

North Adams Public Schools
Annual Report
FY 2016

North Adams Public Schools
Organization of the School Committee

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To Our Friends

One of the more important reasons for preparing this report is the strong conviction that the public has a right to know what is happening in its schools. In this summation, for the citizens of our community, are documented examples of the many programs and events that occurred in the North Adams Public Schools during the past year. You are encouraged to visit our schools and experience first hand the activities in the North Adams Public Schools.

Superintendent's Award

A special certificate acknowledging academic excellence, awarded by the Massachusetts Association of School Superintendents (MASS), was presented by the Superintendent of Schools to Drury High School senior Oliva Carlson, daughter of Darrell and Patricia Carlson, at the November meeting of the North Adams School Committee. This honor goes to high school students who have distinguished themselves in the pursuit of excellence during their high school careers. The criteria are: three year cumulative grade average, rank in class, and personal selection by the Superintendent. This award is given at the beginning of the senior year so that students selected may include this citation with their college applications.

Class of 2016

Of the ninety-two students who graduated from Drury High School in June, 2016, seventy-one (77%) went on to higher education. Of that number, twenty-one (23%) will be attending four-year public colleges, twenty-eight (30%) will be attending four-year private colleges, eighteen (20%) will be attending two-year public colleges, one (1%) will attend a two-year private college, and three (3%) will be going on to vocational or technical schools. Two students (2%) will enter the military and thirteen students (14%) are entering the work force. Six students (7%) have other plans.

Theatre Arts and Drury Stage Company

Our theatre department has taken a positive step forward in both production and collaboration during the school day and after school. Thanks to the support of the district administration the theatre component to the performing arts team has raised the bar once again this year in both skill development and production practice while culturally, expanding the theatre palate here in the North Adams community and beyond.

This full year elective course, Theatre Acting and Production course accentuates the strengths and talents of individual, small group, and large group theatrical development as it relates to each area of the theatre. Students have the ability to focus on their specialty area, while having the exposure to all elements of theatre. The concepts explored include, but are not limited to, terminology, dramatic structure, history and timeline, self-image, improv acting, comedic timing, set design, directing, producing, script writing, and musical performances. This year, we were able to attain the "Sketch up" program where students could learn how to design interior and exterior sets in the 3D format. Students researched the palace at Shonbrunn and Mozart's apartment and designed their own creative template as a part of their CEPA unit. Students from grades 8-12 have created their own "in -class" productions at the end of each quarter and this spring, take their skills and acting and set design study for the productions which include "Guys and Dolls" and "Amadeus". Students enrolled in the course develop group communication, problem-solving, and critical thinking skills by rehearsing and performing many theatrical offerings both in class and within the inclusive Stage Company initiative.

This after school theatre initiative, entitled, "The Drury Stage Company" is a program dedicated to the development and fostering of interest in the craft of theatre among our youth. Also, through an outreach initiative, we seek the encouragement and appreciation of our community's participation. This program seeks to empower and motivate young artists with collaboration and performance skills taught by theatre educators in a supportive, rigorous and relevant educational environment. Our students learn how to perform on the professional stage while building self-

worth strategies and developing the courage to stretch. For the third year Kate Caton directed this program.

From September through December, our performing arts staff was busy and engaged in production for "Guys and Dolls". "Guys and Dolls" is known by many as "the perfect musical" as it has been well received throughout the last fifty years by many community and regional theatres as well as numerous revivals on Broadway. "Guys and Dolls" was executed as an inclusive department project, joining forces with Performing Arts Management (PAM), Band, Theatre, Art, Tech and Chorus within the framework of this massive undertaking. Keith Davis skillfully mastered the set design, inclusive of a vintage newspaper stand and period telephone booth. Phoebe Pepper and her students artistically brought the stage to life with their artistic talents. Jamie Choquette and the PAM class, once again, gave luminosity and sound design a new meaning with their work with the musical. Chris Caproni, music director, involved a large amount of pit musicians and harnessed Ms. Caton's vision of having a live "Save a Soul" Mission Band, never before created for this show. Nicole Rizzo Carter joined the design team this year with her professional expertise in choreography for the show. Included in the cast of Runyonland extras were Principal Amy Meehan, Dean of Students Chris Barbarotta, Superintendent Montepare and Mayor Alcombright. Extending the cast to include school and city administration created an essence of community that enhanced the production in its first scene.

Over one hundred students from C wing from Drury participated in the design and development of the production. We hosted a teaser assembly in December which brought five schools to the Drury auditorium. Due to the incredible talent placed upon us in auditions, we chose to double cast the female roles, and creating "swings" in the dance numbers, thus giving the understudies an opportunity for more stage time. Members of the chorus and band participated in the last ensemble 11⁰⁰ number, "Sit down you're rocking the boat" which featