chef promotions throughout the year. Some examples are the homemade sushi rolls, pasta bar and our Grab & Go Simply Boxed items. Monthly menus and other information are available on the district web page under Food Services.

APS Maintenance and Sodexo

A staff of nearly 70 employees strive every day to make the learning environment in APS the best it can possibly be for the students, faculty and staff members. The district is made up of 12 distinct buildings containing nearly 1.5 million square feet of indoor space. Through a partnership with Sodexo, the district’s custodial and maintenance staffs aggressively work to meet the district’s needs for facility cleaning, maintenance and repair of buildings and equipment as well as providing the employees with both work practice and safety training. The facilities group is responsible for the upkeep and maintenance all of the buildings’ grounds and many athletic fields. Work is scheduled and prioritized via the district’s work order system, Maximo, which processes over 1,000 work orders annually. The maintenance staff, in conjunction with the district’s business office, regularly examine efficiency improvement opportunities and work with the local utilities to construct rebate programs that help fund improvements in heating systems (digital controls, variable drives), lighting systems (indoor and outdoor LEDs), air handling systems (fan and control upgrades) and energy usage (demand response) that help make as many dollars as possible available for direct student services. The district is looking forward to “shovels in the ground” for the new Attleboro High School construction project, which is scheduled to have a formal groundbreaking in the fall of 2019.
Financial Resources

A look at the 2019 Operating Budget shows that the Attleboro Public Schools made some small strides in continuing to lower the APS non-people costs:

- Over 81 cents of every dollar spent by the Attleboro Public Schools goes directly to our excellent faculty and staff in the form of salaries and benefits.
- Two cents of every dollar spent by the Attleboro Public Schools is discretionary, which means it is not contractually obligated or legally required.

<table>
<thead>
<tr>
<th>BUDGET ITEM</th>
<th>BUDGET FY 2019</th>
<th>% OF TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Salaries</td>
<td>$48,259,666.00</td>
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<tr>
<td>Total Benefits</td>
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<tr>
<td>Total Purchased Services</td>
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<tr>
<td>Total Utilities</td>
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<tr>
<td>Total Supplies, Materials &amp; Equipment</td>
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<tr>
<td>Total Other</td>
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<tr>
<td>Total Insurance</td>
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<td>0.81%</td>
</tr>
<tr>
<td>Total Capital Equipment</td>
<td>$55,827.13</td>
<td>0.07%</td>
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<tr>
<td><strong>Total District Proposed Budget</strong></td>
<td><strong>$75,199,976.91</strong></td>
<td></td>
</tr>
<tr>
<td><strong>FY19 INCREASE OVER FY18</strong></td>
<td><strong>4.94%</strong></td>
<td></td>
</tr>
</tbody>
</table>
On the Path to 2020 - Software

At the heart of the Envisioning 2020 Strategic Plan are three overarching goals, summarized as: (1) more personalized guided planning for all students, (2) improved quality and relevance of all learning experiences, and (3) greater community and external engagement. The information below consists of the online tools and programs that are used to support the aforementioned goals.

Aspen is a secure Student Information System (SIS) created by X2 Development Corporation, which is a subsidiary of Follett Software Company. The Aspen Family/Student Portal supports the goals of the Attleboro Public Schools to engage students and their families and provides opportunities for enhanced access and communication. The system provides families and students with timely information about student performance, which aligns with the District’s Strategic Plan priority of maximizing individual student achievement. APS uses Aspen to manage student information including grading, scheduling, attendance, special education documentation, and other data. The level of access of this information is based on a student’s grade level. Families of students in grades K-12+ can log into Aspen to view address and contact information, attendance and schedules. Families and students in grades 6-12+ can additionally use Aspen to view progress reports and report cards. Attleboro High School students and families rely on Aspen to view homework, class assignments and current grades. Toward the end of the academic year, students in grades 8-11 use Aspen as a tool to enter course selections for the upcoming school year. APS staff interact with Aspen on a daily basis, utilizing the system to take attendance, submit lunch counts, enter grades, and explore district curriculum maps. Staff and administration also use Aspen to send bulk emails and alerts. On the district level, Aspen data is used for annual staff and student state reporting.

Grades 8 —12 are using the Naviance web-based platform. This college and career program enables students to discover career possibilities beginning in 8th grade and then throughout their high school experience with a series of interest assessments, personality tests, and surveys. The initial rollout begins with 8th graders taking a career interest survey. These results follow them up to the high school, where students work with a talented team of guidance counselors to gradually prepare them for post-secondary plans. Guidance counselors, parents, and students work in close collaboration on each student’s MyCAP (My Career and Academic Plan). The MyCAP is a student-directed, multi-year planning tool designed to personalize learning and increase students' understanding of the connections and relevance of academic planning and collaboration for their future success. The MyCAP stays with students throughout the remainder of high school to personalize their educational decisions. In addition, juniors and seniors were given access and instruction on how to conduct college and career searches. Naviance is the tool that drives secondary education MyCAP.

The TalentEd platform is in its second full year of implementation. The platform effectively helps the district streamline education recruitment, hiring, assessment, onboarding, records management, absence management, evaluations, and professional learning. TalentEd has made a very positive initial impact in the district.
The district continues to benefit from the highly competitive five-year Massachusetts Tiered System of Support (MTSS) grant. The MTSS model provided a framework for school improvement that focuses on system structures and supports across the district, school, and classroom to meet the academic and non-academic needs of all students. It supports high-quality educational experiences in a safe and supportive learning environment for all students through academic and/or non-academic targeted interventions and supports for all students. MTSS supports the implementation of Positive Behavior Interventions and Supports (PBIS), and a district Inclusive Practices Academy team.

Inclusive practice refers to the instructional and behavioral strategies that improve academic and social-emotional outcomes for all students, with and without disabilities, in general education settings. Evidence-based strategies that support inclusive practices are: Universal Design for Learning (UDL), Positive Behavior Intervention and Supports, and Social-Emotional Learning (SEL). A district team and a team from Coelho Middle School began their second year of the Inclusive Practices Academy which focused on Inclusive Practices through the Universal Design for Learning framework. Universal Design for Learning is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The UDL Guidelines are not meant to be a “prescription” but a set of suggestions that can be applied to reduce barriers and maximize learning opportunities for all learners.

This year a group of pre-K-12 staff members are part of the district exSEL Network Team. The team is working with the Rennie Center and Transforming Education towards increasing their understanding of the content and importance of Social Emotional Learning, building their capacity to use actionable data to assess and guide the development of students’ social-emotional skills, and become part of a community where educators can learn from one another and support each other’s systemic and practice shifts. SEL is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (CASEL)

Positive Behavior Interventions and Supports is a framework for promoting and sustaining positive student behavior and consequently a safe and supportive school culture. It is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. All schools continue to focus on implementing PBIS with their Building Implementation Teams.
PBIS includes:

- 3-5 behavioral expectations of the school that are stated in positive language and center around a school’s core values;
- Direct instruction of the expectations in context, with opportunities for modeling, practice, feedback, and correction;
- High rates of positive feedback aimed at strengthening desired behaviors;
- Predictable redirection and consequences delivered fairly and consistently across the school;
- Data-based decision making that drives interventions aimed at:
  - Restructuring setting and scenarios likely to produce problem behavior
  - Developing and targeting interventions to students who require additional behavior supports
Attleboro is in its third year partnering with Massachusetts Consortium for Innovative Education Assessment (MCIEA). APS is one of eight districts throughout the Commonwealth working with MCIEA. The Massachusetts Consortium for Innovative Education Assessment is a partnership of Massachusetts public school districts and their local teacher unions. The governing board is comprised of the superintendents and union presidents from Attleboro, Boston, Lowell, Milford, Revere, Somerville, Wareham, and Winchester. MCIEA is partnering with the Center for Collaborative Education and the University of Massachusetts Lowell.

Attleboro Public Schools leadership fully embraces the approach that MCIEA states in its vision. “MCIEA believes there are richer means of assessing student and school progress than established practices and proposes a move away from one high-stakes standardized test towards a more robust system of multiple measures. MCIEA’s vision recognizes the multi-dimensionality of schools, the importance of collaboration, and the need for high-quality, actionable information that does not merely reflect student demography. In measuring student academic achievement, MCIEA’s approach allows all students to demonstrate what they know and can do through teacher-generated performance assessments. MCIEA seeks to increase achievement for all students, close prevailing achievement gaps among subgroups, and prepare a diversity of students for college, career, and life.”

Throughout the district, there are three schools involved in MCIEA work: Attleboro Community Academy, Brennan Middle School, and Studley Elementary School. Teachers at the Attleboro Community Academy met with their coach monthly to develop, validate, and implement a performance assessment. The performance assessments were shared with other colleagues at ACA, AHS, and educators in the MCIEA consortium. Brennan developed and implemented project-based assessments. The staff is currently developing assessments and rubrics that align with the state standards and the current curriculum to enhance learning for the Brennan community. Studley worked on developing, implementing, and revising performance assessments in various content areas based on the state standards. Staff also began work on rubric development and how to use rubrics to inform instruction. Through this work, staff learned about one-point rubrics and how they offer opportunities to learn more about students as learners.
Leadership Advisory Board (LAB)

The Leadership Advisory Board, a union/labor management board, completed its fifth year during the 2018-2019 school year. The ten members form a team that collaborates to find and create solutions to issues affecting the school district. The alliance, co-chaired by the Superintendent of Schools and the Attleboro Education Association President, includes eight other members who serve on one of the four Councils as co-chairs. Each Council has a distinct function that complements the overall mission of the LAB.

HUMAN RESOURCES (HR) COUNCIL

The Human Resources Council met on a bi-weekly basis throughout the 2018-2019 school year to fulfill its collaborative vision of supporting educational staff. The Special Education Subcommittee and Safety Plan Committee, established in January 2017, continued to be extensions of the Council.

The Special Education Subcommittee finalized descriptions of the current Special Education programs. These included: Network, APS 12+, Inclusion, LEAP, MDAP, ALP, ECP, Insights, and Integrated program descriptions.

The Safety Plan Committee continued with significant progress on the implementation of ALICE across the district. The committee instructed trainers in cooperation with the police department and planned to implement ALICE active shooter training to the staff as part of the professional development for the 2019-2020 school year. The Safety Plan Committee also presented information on the ALICE program to the PTO at each school across the district to provide a framework of the program and explain implementation.

The Human Resource Council Substitute Subcommittee continued its work by surveying each schools’ administrative team about the usage of substitutes around the district. This helped clarify how substitutes were being used at different levels. The substitute subcommittee also reported an increase in the number of substitutes hired by the district when compared to previous years. This increase was credited to the work done by the subcommittee in the previous year revamping the substitute hiring and training protocols.

The following job descriptions were approved by the School Committee after being completed by the HR Council: Elementary Teacher, Middle School Teacher, High School Teacher, CTE Child Care Teacher, Title I Teacher, School Nurse and ESL teacher. The HR Council continued to work on the Special Education Team Chair and Deans’ job descriptions. These were forwarded for review by the school committee at the end of the year. The HR Council also started working on an Optimal Hiring Protocol that would be used as a guide for APS during the hiring process. The work on the Optimal Hiring Protocol will be one of the main tasks of the HR Council during the 2019-2020 school year.

TEACHING AND LEARNING (T&L) COUNCIL

The Teaching and Learning Council began the year by reviewing the previous year’s goals and choosing a goal that would create the largest impact on teaching and learning throughout the district. The council agreed that the APS Exit Outcomes needed to be examined and determine actionable steps to measure them. Council members turned to Great Schools Partnership to help take on this initiative. With this guidance, the council drafted new Exit Outcomes/Portrait of a Graduate that clarified the skills and attributes the district wants graduates to have as they enter work, college, and/or the military. With clarified outcomes for graduates and educators actively teaching and assessing these skills and characteristics, graduates will be better prepared for a lifetime of learning, work and community life. Along with the draft, group members created plans for community outreach to gain community insight on what they feel students need to attain these goals. The council also partnered with the Professional Growth Council to design and develop the district’s professional development for the 2020-2021 school year on the topic of diversity, equity, and inclusion.
OPERATIONS AND INFRASTRUCTURE (O&I) COUNCIL

The Operations and Infrastructure Council (O&I) met bi-weekly during the 2018-2019 school year. Work focused on key issues regarding budget, facilities, organizational structures and technology. O&I developed and administered a budget priority survey in an effort to engage educators on the top three priorities for their specific building. The council also developed plans for the implementation and roll out of 1:1 initiative in grades 5 and 9. This effort included researching other districts who have the initiative currently in place. Members of the council visited Norton School District to see the 1:1 initiative in action and further develop plans and policies.

Additionally, the Operations and Infrastructure Council continued grade span reconfiguration research with the goal of maximizing the benefit of current resources to meet the needs of all APS students. Members of the O&I Council met with the AEA board to present the proposal of the grade span reconfiguration. Informational meetings were planned with stakeholders. Following these meetings, a memo was created for staff members, which included FAQs for the grade span reconfiguration and a grade span survey was administered to see if the proposal should be further explored. The results of that survey provided the “green light” for this work to continue. Concurrently, the O&I Council began planning for teacher and student transitions as well as modifications that would need to be made to current facilities and transportation. Initial research into adjusting start times was also started. Work in each of these areas was slated to continue during the 2019-2020 school year.

PROFESSIONAL GROWTH (PG) COUNCIL

During the 2018-2019 school year, the Professional Growth Council worked with stakeholders to continue developing the district’s professional development (PD) plan with success, as based on the Hanover survey. The Council worked closely with the Teaching and Learning Council and school-specific Instructional Leadership Teams (ILTs) to craft PD focused on performance assessments. Professional development will continue to explore performance assessments with a focus on rubrics, giving time for teachers to continue to expand on the work they began last year.

The Council continued to develop and augment Our Instructional Design (Our ID), a multitiered, online resource for educators, and the community, which became accessible in January of 2019 through the APS website. This digital resource provides the elements of lessons that empower learning across diverse areas of need with materials for lesson design and exemplars at various grade levels.
Blue STEAM Ahead!

It was Blue STEAM Ahead in Attleboro all year long. All areas - Science, Technology, Engineering, Art, and Mathematics worked together to integrate in effective ways.

All five elementary school began year one of full ST Math implementation in grades K-4. ST Math is a unique program. It starts by teaching the foundational concepts visually, then connects the ideas to the symbols, language, and robust discourse. Students are using the spatial-temporal section of their brains to deepen math conceptual understanding. Jiji, the mascot, is sure to be a household name!

Middle schools began implementing a new highly acclaimed math curriculum, Illustrative Math (IM). One of the district math goals is to make math a "social subject" where students reason and problem solve together given challenging math problems and concepts. The high school also piloted a new IM program for Algebra I and Geometry.

Science, Technology and Engineering curriculum committees, grades pre-K-8, met periodically throughout the year to initiate a cohesive curriculum map that spans all grade levels.

The SMARTS Collaborative hosted after-school learning opportunities at all five elementary schools. Students in grades 2-4 registered for six-week programs focusing on investigation design challenges.

Oak Knoll Wildlife Sanctuary and City Hall conducted a seven-part Junior Conservation Commissioner program for fifth graders at both Coelho and Wamsutta Middle Schools. The focus of the interactive sessions included local wildlife and adaptations, wetlands, watersheds, and pollution solutions. This program will be extended to Brennan Middle School next year.

On March 12, 2019 Attleboro hosted the second annual Blue STEAM Ahead community event that was free and open to the public. Partners that facilitated activities included: Sensata Technologies, DePuy Synthes of Raynham, Attleboro Public Library, Attleboro Industrial Museum, Bristol Community College, Science on the Street (funded by MIT), Massachusetts Audubon Oak Knoll Wildlife Sanctuary, Robbins Children's Center, Southeastern Massachusetts Arts Collaborative (SMARTS), and Project Connect. Science and engineering activities hosted by preK-12 teachers, many AHS students, and a science magician made the evening complete.

The summer 2019 Camp Invention program explored the connections between science, technology, engineering, and innovation to seek solutions to real-world problems and sharpen critical 21st century learning skills. Over 90 students from Attleboro participated in this full-week adventure hosted at Wamsutta Middle School and run by Attleboro Public Schools teachers. Based on the enthusiasm and excitement of all, APS is likely to continue the camp next summer.
Humanities

Atteboro Students Solving Real World Issues Through Action Civics Projects

Through our work with Generation Citizen and DESE, several social studies classrooms in grades 8 and 12 implemented student-led action civic projects that have engaged and challenged students and educators to solve real-world problems. Students took a hands-on approach to learning, applying a range of communication, problem-solving and presentation skills to a local issue of their choice. Students analyzed complex issues such as mental health, racism, and drug abuse while conducting research of primary and secondary sources, comparing perspectives, participated in civil discourse, and took action beyond their classroom walls, engaging them in learning that was authentic and transformative.

Summer Reading Kick Off in Partnership with Attleboro Public Library

Attleboro Public Schools continued the Summer Reading Kickoff tradition for 2019, collaborating with the Attleboro Public Library and other community partners to promote summer reading and an afternoon of fun for the entire family. A steady stream of students could be seen at the summer reading program sign-up table while they enjoyed live music from the APS Band. The theme was *A Universe of Stories* and the day included “out of this world” activities for students and their families.

Bookstore Partnership with Attleboro Public Schools

As part of ongoing work in supporting the growth of strong readers and writers, Attleboro Public Schools partnered with the Plainville bookstore An Unlikely Story to host author and illustrator visits. These visits gave students the opportunity to be inspired about the writing process directly from popular and accomplished authors and illustrators. These professionals also reminded students of the relationship between reading and writing as well as the importance of feedback, reflection, and persistence. In the Fall, John Flanagan, author of the bestselling *Ranger’s Apprentice* series, came and spoke to 390 of grade 4 and 5 students. Students enjoyed hearing about his growth and development as a writer, his own writing process, and how his home and family in Australia inspire his work.
The 2018-19 Attleboro High School Athletic Program competed in its ninth year in the HOCKOMOCK LEAGUE. The Hockomock League continues to provide a strong tradition in competition and an emphasis on sportsmanship. The following MIAA schools make up the Hockomock League: Attleboro, Canton, Foxboro, Franklin, King Philip, Mansfield, Milford, North Attleboro, Oliver Ames, Sharon, Stoughton and Taunton.

In all 1,171 (581 boys, 590 girls) student-athletes competed in 27 varsity sports (including two seasons of cheerleading). Team and individual accomplishments are listed for each sport.

This year AHS produced 37 Hockomock League All-Stars and 25 Honorable Mention All-Stars. Sixteen teams qualified for the MIAA/MSSAA State Team/Individual Tournaments, competing in a total of 344 interscholastic varsity competitions finishing with a combined record of 130 wins, 207 loses and 7 ties for a .39 winning percentage.

Unified Spring Track and Field team competed for their second season for spring track and their first season of Unified Basketball. Teams completed against other unified teams in the Hockomock League.

Hockomock League Scholar Athlete Awards were presented to seniors Ellen Marshall and Mason Houle for their academics, athletic participation, sportsmanship, leadership and citizenship in the Hockomock League. Selected Scholar-Athletes from each school successfully balanced a demanding academic schedule along with participating in athletics, as well as many extra-curricular activities during their high school career.

The Howard O’Hare Sportmanship Awards were presented to seniors Kyra Lyons and Colin Levis. This award recognizes one male and one female student athlete who demonstrated the values in academics, athletics, and sportsmanship. These two student athletes set the highest standards in the classroom and on the athletic fields. Their leadership and sportsmanship were inspiring to teammates, coaches, and opponents.

The Blue Pride Athletic Achievement Awards were presented to Jordyn Lako, Liam Walker, Abisola Olaogun, Connor Dunn, Catherine Bell, Cameron Littig, Tianna McDonald, Jared Cooper, Brianna Aronne, Kevin Velazquez-Rivera, Ellen Marshall, and Mason Houle. This award highlights the athlete’s passion to compete at the highest level in multiple sports, resulting in a positive impact on teammates and the AHS athletic program for four years.

Student Athlete of the Month Program selects two athletes monthly, one male and one female student-athlete who displays excellence in the areas of academics, athletics and community service. Students in grades 9-12 who participate in AHS Athletics are eligible to receive this award. Athlete of the month recipients were Shea Jamieson, Jake Moulton, Anna Beck, Will Halben, Meghan Hamerski, Justin Cote, Liz Saltz, Evan Andrews, Kelly Neuendorf, Colin Levis, Juliana Baldani, Bryant Ciccio, Abisola Olaogun, Robbie Furtado, Makenzie Killough, Trevor Kopy, Rena Danho and Ryan Gordon.

MIAA and Women in Sports recognized Brianna Aronne and Jordyn Lako as representatives from AHS based on athletic achievement and school leadership. Representatives serving as MIAA Student Ambassadors were Samuel Bloch and Shea Jamieson.
## Fall 2018 Team Results

<table>
<thead>
<tr>
<th>Fall Teams</th>
<th>Won</th>
<th>Lost</th>
<th>Tied</th>
<th>League/Tournament/All-Stars</th>
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</thead>
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<tr>
<td>Field Hockey</td>
<td>6</td>
<td>11</td>
<td>1</td>
<td>League: 4-11-1</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All-Stars: Anna Beck, Sydney DiLiddo</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Honorable Mention: Alexis Compton</td>
</tr>
<tr>
<td>Boys Soccer</td>
<td>5</td>
<td>10</td>
<td>3</td>
<td>League: 5-8-3</td>
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<td></td>
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<td></td>
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<td>All-Stars: Will Halben, Andre Menard</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Honorable Mention: Colin Levis</td>
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<tr>
<td>Girls Soccer</td>
<td>6</td>
<td>11</td>
<td>1</td>
<td>League: 5-10-1</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All-Star: Isabella Salviati</td>
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<td></td>
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<td></td>
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<td>Honorable Mention: Briley Harnois</td>
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<tr>
<td>Boys X-Country</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>*Qualified State Tournament</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All-Star: Nathan Seybert</td>
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<td></td>
<td>Honorable Mention: Liam Walker</td>
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<tr>
<td>Girls X-Country</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>*Qualified State Tournament</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All-Star: Kelly Neuendorf</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Honorable Mention: Shea Jamieson</td>
</tr>
<tr>
<td>Volleyball</td>
<td>2</td>
<td>17</td>
<td>0</td>
<td>League: 2-14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All-Star: Chelsea Calcagni</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Honorable Mention: Anastasia Leonardo</td>
</tr>
<tr>
<td>Golf</td>
<td>3</td>
<td>12</td>
<td>0</td>
<td>League: 1-9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Honorable Mention: Ethan Johnson</td>
</tr>
<tr>
<td>Cheerleading</td>
<td></td>
<td></td>
<td></td>
<td>* Qualified Regionals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Regional Co-ed Large School Champions</td>
</tr>
<tr>
<td>Football</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>*Qualified State Tournament Division 1 South League: 2-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All-Stars: Jason Weir, Justin Cote, Nick Evans, Michael Strachan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Honorable Mention: Isaac Gudiel</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
<td><strong>76</strong></td>
<td><strong>5</strong></td>
<td></td>
</tr>
</tbody>
</table>
# Winter 2018-2019 Team Results

<table>
<thead>
<tr>
<th>Winter Teams</th>
<th>Won</th>
<th>Lost</th>
<th>Tied</th>
<th>League/Tournament/All-Stars</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boys Basketball</strong></td>
<td>18</td>
<td>5</td>
<td>0</td>
<td>*Qualified State Tournament</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>League: 13-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All-Stars: Mason Houle, Bryant Ciccio, Qualeem Charles</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Honorable Mention: Kevin Velazquez-Rivera</td>
</tr>
<tr>
<td><strong>Girls Basketball</strong></td>
<td>8</td>
<td>14</td>
<td>0</td>
<td>League: 5-11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All-Star: Liv McCall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Honorable Mention: Jordyn Lako</td>
</tr>
<tr>
<td><strong>Hockey</strong></td>
<td>10</td>
<td>10</td>
<td>2</td>
<td>*Qualified State Tournament</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>League: 2-7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All-Stars: Ryan Morry, Sam Larkin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Honorable Mention: Kyle McCabe</td>
</tr>
<tr>
<td><strong>Boys Track</strong></td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>*Qualified State Relays/Individual</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All-Star: Colin Levis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Honorable Mention: David Cataloni</td>
</tr>
<tr>
<td><strong>Girls Track</strong></td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>*Qualified State Relays/Individual</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Honorable Mention: Kelly Neuendorf</td>
</tr>
<tr>
<td><strong>Boys Gymnastics</strong></td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>Gymnasts of the Year Award and Boston Globe/Herald</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All-Scholastic: Andrae Butler</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Finished 2nd in States</td>
</tr>
<tr>
<td><strong>Girls Gymnastics</strong></td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>League: 2-6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Honorable Mention: Juliana Baldani</td>
</tr>
<tr>
<td><strong>Boys Swimming</strong></td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>*Qualified State Relays/Individuals League: 2-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All-Stars: Connor Dunn, Colton Parkinson, Matt Marcil</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Honorable Mention: Alex Harrop</td>
</tr>
<tr>
<td><strong>Girls Swimming</strong></td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>*Qualified State Relays/Individuals League: 2-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All-Stars: Elizabeth Saltz, Tiffany Chin, Jacqueline Lynch-Bartek, Ella Lynch-Bartek</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Honorable Mention: Brenna O’Connell</td>
</tr>
<tr>
<td><strong>Cheerleading</strong></td>
<td></td>
<td></td>
<td></td>
<td>*Qualified Regionals/States</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Regional Co-ed Large School Champions, placed third at State Championships and Nationals in Florida</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>58</td>
<td>45</td>
<td>2</td>
<td></td>
</tr>
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</table>
## Spring 2019 Team Results

<table>
<thead>
<tr>
<th>Spring Teams</th>
<th>Won</th>
<th>Lost</th>
<th>Tied</th>
<th>League/Tournament/All-Stars</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseball</strong></td>
<td>14</td>
<td>10</td>
<td>0</td>
<td>*Qualified State Tournament</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>South Sectional Finalist</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>League: 9-7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All-Stars: Eoin Hammell-Kelleher, Alvaro Espinal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Honorable Mention: Lorenzo Wilson</td>
</tr>
<tr>
<td><strong>Softball</strong></td>
<td>11</td>
<td>11</td>
<td>0</td>
<td>*Qualified State Tournament</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>League: 9-7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All-Stars: McKenzie Bergdoll, Makenzie Killough, Lora Woyton</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Honorable Mention: Emily Gittle</td>
</tr>
<tr>
<td><strong>Girls Tennis</strong></td>
<td>5</td>
<td>11</td>
<td>0</td>
<td>League: 5-11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Honorable Mention: Rena Danho, Jordan Benardo</td>
</tr>
<tr>
<td><strong>Boys Tennis</strong></td>
<td>4</td>
<td>13</td>
<td>0</td>
<td>League: 4-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All-Star: Evan Capar</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Honorable Mention: Jared Cooper</td>
</tr>
<tr>
<td><strong>Girls Track</strong></td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>*Qualified State Relays/Individual</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Hockomock League MVP: Abisola Olaogun</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>League: 0-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Honorable Mention: Tianna Ridge</td>
</tr>
<tr>
<td><strong>Boys Track</strong></td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>*Qualified State Relays/Individual</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>League: 3-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All-Stars: Colin Levis, David Cataloni</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Honorable Mention: Liam Walker</td>
</tr>
<tr>
<td><strong>Girls Lacrosse</strong></td>
<td>3</td>
<td>16</td>
<td>0</td>
<td>League: 0-10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All-Star: Kyra Lyons</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Honorable Mention: Rylee Fontes</td>
</tr>
<tr>
<td><strong>Boys Lacrosse</strong></td>
<td>4</td>
<td>14</td>
<td>0</td>
<td>League: 1-9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All-Star: Trevor Kopy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Honorable Mention: Michael Strachan</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>44</td>
<td>86</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Fall-Winter-Spring Totals</strong></td>
<td>130</td>
<td>207</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
Career and Technical Education (CTE)

The Attleboro High School Career and Technical Education Department houses 12, Chapter 74 vocational programs with a total enrollment for 2018-2019 of 647 students including 200 CTE graduates. Attleboro High School offers all freshmen students access to a CTE Exploratory course that introduces students to all available programs. CTE programs continue to be popular choices for AHS students, with enrollment on the rise. In an effort to increase exposure to younger students in the district, 6th grade student tours were conducted for the third year in a row, and an introduction to CTE took place at all five elementary schools for 4th grade students.

The Career and Technical Education Programs at Attleboro High School are described below:

**Automotive Technology**: The Automotive Technology program follows NATEF (The National Automotive Technicians Education Foundation) guidelines and integrates state-of-the-art equipment, simulating professional diagnostic and repair shops. Instruction takes place in a fully operational, ten bay facility which is open to the public. Students develop customer service and communications skills along with technical skills that mirror industry expectations.

**Carpentry**: The Carpentry program focuses on construction design and techniques that include house framing, siding, roofing, and finish work. Students learn appropriate safety and use of hand and power tools and can earn an OSHA (Occupational Safety and Health Administration) safety credential. Students focus on how to access and apply technical specifications and learn to interpret building codes while reading blueprints.

**Computer Information Systems**: The Computer Information Systems program prepares students for the many opportunities available for skilled workers in the Information Technology field. The successful graduate will possess hardware, software, cyber security, and networking skills. Instruction takes place in the classroom, laboratory, and field environment. Students can attain computer and safety industry certifications.

**Criminal Justice**: The Criminal Justice program provides opportunities for students to explore careers in public safety and legal systems, learn about criminal and trial procedures, and understand procedures used in investigating and processing crime scenes.

**Culinary Arts**: The Culinary Arts program exposes students to the necessary skills for the food service industry, which pertain to food and bakery production as well as dining room service and management. The goal of the program is to have students prepared for a two- or four-year college, where they can excel in the pursuit of the vast variety of food service careers.

**Early Education and Care (EEC)**: The Early Education and Care program focuses on the social-emotional, physical and intellectual development of children ages birth-nine years. The EEC has three working infant/toddler and preschool labs within the high school setting, so students can apply the theoretical knowledge in a professional setting.

**Electrical Technology**: The Electrical Technology program follows National Electrical Code standards. Students focus on electrical safety while learning residential, commercial, and industrial wiring, series/parallel circuits, motor controls, transformers, metal raceways, programmable logic controllers, service panels, and power distributions.

**Engineering**: The Engineering program focuses on providing an authentic, hands-on approach to engineering design fields such as structural, mechanical, electrical, and sustainable design. Through these experiences, and by applying the engineering design process, students communicate with clients to solve a variety of challenges, create 3D models and moving assemblies, interpret and create technical drawings, and work in design teams to enhance...
Career and Technical Education (CTE)

their collaboration and problem-solving skills.

**Graphic Designs and Communications:** The Graphic Design and Communications program offers hands-on Photoshop, Illustrator, and InDesign computer application skills while learning the principles of art and design, color theory and typography. Students learn about the graphic design and printing fields by using creative design principles, and pre-press and production skills through digital imaging, digital and press output as well as screen printing. Students of this program used in-house presses to print this Annual Report.

**Medical Assisting:** The Medical Assisting program provides instruction in clinical examining room procedures. Students study asepsis, infection control, assisting with exams, patient education, preparation and administration of medications, electrocardiogram (EKG), vital signs, and medical emergencies. The course includes extensive medical terminology, an overview of anatomy and physiology, training in professionalism, and medical and legal guidelines for the medical practice.

**Plumbing Technology:** The Plumbing Technology program follows the Massachusetts Plumbing Code. An emphasis on hands-on training provides an excellent learning environment for safe workplace practices, plumbing tools, materials, equipment, procedures, and Massachusetts Fuel Gas and Plumbing Codes. Students can earn clock hours towards their Journeyman Plumber’s License.

**Welding Technology:** The Welding Technology program is based on the American Welding Entry Level test curriculum. Students practice various welding and fabrication processes, learn how to operate machines that cut, form, bend, assemble, and fabricate metal through project-based experiences.

AHS CTE students continue to succeed with a graduation rate of 96%, a program completion rate of 98%, and a 97% positive placement rate after graduation (this is defined by securing and following through on post-secondary plans, military, employment). Embedded academics continue to be a focus in the CTE curriculum in an effort to contribute to student success.

The National Technical Honor Society held an induction for 42 new members in 2019. These students maintained an overall grade point average of 88 or better, in both academic and CTE classes throughout their high school careers. The 2019 Massachusetts Outstanding Vocational Technical Student was a Culinary Arts student, Jonathan Arrese. Jonathan was honored at a banquet in April 2019 hosted by the Massachusetts Association of Administrators and the Massachusetts Vocational Association.

CTE continues to plan for the development and implementation of four new Chapter 74 programs: Cosmetology; Dental Assisting; Heating, Ventilation and Air Conditioning (HVAC); and Robotics. Program Advisory Committees are formed for these areas and will continue meeting and planning. The new programs will be developed over the next two years in preparation for the new high school building which will house a total of 16 CTE programs in state-of-the-art spaces.
Music

Attleboro Choral students sang a wide variety of literature from various time periods and styles performing in a Winter Concert, PRISM Concert, a combined elementary & high school K-12 concert, Spring Concert and various community and school performances. The choirs were invited to sing at the State House and are always sought after during the holiday season.

In January, Attleboro Public Schools held their first annual, Alumni & Friends Concert. This choral concert featured solo and small group performances of current students, alumni students, family/community members, and staff followed by a performance of the mass ensemble performing five pieces combined. The concert was well received and was a wonderful way to reconnect with music department and school alumni.

In April, The Drama Club and AHS Music Department was thrilled to produce “Legally Blonde” as its Spring Musical. In addition, Michael Diaz ’20 and Riley Nedder ’19 were selected to the Southeastern Massachusetts Music Educators Association Senior District Festival. Riley also received a recommendation for the Massachusetts Music Educators Association All-State Music Festival, the most prestigious festival a high school student can be a part of.

The Attleboro High School Instrumental Music Students had a banner year – the marching band placed second in their NESBA Marching Band Competition, and performed at the Norton Halloween Parade, as well as the Attleboro Memorial Day Parade. In April, the marching band received an invitation from Congressman Kennedy to perform in the National Memorial Day Parade in Washington, D.C. in 2020!

The Concert Band performed at the annual Winter Concert, PRISM Concert, Instrumental Festival, and Spring Concert. In addition, the after-school Percussion Ensemble was reintroduced and performed at the department’s Spring Concert.

In addition, Cristina Burns ’21, was selected to the Southeastern Massachusetts Music Educators Association Senior District Festival, as well as the Massachusetts Music Educators Association All-State Music Festival, the most prestigious festival a high school student can be a part of.

Visual Arts

The Attleboro Public Schools Visual Arts program is committed to providing opportunities for students to develop 21st century skills such as critical thinking, collaboration, communication, and creativity. In addition to these life skills, empathy, adaptability, and taking initiative are now integral components of the curriculum.

In Attleboro Public Schools, the art room is one of the most effective places for students to practice these skills. Students in grades pre-K-12 learn to use tools, materials, and artistic conventions. They learn to care for tools, materials, and space. Students learn to attend to visual contexts more closely than what ordinary “looking” requires, and therefore see things that otherwise might not be seen. Students acquire the skills to think and talk with others about different aspects of one’s work or working process, and how to judge one’s own work and the work of others.

Art students learn to embrace problems of relevance within the art world. This helps them develop focus conducive to working and persevering at tasks. By reaching beyond one’s capacities, APS students explore playfully without a preconceived plan, and embrace the opportunity to make mistakes. Lastly, students interact as artists with other artists in classrooms, in local arts organizations, with community members to help make sense of the world in which we live.

A myriad of artwork is displayed in this Annual Report. Enjoy!
The Attleboro High School Drama Club proudly produces five annual events. In February & March 2019, AHS participated in the Massachusetts High School Drama Festival, a tri-level state tournament in which over one hundred schools participate. AHS served as one of fourteen host sites for the preliminary level and advanced to the semi-final level at Duxbury High School, ultimately being selected to represent Massachusetts at the New England Drama Festival in Cranston, RI. In April, the drama club collaborated with the AHS music department to produce the musical *Legally Blonde* to rave reviews. The 2018-19 school year concluded with a day-long event of eight short plays selected and directed by seniors. Every fall, a senior student directs a children's play, this year's production was *In Search of the Golden Teardrop*, which traveled to rave reviews from the students of Hill-Roberts and Studley Elementary Schools. In early December, the mainstage production is held: a full-length play that has ranged over the years from Shakespeare, Agatha Christie mysteries, American standards, and contemporary comedies and dramas. The 2019 fall show was *She Kills Monsters*, a comedic yet poignant story of a recent college graduate learning about her recently deceased teenage sister through a *Dungeons and Dragons* notebook left behind. Throughout the year, 75 to 100 students participate in at least one event, making performing arts one of the largest extracurricular activities at AHS.
INTRODUCTION

The 2018-2019 school year was a highly successful one for the 1,746 students at Attleboro High School (AHS) and the 186 teachers and paraprofessionals who serve them. Attleboro High School staff put tremendous planning and effort into creating an environment that engaged, challenged, and inspired all students.

STUDENT GROWTH AND OUTCOMES

AHS staff worked diligently to evaluate student assessments and refine grading practices, which culminated in rich student-centered learning experiences and real-world performance assessments.

Grading practices were also improved at the whole school and classroom level. Most notably, a change was made to the class rank process. Class rank was revised from a system that ranks students individually in a numerical sequence to one that groups students by decile; that is, students are divided into ten equal groups. This change better aligns with the values and student exit outcomes of Attleboro Public Schools such as peer collaboration. This change segued to a revision of valedictorian and salutatorian selection. Starting with the Class of 2020, these honors will be determined from a pool of top decile and/or Honors Diploma recipients who apply to a panel.

In a parallel endeavor, AHS staff began to evaluate classroom grading practices. Specifically, strategic initiatives and process benchmarks were created after researching best grading practices. AHS looks forward to continuing this difficult, but meaningful, work.

In 2018, the Massachusetts Department of Elementary and Secondary Education revised its accountability reporting methods. Under this new system, AHS received the overall classification of “Not requiring assistance or intervention” as students’ achievement scores showed improvement and were classified as “Partially meeting targets”. Specifically, in ELA 54% of students met or exceeded expectations, in math 57% of students met or exceeded expectations, and 74% of students scored proficient or higher in physics. In non-subject matter areas, AHS staff are tirelessly working on student outcomes to improve high school completion rates and reduce chronic absenteeism.

Attleboro High School is committed to a rigorous, standards-based academic program, which is reflected in a strong college preparatory program that includes many honors and Advanced Placement courses. Students also have an exciting opportunity to take dual enrollment courses through predetermined colleges and universities. As a comprehensive high school, AHS staff educates the whole person by offering courses in technology, art, business, choral and instrumental music, drama, and physical education. The commitment to preparing students for life beyond high school is evidenced by the vast offering of courses offered by the Career and Technical Education (CTE) Program. These include: Automotive Technology, Carpentry, Computer Information Systems, Criminal Justice, Culinary Arts, Graphic Design & Communication, Early Education and Care, Electrical Technology, Engineering and Design, Medical Assisting, Plumbing Technology, Technical Exploratory, and Welding. These CTE programs are some of the best in New England. In the near future, AHS will augment CTE offerings with labs dedicated to Robotics, Dental Assisting, Cosmetology, and HVAC. Student success is readily evident at Attleboro High School:

- U.S. News and World Report included AHS on their list of the “Best High Schools in Massachusetts”.
- For the 6th consecutive year, AHS was named to the Washington Post’s prestigious list of America’s Most Challenging High Schools.
- Over 81% of 2019 graduating seniors are attending college.
- The Class of 2019 were accepted to 195 colleges and are currently enrolled in 94 different post-secondary institutions.
Attleboro High School

- AHS students took over 500 Advanced Placement exams last spring with over half of them scoring high enough to earn college credit.
- When tabulating scholarship awards from both post-secondary institutions and Attleboro High School’s Scholarship Night, the Class of 2019 received over $14.8 million in awards.

SCHOOL ENVIRONMENT

Attleboro High School is committed to providing the most relevant and engaging school experience possible for students. The 2018-2019 school year was the Year of Student Action. Work continues to be aligned with the district’s student learning exit outcomes. AHS staff continues to provide students with skills and content knowledge that is relevant to their lives both in school and outside of school.

To that end, AHS implemented learning experiences and assessments around the shared theory of learning and departmental statements of purpose. Once again, the approach to professional development was designed to empower teachers to design high powered learning experiences and assessments. Furthermore, AHS teachers have rallied behind the school’s mission to “engage, challenge, and inspire” students through creating student-centered and student-relevant learning experiences. These learning experiences and assessments have been on display through student showcases, featured at events such as Blue Pride Night; Welcome Night for the Class of 2023; and Blue STEAM Ahead Night.

Classroom technology was greatly enhanced with the donation of several Chromebook carts from the Blue Pride Ambassadors Club. These carts have fostered the integration of digital tools into instruction. The use of Google Classroom has also made it easier than ever for teachers and students to communicate and manage their coursework.

FAMILY AND COMMUNITY ENGAGEMENT

In the spring of 2019, construction commenced on a new $260 million high school with substantial completion anticipated by September of 2022. In addition, the AHS school community continues to partner with students, families, and the City of Attleboro in various other ways.

The Blue Pride Ambassadors Club (BPAC) is a booster organization whose goal is to bring as many of these friends of AHS together to keep the momentum of Blue Pride going strong. The BPAC serves to enhance the educational experience for the students and staff and accomplish this by overseeing technology initiatives, encouraging volunteerism and family outreach. In 2018, the BPAC hosted its fourth annual Blue Pride Palooza, a gala with auctions, dinner, and dancing. For the fourth consecutive year, the event netted over $45,000 in profits that were donated to AHS for the purposes of buying academic technology to benefit students and staff.

The annual Blue Pride Night Open House was bolstered by the addition of Welcome Night for the AHS Class of 2023. Having these events on the same evening allowed for a greater level of participation. In an effort to demonstrate to prospective families and the community the powerful learning that takes place at AHS, the evening featured an academic showcase. A showcase allows students to demonstrate and articulate the skills that have been learned in each course. Blue Pride Night resulted in a strong turnout from families, staff, and community members.

The Attleboro Fire Department continued their partnership with AHS to train all freshmen in CPR through their Health class. Within a year, virtually every student at AHS will have had the opportunity to be trained in this life saving technique.

It is this strong support of our school that reminds us that Blue Pride Lives Here!
Introduction

Attleboro Community Academy (ACA) provides an alternative path to a high school diploma for Attleboro’s at-risk students. The primary goal is to reengage students in their high school education. By earning a high school diploma, students are able to expand their post-graduate opportunities and become more productive members of society. In the 2018-2019 school year, ACA enrolled 55 new students, of which nine were former dropouts returning to complete their high school education. This allowed ACA to serve 93 students over the course of three trimesters. Thirty-five students graduated, of which 77% caught up with their cohort at the time of graduation.

Student Growth and Outcomes

Many ACA students are over-aged and under credited. Their schooling may have been interrupted by one or more trimesters. Therefore, upon enrollment, the guidance counselor creates a highly individualized academic plan, based on the student’s credit needs. Their academic strengths, interests, and backgrounds vary greatly, and much time and thought are given to developing a path to graduation that maximizes the student’s unique strengths. In addition to the academic plan, students work with the guidance counselor to develop their comprehensive MyCAP, a post-graduate and transitional plan based on a series of student set SMART goals.

Monthly Student Seminars were added to the curriculum. Seminar topics were first chosen by the faculty. Once the students were familiar with the purpose and structure of the seminars, the students chose the monthly focus. Seminars were two hours long. Topics included examination of the school’s mission, Myers-Briggs Personality Inventory, and completion of their unique and customized Naviance profile, a career interest database.

The Science Buddies Project, a collaboration between ACA environmental science students and Studley third graders was expanded into a trimester long course. ACA students studied child development for the first part of the trimester before working with the third graders. Taking on the role of teacher, the ACA students were responsible for the development and implementation of science lessons. Student responses to the course survey reported the experience as eye-opening and challenging.

The month of June is devoted to project-based, experiential learning. Experiential learning is the process of learning through participation rather than through listening or reading. The 2018-2019 topics included Nature Writing, Art in the Community, and Water Resources. Student responses were overwhelmingly positive. One student’s response to the course evaluation was, “I learned that I grasp new concepts easily and can really depend on myself when it matters most.”

School Environment

ACA’s unique design lends itself to a range of organic collaborative practices. Shared ownership of the success of all students drives the decision-making process. Teachers develop and share strategies that support all students. On any given evening, a teacher may utilize a variety of staff supports to reengage a disinterested student. On any given evening, a teacher may utilize a variety of staff supports to reengage a disinterested student. Time is built into the schedule for weekly team meetings where teachers can review student progress and create cohesive plans to support student success across all disciplines.

Student voice, ownership and collective decision making are crucial elements infused throughout all
Aspects of the school. Classroom practices support the building of strong relationships with teachers, students, and support staff. The Student Leadership group meets monthly during dinner break to review school practices, recommend guest speakers, and organize all school events. Restorative justice practices, a methodology that encourages self-reflection and supports the development of impulse control and healthy decision making, continues to be the primary vehicle used to de-escalate discipline problems and keep students in the classroom.

School operates between the hours of 2PM – 9 PM, allowing students to work, take care of their family, or address the myriad life circumstances that kept them from attending school on a consistent basis. Class size was kept to a maximum of 15 students. Students also receive onsite individual counseling services that reinforce the social emotional learning accomplished in the classroom and group sessions.

Diplomas are awarded at the end of every trimester, giving students the opportunity to pursue their post-graduate plans as soon as they are eligible. ACA enrollment is fluid. Students enter and exit at the start of every trimester. At that time, incoming students participate in an evening-long new student orientation. The highlight of the evening is a presentation and discussion by recent graduates.

During the 2018-2019 school year, students and staff enjoyed student, family, and alumni dinners hosted throughout the year by ACA faculty. Team building activities that supported social emotional learning included a field trip to Rock Spot climbing gym. The year closed with recreational outing and barbeque held at Colt State Park. These social events support the premise that students thrive in environments where they feel cared for, valued, and respected.

Family and Community Engagement
ACA was a recipient of a Promising Practices Grant from DESE. This was the fourth year receiving this grant. Funding from the grant was leveraged to develop a Community Mentor program. In collaboration with Mentor Rhode Island, the building blocks of a comprehensive program were developed. Extensive outreach in the community yielded 17 mentors. Mentors were trained and matched with mentees. Three social events took place during the summer and is scheduled to begin September of 2019.

ACA partnered with Justice Resource Institute (JRI), an Attleboro-based counseling service. Onsite individual counseling became available to students. Beginning in December, a counseling group consisting of 12 students and an adjustment counselor met weekly that focused on healthy decision making and substance abuse prevention.

ACA Principal Cameron continued her role as one of the facilitators of Be Heard, Attleboro Community Coalition. The coalition works to increase access and participation in the Attleboro schools for all of its residents. Bristol Community College (BCC) is a crucial partner in supporting ACA students as they develop their post-graduate plans. The BCC admissions counselor conducted on-site interviews and financial aid counseling. ACA continued its partnership with the Attleboro School to Career Partnership (STCP) that fosters job shadowing, work internships, resume building, and college and career readiness. The Attleboro School to Career Partnership worked in conjunction with the guidance counselor to complete career exploration maps and supported students in locating and securing both part-time and full-time jobs. A critical component of post graduate success is a thorough understanding of the financial responsibilities of an adult. ACA, with personnel from Walpole Savings Bank, offered a financial literacy course, required for all seniors. The 16-hour course ran for 11 weeks and was offered once each trimester.
Brennan Middle School

INTRODUCTION

Brennan Middle School serves a diverse population of approximately 630 students. This diversity lends itself to fruitful social and academic experiences where differences are celebrated. Staff continued to champion the Positive Behavioral Interventions and Supports (PBIS) initiative and made significant progress in building a positive school culture. Staff and students are proud to be a “#dotherightthing” school in which PBIS is fully supported. Similarly, the Best Buddies program helps encourage student empathy and builds dynamic friendships. The entire school community benefits by watching these students enjoy social and emotional success. Children who feel comfortable and safe while at school tend to meet with greater academic outcomes. Teachers now incorporate social emotional learning components as they plan, research, develop, and implement lessons that provide rigorous and engaging learning experiences that afford an optimal impact on student success. Embedded within each teacher’s practice is the common goal of developing consistent skills across the curricula that serve to increase students’ ability to read, write, listen, and speak effectively in all classes. Objectives and rationales for instruction are shared with students to increase accountability for their learning. The use of these varied instructional methods continues to help narrow the achievement gaps in student subgroups.

STUDENT GROWTH AND OUTCOMES

MCAS report data was used as a baseline to identify areas of need and ways to deliver effective instruction. Educators used this data to design academic interventions to help improve students’ specific areas of need. Brennan, although identified as a school in need of focused/targeted support, has made significant progress from years past. Specifically, the schools progress towards improvement targets improved by 235%, which is the result of amazing staff going above and beyond each day. Attendance was another area that showed tremendous growth. There was a major effort to foster and maintain relationships with students and families, which allowed staff to emphasize the importance of being in school.

Brennan’s Instructional Leadership Team (ILT) continued to work in concert with the district on the “#engageattleboro” theme of creating performance-based assessments (PBA) and the rubrics that accompany them. The ILT led professional development focused on PBA and the strategic direction of the district. In this way, Brennan teachers become the leaders and facilitate faculty meetings that support staff as they plan lessons that incorporate “#engageattleboro”.

As these lessons come to fruition, students become increasingly engaged in their learning as they connect with their community. Varied instructional and intervention strategies were used to narrow the achievement gaps in student subgroups. Additionally, Brennan continued its biweekly Engage-Challenge-Inspire meetings to help teachers and administrators identify students with gaps in academic and social emotional learning. Strategic interventions were developed during these meetings to bridge identified gaps. To further support students, Brennan has an active Student Support Team that meets bi-weekly to create action specific plans for students that may be struggling within the academic setting. This team-based approach looks into prescriptive interventions that can be used to help the student gain confidence and achieve academic success.
**SCHOOL ENVIRONMENT**

Creating engaging and culturally relevant instruction in all academic areas is essential work in creating a positive school environment. The sixth-grade math teachers participated in an exciting partnership with DESE to create a math network devoted to the successful implementation of Three Act Math Tasks. The goal of the network is to make mathematics more engaging and culturally relevant to all students. The expected outcome is one that will impact all grade levels as the grade 6 team will then lead professional development for grade 5 and help support the implementation and continued growth of the math department. Open Up Resources and Illustrative Math were piloted for grades 7 and 8. Illustrative Math is a problem-based and student-centered core curriculum based in content and practice standards to foster learning and achievement for all. Teachers shifted their instruction and facilitated student learning with high-leverage routines that guided them in understanding and making connections between concepts and procedures. The knowledge and skills students need to be prepared for mathematics in college, career, and life are woven throughout the mathematics standards.

Grade level teachers collaborated daily to plan for whole group, guided small group, and appropriately matched interventions for individual learners. This planning time allowed them to share ideas about what worked with specific students so that best practices are shared between classrooms. Data from MCAS, district ELA and math common assessments, and Star Reading Comprehension tests were used by teachers to plan and implement targeted interventions. Staff continued aligning science units with state standards. School City was used to store and analyze data on ELA and math district common assessments. Analyzed data was then used to bridge identified gaps in learning and instruction. Lastly, teachers took Structured English Immersion courses to better help the English Learner population have greater access to the curriculum.

Discussions have begun across the district as 8th grade science teachers are considering a formal STEAM elective curriculum. In addition, the mathematics department is currently re-envisioning how math instruction should be delivered. This process has been teacher-led and supported by the district and DESE. Teachers developed and implemented team Student Learning Goals through collaborative efforts, which helped improve student outcomes. Transition meetings and activities were held throughout the school year to assist students, families, and staff with students’ successful promotions from grades four to five and from grades eight to nine.

**FAMILY AND COMMUNITY ENGAGEMENT**

Brennan Middle School continues to be a community where the ideas of all stakeholders are encouraged and valued. The district’s “#engageattleboro” movement is helping to facilitate even greater community involvement. Teachers are creating lessons that require greater communication and connections with families and community members. This in turn is fostering trusting and respectful relationships. Examples of these opportunities include: The Color Run, intramural sports, field trips, guest speakers, experiential learning opportunities, Best Buddies, bowling nights, Veterans’ Day celebration, and the Drug Abuse Resistance Education (D.A.R.E.) program. Brennan improved lines of communication via Aspen e-mail and the Bulldog Blast that reach students and their families through Twitter, Facebook, Instagram, and the web page.
INTRODUCTION

During the 2018-2019 school year, staff and administration continued to work on students’ academic and social emotional growth and development. Concurrently, CMS staff continued work on the Positive Behavioral Intervention System (PBIS) Initiative by creating authentic performance assessments. These assessments provide opportunities for students to demonstrate their knowledge across all content areas. Staff used targeted professional development sessions, faculty meetings, and data meetings to create several performance assessments used in various content areas and across multiple grade levels. Additionally, staff members supported PBIS efforts through active participation in the Inclusive Practices in the Classroom Academy. The PBIS Team met continuously to implement a school-wide initiative to address the needs of the building, which was based on staff input and feedback. The initiative was a success as it brought a sense of community and common language among the students and staff, while also recognizing students for their positive behavior and effort. Professional development remained focused on the principles of the Massachusetts Consortium for Innovative Education Assessment (MCIEA) initiative and Universal Design for Learning (UDL) principles and guidelines.

STUDENT GROWTH AND OUTCOMES

Coelho Middle School, in alignment with District Learning Priorities and Student Exit Outcomes, seeks to promote the personalization of learning and improve academic growth of all students. These goals are carried out by skilled teachers that use many methods to thoroughly gather data about their students’ understanding and abilities. Teachers use student work and data, peer teaching observations, and interactions with colleagues to reflect on and improve their teaching practice. High-quality and engaging instruction ensues and is then measured by a variety of authentic and meaningful assessments (formative, summative and performance based). Using data from these assessments, teachers tailor instructional strategies and resources that serve as the cornerstone for personalized learning. The administration team conducted classroom walkthroughs with central office administration to identify best teaching practices. Observations were then shared at weekly meetings with content teachers and special educators. In addition, common planning times and faculty meetings were used as a forum for professional development and as an extension to the targeted professional development to collaborate and create authentic, formative and summative assessments to support curriculum and instruction.

Because each student’s academic and social and emotional growth is vital to the overall success of Coelho, staff continue to collaborate to find ways of embedding additional resources, such as mindfulness, PBIS, and Strategies for Inclusive Practices to support students and their growth. The staff continuously finds ways to enhance and enrich the learning experiences for students, while addressing individual needs, specifically those students who are not performing at grade level. Special education teachers work with the Strategic Adolescent Reading Intervention (STARI) program to support reading comprehension for special education students. The STARI program was also used as an intervention for non-special education students in grades 5 and 6, who were reading 2-3 years below their current grade level. In addition, over 100 students took part in a 10-week afterschool tutoring course in which they received an hour of tutoring in both ELA and Math every week. Content teachers took part in targeted professional development to create authentic performance assessments, that infused UDL practices to give students choice and increase their level of engagement. Overall, the PBIS initiative has had the biggest impact on the whole school by...
enhancing school culture and fostering a sense of community. Both students and staff show tremendous pride about their school and as a result, students are more engaged in the classroom resulting in higher achievement and growth.

**SCHOOL ENVIRONMENT**

The entire teaching and administrative staff foster a professional culture that promotes the learning and growth of all students through collaborative practice, sharing best practices, and working toward a common goal driven by student-centered learning. During the year, staff meet on a regular basis during common planning time and faculty meetings to discuss a variety of areas that enhance students’ experience at Coelho. These meetings provide opportunities to discuss curriculum and instruction, and design meaningful authentic assessments that give insights to students’ achievement and growth. The collaborative efforts and professional community engrained in the culture of Coelho Middle School are the foundation for teaching and learning successes.

**FAMILY AND COMMUNITY ENGAGEMENT**

Family and community engagement is, and will continue to be, one of the primary foundations for students’ academic, social and emotional growth. Coelho welcomes and encourages students’ family members, Attleboro community members, and Attleboro business leaders to reach out and become a part of the school community. In doing so, Coelho is actively supporting the district’s vision to be the center of a community united around education, where all stakeholders value and participate in the collective success of all its members.

Communication is at the forefront of this initiative. Frequent announcements through social media outlets such as Facebook, Twitter, and the Aspen Portal all provide opportunities to check in and stay in the information loop. Students and their families, Attleboro community members, and Attleboro business leaders enjoy many opportunities to get together socially. Coelho held a plethora of these events including: after school activities and clubs for students, the first annual Gingerbread House Decorating Contest, which over 50 CMS students took part in, Grade 4 to 5 Night for incoming CMS students and their guardians, Curriculum Night, the Spring Art Show, the Winter and Spring Concerts, Veteran’s Day Assembly, along with monthly PTO meetings that focus on specific themes such as cyber-bullying, high school course selection process, and information sessions for the new Attleboro High School. The Coelho PTO held its third annual Coelho Color Run. The 2019 Color Run was even more successful than the past two years, raising over $19,018. These funds will be used to support technology in the classrooms.
INTRODUCTION
The 2018-2019 school year was a highly successful one for the 576 students at Wamsutta and 51 teachers and paraprofessionals who serve them. In their fourth and last year together as an administrative team, Mr. Lamore and Mr. Connor continued to emphasize respect, ownership, and effort in the collaborative nature of Wamsutta’s work between and among faculty and students. The team fully implemented the third year of PBIS training in efforts to improve school climate and embarked on new initiatives to improve staff expertise in both brain-based learning and performance assessments. All three major initiatives align with the district goals of improving the personalization of learning for students while improving students’ social-emotional skills. The focus on these initiatives was rewarded in terms of improved performance across a number of metrics, including MCAS achievement, student discipline data, and school climate student survey data.

STUDENT GROWTH AND OUTCOMES
Wamsutta was again classified as “not requiring assistance or intervention” for making “substantial progress” towards the state’s goals in its accountability system, where the school met 56% of the performance and growth targets set by the Department of Elementary and Secondary Education. Overall, the accountability percentile rose to 40, a significant improvement over the rating of 30 in the 2017-2018 school year. Students performed better than the state in terms of the percent of students who met or exceeded expectations on seven of the ten MCAS tests and again showed average to above average growth in three of the four grade levels. As always, MCAS data pointed towards necessary improvements, as administration and staff use these summative assessments to rethink and refine curricula and instruction.

Wamsutta students continue to demonstrate growth and achievement in other ways as well. The National Junior Honor Society continued to expand, with over 34 students inducted last year, the highest number since the inception of this program. Students received recognition from groups outside of the school as well: Five Wamsutta students were awarded winners of MIT’s Curiosity Challenge, a WMS student was Attleboro’s nominee for the Commonwealth’s Project 351 program, and another was a state finalist in the MATHCOUNTS competition. Many more students were honored for their artistic endeavors at the SMARTS Collaborative Winter Art Exhibition. Student groups, including the Student Council and 8th Grade Committees, continued to access growth opportunities in community service and service learning as their philanthropic work benefit their own school (Peer Tutoring), long-term community partners (Hebron Food Pantry), as well as new organizations like Planet Aid that benefits economically disadvantaged persons across the globe.

SCHOOL ENVIRONMENT
The 2018-2019 school year saw the first full-year of implementation of PBIS program. Wamsutta teachers are now unified in presenting academic and social/behavioral expectations using both common language and common lesson plans to teach the students what staff expect from them across the entire school community. Teachers use
an incentive program in all classrooms, and incentives are further offered across grade levels, which led to the school’s first two PBIS rallies that rewarded all students with a fun experience and some friendly grade level competition. Student social emotional learning also benefitted from the pilot of Open Circle, a classroom-based approach to improving school climate through improved student metacognition of their own emotions and behaviors.

The school environment again benefitted greatly from the student leaders in the HOPE Club (Help Obtain Peer Equality). For a second straight year, the club surveyed students about issues students were having in school and focused their peer-to-peer lessons about the neurological changes in the adolescent brain that make both risky and cruel behaviors more prevalent among middle school aged children. The feedback received from both students and staff point to the need for this type of student-led group in tackling the issues around Wamsutta’s present climate.

FAMILY AND COMMUNITY ENGAGEMENT

The focus on performance assessment in staff professional development greatly benefited the second annual Student Showcase Night. More teachers and students were involved this year, and the Student Showcase was even more well attended than the inaugural show in 2016-2017. Once again, the staff challenged students to think across disciplines, and the resulting student projects were both engaging for students to work on and demonstrated the transfer of knowledge across the curricula in ways that were meaningful to them.

Wamsutta continued to benefit greatly from their community partners, including Sensata Technologies staff running the Robotics Club for yet another year. The hands-on inquiry conducted by students with the Sensata engineers continues to inspire students in STEM fields. The teaching staff was also able to procure a grant from the Mass Cultural Council to continue the partnership with the Conservation Commission and the Audubon Society to provide 5th graders with the Junior Conservation Commissioner program. Thanks to the generosity of the PTO and the Feinstein Foundation, Wamsutta was able to provide a one-week “residency” for the 6th grade students to explore life science in a hands-on way with two actual scientists from the Science and Engineering Elementary Development (SEED) team.
Introduction:

While change is inevitable, staff and administration hold the power to make decisions and take actions that will determine whether that change is positive or negative. The 2018-19 school year was marked by significant changes that will position Hill-Roberts to ride the positive momentum of the last few years to continue to provide a first-rate education to the children of South Attleboro.

Student Growth and Outcomes:

In the spirit of considering long-term benefits vs. short-term gains and trying to shift away from the short-term approach to interventions, staff made a significant shift in which students were targeted for interventions. Previously, data was used to target the neediest students across all five grade levels. To change to a long-term approach, a shift was made to support the neediest students in grades 1 and 2, and later in the year, kindergarten. The intention was to flood the early grades with interventions and in return, an increased number of students would master the foundational skills that are the focus of those grades and reduce the number of students who reach third and fourth grade lacking those skills. Time and dedication to this philosophy will tell whether this investment will pay off. This philosophy also drove the decision to focus on Title I interventions in grades 1 and 2. 2018-2019 was the first year Hill-Roberts was classified as a Title I school. This classification provided the framework to make significant gains in early literacy skills thanks to the dedicated intervention and instructional teaching position.

Elementary school accountability is based on six indicators: English Language Arts achievement, mathematics achievement, English language arts growth, Mathematics growth, English Language Arts proficiency, and chronic absenteeism. Hill-Roberts showed growth in three out of five eligible indicator areas: math achievement, math growth, and chronic absenteeism. The 2018-2019 school year was the inaugural year for ST Math (Spatial-Temporal). ST Math starts by teaching the foundational concepts visually, then connects the ideas to the symbols and language. With visual learning, students are better equipped to tackle unfamiliar math problems, recognize patterns, and build conceptual understanding. Without language barriers, the problem is accessible to all students, regardless of skill level or language background.

School Environment:

Two new staffing additions included a new Assistant Principal and a new Behavioral Paraprofessional. These positions enabled the school to make more informed decisions when addressing student behavioral concerns. Staff and administration wisely utilized the SWIS platform (School-Wide Information System) as part of PBIS programming. The SWIS platform provided the framework to analyze hundreds of referrals to inspect when and where behavioral issues were and proactively correlate what the perceived motivation and antecedents to those incidents were. For example, the PBIS team
implemented multiple programs and interventions aimed at addressing the significant number of behavioral referrals issued on busses during the first few months of school. Hill-Roberts’ “Give a Hoot About Your Route” program reduced bus behavior referrals by nearly 90%. The program combined implementing targeted lessons based on analyzed behavior patterns and through implementing the school-wide “Good Rides” incentive program. The quarterly lessons were done in partnership with the drivers who had input into the focus of the lessons.

Another change made during the year was to the PBIS acknowledgment structure. Specifically, a combination of school-wide recognition and a token system was implemented where students could collect and “cash-in” CREST tickets to earn things like, lunch with the Principal (or Assistant Principal or teacher, etc.), or a special movie. This addition allowed the continuation of incentivizing the Hill-Roberts’ Huskies core tenets of Caring, Respect, Excellence, Safety, and Trust and provided recognition of students who continuously meet those expectations.

Family and Community Engagement:

The Hill-Roberts 3rd grade team continued their work from the previous year’s #engageattleboro project and gained some local fame by having one class’ Historical Attleboro Biography Bottle project displayed and promoted at the Attleboro Public Library. The project was also recognized by the Attleboro Historical Society for promoting Attleboro’s rich history. The National Audubon Society was warmly welcomed back. Audubon staff spent extensive time with the first and fourth graders over the course of a few months looking at everything from animal adaptations to animal habitats.

The new Title I position helped give Hill-Roberts the push needed to implement the Family Literacy Night that was discussed for a few years. The Title I teacher, in collaboration with the first-grade team, reading coach, ELL teacher, and other staff, hosted a Grade 1 Literacy Night. The night was advertised as a night of literacy and fun strategies to get more out of reading at home together. It was well attended and received positive reviews from all who attended.

The active and energetic PTO continued to bring families in and help them engage with the school and participate in their child(ren)’s education through enrichment programs and volunteer opportunities. Community-building events such as the Race for Education, Holiday Breakfast and Someone Special Dance continued to help create and solidify a strong sense of community.
INTRODUCTION

We shine at Hyman Fine! The Hyman Fine Elementary School staff, students and families are proud of the work that has been done to create a connected community of learners. Students come to school ready to learn every day from supportive families that are an integral part of Hyman Fine’s success. The very active PTO provided access to technology for students that was instrumental in providing outstanding learning opportunities. Teachers worked diligently to create learning environments rich in hands-on experiences. Through participation in the district Engage Attleboro Professional Development, teachers are creating project-based assessments for students to gain a deeper knowledge through active exploration of real-world challenges and problems.

STUDENT GROWTH AND OUTCOMES

High growth continued at Hyman Fine for the third consecutive year. Instruction at Hyman Fine is well-structured, challenging and engaging. Teachers create and administer authentic and meaningful assessments. Assessments are administered throughout the year to measure growth and ensure that every student is making progress. In addition, teachers analyze and use MCAS results, informal and formal assessment data to identify areas of student strength and areas of challenge to develop a clear focus for instruction. Student data is analyzed at data meetings and used to build student learning plans. Teachers work individually with students to gain insight to plan learning aligned with the Massachusetts state standards. Exemplars are provided to support student understanding of expectations. An increase in project-based learning opportunities is central for student success.

The third and fourth grade students at Hyman Fine are fortunate to have a one-to-one environment (one computer per student). The Parent Teacher Organization (PTO) sponsored a Fun Run event for the second year in a row. This year’s event enabled Hyman Fine to expand the number of Chromebooks to include the third grade. Technology advances continue as the number of Chromebooks continues to increase.

SCHOOL ENVIRONMENT

The students at Hyman Fine take pride in belonging to their school and being members of the Hyman Fine Hawk Heroes! Every day children work to show the four core values of Respect, Responsibility, Honesty, and Ready to Learn. Through the Positive Behavioral Intervention and Supports (PBIS) program, children are recognized by staff and rewarded with Hawk Hero tickets for exemplifying the core values throughout the building every day. Monthly assemblies feature a visit by our mascot “Flash” weighing the tickets earned for that month to see if children met the school goal. Selected students enjoy lunch with the principal as part of the PBIS program. The focus of this program is increased access to the curriculum through support of student social, emotional and behavioral needs.

The physical education and health classes supported social emotional learning throughout the year with lessons from the updated Second Steps program. This program is designed to help students manage their emotions, build positive relationships and become problem-solvers, which in turn, equips them to learn better. The physical education and health curriculum included anti-bullying lessons as well. Fourth-grade students enjoyed the opportunity to write scripts and record videos showing how to address bullying effectively. The children were clearly able to demonstrate their knowledge through this enjoyable project-based assessment.

The Reading Street program continued as the core reading program supplemented by Enhanced Core
Reading Instruction (ECRI) in Kindergarten through grade 2. New core reading programs were reviewed to select programs to pilot in the coming year as we continuously look to engage, challenge and inspire our students.

The use of the Empowering Writers program enables each grade level to build on the skills taught in the previous grade. Increased time for individual student conferencing continues to strengthen student understanding of the writing process.

Everyday Mathematics continues as the core math program. A grant enables Math instruction to now include ST Math, an interactive educational program developed by the MIND Research Institute. Children use games and puzzles to practice taught math skills.

The collection of library books continues to increase thanks to the ongoing generosity of the Rebeckha Lynn Whitefield Foundation. Through these gifts, students are provided a literacy-rich environment at all levels. The tradition of donating books to the library to honor retirees and in remembrance of loved ones that have passed continues. All these new books are selected based on recommendations from our staff and students.

FAMILY AND COMMUNITY ENGAGEMENT

The Hyman Fine staff and families continue to build on existing programs and add new experiences for students throughout the school year. Starting with the open house in the fall, families are given information to support students at home with curriculum related skills and to promote family participation in various events. The website is updated regularly with information that promotes involvement. The Hyman Fine Facebook page, as well as the television in the school lobby, feature pictures and information about what is happening in classrooms and highlights school events. Throughout the year, families receive general school updates, classroom news, electronic PTO information, and notices sent home with children in backpacks.

The annual Multicultural Night continues to be the biggest event of the year. The addition of authentic learning experiences designed by our integrated arts educators with the help of parents and students is the main draw. Parents and teachers run interactive learning stations that teach about the lands and cultures of our families. The school community looks forward to music and stories that are shared by our families as well as tasting the favorite foods brought in that represent the many cultural backgrounds.

The music instructor initiated a partnership this year with the residents of two of the senior centers in the community. Third-grade students traveled to visit them to sing Christmas carols, then interviewed them about their favorite songs before leaving. In the spring, the residents came to Hyman Fine where the children treated them to a show featuring the songs they had identified as their favorite songs. It was a truly lovely day enjoyed by all that is planned to become an annual event.

The PTO continues to sponsor many events for families and raise funds that support the school community. Parent volunteerism in the school is high; volunteers help with small group instruction and assisting teachers preparing materials for lessons.

Hyman Fine benefited from the Attleboro High School (AHS) Community Leadership Program volunteers that work in classrooms to support student learning. The Student Council organized monthly community service projects aimed to promote a positive community connection. The monthly spirit days were planned to support our community service project with a matching theme for dressing up. As a Feinstein Leadership School, Hyman Fine takes pride in acts of kindness and support for the community.
INTRODUCTION

A focus on the whole student remains the driving motivation of Studley Elementary and its work with students and families. The Studley staff and community work diligently to encourage students to meet their potential, overcome challenges, and develop as positive citizens. This is done by consistently reflecting on current practices, using evidence-based methods, and encouraging a growth mindset for staff and students. Staff members continue to use the research by Carol Dweck, one of the world’s leading researchers, on why people succeed and fostering success, as a basis of daily work and planning. She stated that “Important achievements require a clear focus, all-out effort, and a bottomless trunk full of strategies.” This philosophy is alive and well at Studley Elementary School. As a community, staff reflected on their many successes for the 2018-2019 year and made plans to improve and serve families better. Administration, staff, students, families, and community members were able to celebrate achieved goals based on Studley’s School Improvement Plan.

The continued belief that all educational endeavors should be focused on the academic and social-emotional success of each child is the motivation and driving force behind every decision. Studley staff ensure that all students receive the best education and community experience available.

STUDENT GROWTH AND OUTCOMES

Data meetings were focused on ensuring that all students received the supports needed to ensure ongoing development. Title 1 ELA instruction proved helpful to support academic development. Interventionists, ELL staff, and special educators joined grade-level teams and special education teachers to share and develop approaches to helping students achieve.

The Math/STEM (Science, technology, Engineering, and Mathematics) and English Language Arts (ELA) coaches continue to be one of the most beneficial school resources. Together, they help support staff to develop skills, answer questions, find or create resources and serve all students.

Studley’s Makerspace and transformation of the library into a Media Center were completed and in full operation for the year much to everyone’s approval. The work in these areas is engaging and relevant to everyday learning, excitement, and growth.

The updated Wi-Fi throughout the building continues to allow students and staff to access technology more easily and with increased reliability. As a result, more technology is being infused into daily lessons. ST Math, Accelerated Reader, and Lexia continue to be used on a regular basis resulting in increased skill-building meeting individual needs. The ST Math program has become a piece of the foundational experience for all students. Studley educators continue to receive professional development using this tool and discover ways to incorporate it into daily routines. Students have now learned the benefit of persevering, patience, reflection and accessing critical thinking skills on a regular, meaningful basis.

For the 2018-2019 school year, Math and ELA data showed scores comparable with both the district and state. Placing an emphasis on developing accurate readers increased student comprehension.
and understanding overall ability. An ongoing focus on subgroups ensures continued and developing the growth of all students.

SCHOOL ENVIRONMENT

A positive and supportive environment for all remains at the core of beliefs at Studley. Students focus on developing their character along with their academic skills. Respect, Responsibility, and Safety are noted throughout the building. The Positive Behavioral Interventions and Supports (PBIS) philosophy recognizes positive choices and helps students revisit and remember school-wide expectations throughout the day. A focus on proactive responses helps maintain a comfortable environment focused on continued academic and personal growth. Each morning announcement celebrates and recognizes student acknowledgment and the end of day announcement focuses on successes for the day itself. Each day, staff revisits expectations and ways to support the positive environment.

High and reachable expectations are set for all staff and students. Teachers and community members encourage students to grow their skillsets and consistently raise personal expectations in order to develop growth mindsets. Throughout the building, visitors will find acknowledgments of the efforts of students for a variety of reasons. In addition, guidance and encouragement are posted to develop life-long skills and a strong work ethic along with positive choice-making.

Ongoing support for staff from peers, coaches, and administration is apparent on a daily basis. Ideas are shared and knowledge learned through trainings, courses, and workshops. Staff members regularly assist and offer suggestions to each other. The number of peer observations also increased, which result in vibrant discussions to promote positive outcomes for the entire school community.

FAMILY AND COMMUNITY ENGAGEMENT

The Studley PTO provides significant and much-appreciated support for the school. Their collaboration and motivation is clearly noted on a daily basis. They support and provide field trips, in-school experiences, reading incentives, teacher grants, fundraising, and share ongoing positive energy throughout the building. The PTO always supports families, teachers, and students. PTO meetings are well attended due to the high-level of interest, dedication and opportunities to not only give, but to receive through our continued speaker series and other activities. Free childcare has proven to be very appreciated along with a healthy balance of staff and families attending.

Events such as The Pumpkin Glow, Red and White Dance, and Fine Arts Night were well attended, celebrated, and appreciated. Other events that our families can join include the second annual fourth-grade Talent Show featuring students and a performance by the staff. "Annie" was our musical show for the year which continues to remain a two-night event due to the high request for tickets and once again received wonderful reviews. The second Studley Fun Run was a continued success resulting in approximately $25,000 for the PTO. Subsequently, the PTO was then able to provide Studley with enough funds to purchase art supplies, a large TV for the media center, and additional Chromebooks for the school.
Introduction

The Early Learning Center (ELC) and Thacher Elementary School (TES) reside in the same building. The combined student population during the 2018-2019 school year was 604 with 100 teachers and paraprofessionals who serve them. Collaborative learning experiences were offered throughout the school year to improve the personalization of learning for students while improving students’ social-emotional skills. Promoting a positive learning environment was paramount as well. Specifically, students demonstrated “Panda Pride” by modeling respectful, responsible, safe, kind, and ready to learn behavior. Thacher Elementary School and Early Learning Center families and local partnerships were expanded and cultivated into the home with “Panda Pride” and into the community through local meaningful learning experiences.

Student Growth and Outcomes

Thacher was classified as “not requiring assistance or intervention” for making "substantial progress" toward the state’s goals in its accountability system, where the school met 73% of the performance and growth targets set by DESE. One major highlight of the 2019 accountability data was that Thacher placed 11th in math and 15th in English Language Arts across the Commonwealth when looking at student growth in schools. Placing twice in the top 15 schools for student growth is quite an accomplishment!

Teachers remain committed to developing and delivering relevant learning experiences that engage, challenge, and inspire all students to maximize their unique potential and improve the world. To personalize instruction, students were engaged in challenging, differentiated instruction with measurable outcomes, based on analysis of student data. Staff collaborated across grade levels in vertical teams and at district targeted professional development to produce more effective lessons that engaged students academically, socially, and emotionally. Multiple technology devices were also infused during instruction to further engage students and support the core curriculum.

School Environment

Promoting and supporting a positive, effective, and safe learning environment was paramount to Thacher and Early Learning Center staff. Staff members collaborated on social emotional learning and its many supporting topics during professional development, building meetings, and in team meetings. In addition, a myriad of strategies was developed at monthly PBIS meetings and implemented across school settings. These included establishing academic classroom expectations and recognizing students on a weekly basis for exemplifying expectations in non-academic settings. The building implementation team reviewed and analyzed office referral data and noted a decrease in overall office referrals, which supports the premise that taking care of students’ social emotional health leads to a decrease in negative behaviors.

As part of the PBIS culture, a Character of the Month trait was selected to promote a specific characteristic within the student body. Panda Paws for desired behaviors at home and at school were sent to school for students to be recognized at the monthly school assembly known as Pavilion Days. Overall, student expectations of being respectful, responsible, safe, kind, and ready to learn have helped create a positive learning environment, where all children can find success.

Family and Community Engagement

In order to foster phenomenal social emotional growth, students need the care and support of and from many caring adults. Teaching and support staff, parents, and community members all make valued contributions in each child’s life.

To enhance a home to school connection, PBIS expectations were extended to the students’ families
through a monthly home incentive initiative. Family members were encouraged to support PBIS by using common language and expectations in the home. Students were then entered into a drawing where the winner from each grade was selected to enjoy a Someone Special Lunch.

In like manner, to provide authentic learning experiences, students participated in field trips to local Attleboro sites, including the Attleboro Public Library, Capron Park Zoo, and Special Olympics. Additionally, community and family members engaged students in presentations, which included Oak Knoll Wildlife Sanctuary, Attleboro Police Department, Attleboro Fire Department, Attleboro Public Library, the Industrial Arts Museum, and as Feinstein Junior Scholars, students from fourth grade reached out to Attleboro Fire Department and local veterans with letters of appreciation. Their correspondence was displayed at the Fire Department and VFW, and the Providence Veteran's Hospital. Also, the Attleboro Industrial Museum came in to work with third grade students.

Many students benefited from enrichment activities provided by the Southeastern Massachusetts Art Collaboration (SMARTS) Imagination Generation Lab and Build Our Kids’ Success (BOKS) program. Many teachers and students participated in Blue Steam Ahead at AHS. Grade 4 students joined those at Hyman Fine for a presentation by the acclaimed author, Katherine Applegate. Additionally, the Thacher chorus performed at the following outside venues: grade 3 performed at the Larson Senior Center, while grade 4 participated in the APS Choral Festival and performed at the State House in Boston. To connect with a unit of study, the Attleboro Animal Shelter visited grade 1 students and were presented with bags of dog food collected by students. Grade 3 students invited families and community members to attend their “wax museum” on famous historical figures in Massachusetts.

Events during the school day included the Annual Jump Rope Show and Field Day in the spring. These days allow family members to see what their students have been working on in the physical education classes. Community Reader Day is also a day that invites parents and community members into classes to promote reading with our youth.

Outside of the regular school hours, Kindergarten Math Night, Title I Night at the Library, Family Literacy Night, and Multicultural Night were all well attended events, which connected the families to the curriculum. Facebook, emails, websites, and school calendar reminders were sent out and updated to inform parents. Some teachers used the Remind app in order to keep parents informed.

Furthermore, Thacher Elementary School and Early Learning Center work collaboratively with the Parent Teacher Organization (PTO) to enhance educational experiences for Thacher Elementary School and Early Learning Center students. The PTO had many successful events during the school year with students and families. The Fun Run raised funds that were allocated to purchase technology for the school.

Thacher Elementary School and Early Learning Center will continue to strive for academic growth, data accountability, community outreach, and the fostering of relationships with students, families, staff and community members in the upcoming 2019-2020 school year.
Introduction

As the philosopher, social reformer, and educator John Dewey (1859-1952) stated, “If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.” This sentiment still holds true nearly 100 years later as Attleboro Public Schools (APS) strive to prepare students for the 21st century. Willett Elementary School staff, with the support of APS, continues to evolve to meet the ever-changing needs of their students. The results of these efforts came shining through for the 404 students and 45 teachers and support staff during the 2018-2019 school year.

Student Growth and Outcomes

Willett was classified as “not requiring assistance or intervention” for making “substantial progress” toward the state’s goals in its accountability system, where the school met 54% of the performance and growth targets set by the Department of Elementary and Secondary Education. Willett teachers and administration thoroughly reviewed MCAS data at the beginning of the year and used these summative assessments to identify and implement necessary improvements, provide targeted instruction, and evaluate curricula to better meet standards the following school year.

Teachers met throughout the year to develop, teach, and reflect on rigorous standards-based units of instruction. These units consisted of well-structured, engaging, and challenging lessons that heavily incorporated project-based learning in all kindergarten through fourth grade classrooms. Students enjoyed the rich experience of hands-on learning. They explored engineering by planning, testing, creating and improving designs such as balloon cars, tall towers, land boats, and aluminum foil boats. These projects provided students with opportunities to collaborate, share and listen to the ideas of others, and find common ground while working in diverse groups to solve problems.

Surveys were created, disseminated, and tallied in the Spring of 2019 to assess student engagement and use of the Willett Way. Results of both family and staff surveys showed over 52% of families and 54% of staff reported a slight or significant improvement of student engagement due to efforts to infuse more project-based learning into daily teaching practices.

School Environment

Willett School continued the district-wide initiative of #engageAttleboro by bringing more opportunities for project-based learning and performance assessments into the Kindergarten through grade 4 classrooms. Staff worked together during professional development days to design and refine performance-based assessments that allowed students to demonstrate and apply newly learned skills and knowledge in a personalized, authentic approach. Students created educational newscasts about animal habitats, built models of landforms, composed and performed songs about world regions, and wrote letters of appreciation to community members. This type of learning and assessment increased positive behaviors. The mid-year family, student, and staff surveys showed that 46% of Willett families indicated an overall improvement in the use of the school-wide behavioral expectations (The Willett Way) at home, while 77% of student responses showed they use the Willett Way at home. Staff survey results indicated a 38% increase in the use of school-wide behavioral expectations. This instructional practice allowed
Willett Elementary School

Willett staff members to further enhance positive relationships with students.

Students continue to follow the tenets of the Willett Way (Safe and Secure, Respectful and Responsible, Positive and Productive, Kind and Courteous) and are acknowledged both in the classroom and in community meetings. Staff are using Willett Way tickets and stickers to instill motivation and school pride.

Willett is a proud Feinstein Leadership School and the Junior Scholars strive daily to "Help People".

Family and Community Engagement

The Rebeckha Lynn Whitefield Foundation generously donated a green screen. Green screen technology allows students to place themselves in a myriad of backdrops across the community or even the world. Grade 4 Teachers created a welcome back and Boosterthon (fundraising fun run) video. Students’ projects on their assigned state came alive as they reported “from” their state. In Technology, students created amazing stop motion projects. Grade 3 students joined the fund-raising spirit by creating their own Boosterthon pep videos. Book Character Day came alive as students interacted with their book character. In grade 2, Mrs. Tolbert took pictures of students and put a winter background in for a holiday gift. Mrs. Bombardier used the green screen with 2nd grade and did a “Best Part of Me” writing piece. She took a picture of what the student thought was their best feature and they wrote about it.

The Reading with the Principal Series, shown weekly on the Willett Facebook page, was used to encourage teachers and students to develop their own ideas for future green screen use. The increased use of the green screen allowed families access to the learning taking place in classrooms and provided topics for reciprocal discussions amongst students and their families. These examples clearly show how positive relationships are fostered and communication is increased with families and members of the community.

The Willett Parent Teacher Organization has dynamic leadership and its members are instrumental in strengthening community relationships. 2018-2019 was the inaugural Boosterthon fun run fundraising event. This event instilled pride and cohesiveness to meet a financial goal. The funds were used for teacher grants, field trip buses, enrichments, and technology to students’ overall experience. The PTO hosted an array of events such as Trunk or Treat, Holiday Shoppe, and K-1 Reading Night. These events provided an opportunity for families to gather and build school culture. The Willett Garden continued to be a source of pride for Willett. Students plant seeds in the spring and place them in garden beds during the growing season. Families then enjoy the harvest throughout the summer months. In addition, Whitsons creates yummy samples crafted with garden vegetables for students to try. One proud Willett student glowed as they shared, “Willett is my second home and family.”
Project Connect

Project Connect CFCE (Coordinated Family and Community Engagement) is the first connection that many Attleboro families have with the Attleboro Public Schools. CFCE’s are a statewide grant initiative of the Massachusetts Department of Early Education and Care that promotes school readiness and supports parents in their role as their child’s first teacher. Project Connect CFCE provides an array of quality programs to support children’s growth and development. Staff partners with parents of young children by enhancing family strengths to ensure school success.

Project Connect CFCE is located at the Briggs Corner School on Oak Hill Ave. The schedule follows the Attleboro Public Schools calendar with limited programming available during the summer months. Four parent educators and a program assistant facilitate programs and work closely with families. A program coordinator, senior clerk typist and a part-time educational consultant round out the staff. Staff are all long-term and closely connected to the community. Project Connect CFCE has an active parent group. They meet monthly and support Project Connect CFCE through the donation of supplies and materials. The parent group also sponsors field trips for families. This group promotes leadership and fosters community engagement. Many former Project Connect CFCE parents continue their volunteerism throughout their children’s school years.

The number of families Project Connect CFCE served in the 2018-2019 school year held steady at approximately 300 families. Staff facilitated 329 parent/child playgroups and parent/child activities in alignment with Massachusetts Standards for Preschool. Playgroups focus on literacy, Science, Technology, Engineering, Arts and Math (STEAM), music, social emotional, fine and gross motor skills in a developmentally appropriate play setting. Participants reflect the rich cultural diversity of the community. Programs are open to all Attleboro families and staff are fortunate to develop relationships with moms, dads, guardians, and grandparents. Forty-eight families received 405 home visits utilizing Parents as Teachers evidence-based curriculum. This program promotes the optimal early development, learning and health of young children. In addition, Project Connect CFCE offered 79 parent education workshops covering topics ranging from sleep, toilet learning and discipline to choosing a quality preschool. Fifty-four families were referred for additional supports including early intervention, WIC, SNAP, adult education and health care. Seventy-five children were screened with the Ages and Stages Questionnaire which provides parents with knowledge of their child’s development including social emotional competency. Social emotional competency is critical to a child’s school success. Eight children were referred for further assessment as a result of screening.

In addition, Project Connect provides programs and outreach throughout the Attleboro community. Programs are facilitated in collaboration with Attleboro Public Library, at Sturdy Memorial Hospital, Bartek Recreation Center, and at local shelters. Project Connect maintains a presence at WIC, St Vincent de Paul, and a diaper resource center. The monthly newsletter reaches approximately 700 people including families, providers, educators, health care providers, and others who serve families in the community. The coordinator is actively involved in several councils that support Attleboro families. Project Connect staff participate in city and school wide events including STEAM Night, Family Fun Fair, Attleboro Museum Flower Show, Summer Reading program, and Sodexo Back to School Bash.
ABACUS

ABACUS (Attleboro Before and After Childcare Unified Services) is the before and after school childcare program established in all elementary and middle schools (after-school only) in the Attleboro Public School System.

The program currently runs five elementary sites, three middle schools and a preschool wrap around program. The elementary programs utilize the cafeteria, gymnasium and other rooms as needed. The combined programs have an enrollment of over 400 children, employing a full-time Coordinator, Assistant Coordinator, and over 65 Lead and Assistant Providers.

The ABACUS program is governed by the Attleboro School Department. The program is self-sufficient and is funded entirely by parent tuition. In the event that a profit is generated, any surplus of funds will go toward program expansion and support of other school programs. Whenever available, ABACUS also utilizes grant money.

The program is located on site in the particular school the child attends. In addition to the school year programs, February, April and Summer vacation programs are offered as well. Students must be residents of Attleboro or an Attleboro Schools student to participate in ABACUS.

ABACUS welcomes the opportunity to work cooperatively in conjunction with the Attleboro School Department and the families of Attleboro to provide a quality, affordable childcare service to the children of working parents in our community. ABACUS shares the Attleboro Public School mission to develop and deliver relevant learning experiences that engage, challenge, and inspire all students to maximize their unique potential and improve our world.

In that shared mission, ABACUS strives to create an all-inclusive, positive, social-emotional environment where students can learn and practice important social interaction skills. ABACUS employees actively promote positive self-esteem, provide a nurturing environment based upon mutual respect and positive interactions.

The program incorporates a wide variety of activities that promote learning through experiment and play. These activities include participation in gross and fine motor activities, cooking, science, technology, art, and more.

The ABACUS program participates in a variety of school and city-wide events including STEAM Night, Family Fun Fair, Sodexo Back to School Bash, and Attleboro Library’s Kick off to Summer Reading Event. The program also serves on many committees whose goals are focused in the improvement of student’s social emotional wellbeing and overall success. Such committees include the Positive Behavior Intervention Strategies (PBIS) team, District Health and Wellness and the Early Childhood Advisory Council.
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Studley Elementary School—Joanne DiPalma, Principal
Peter Thacher Elementary School and Early Learning Center—Lisa Karantonakis, Principal
Thomas Willett Elementary School—Jeffrey Cateon, Principal
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Wamsutta Middle School—Joe Connor, Principal
Attleboro High School—Bill Runey, Principal
Attleboro Community Academy—Donna Maria Cameron, Principal

School Committee
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Vice-Chairperson: Robert P. Geddes (At-Large)
Secretary: William E. Larson (II)
Ward I: Dianne Sawyer
Ward IV: Lynn Porto
Ward V: Shannon G. Johnson
Ward VI: Scott Domenici
At-Large: Robert Hill
At-Large: James Stors

The Honorable Paul Heroux, Mayor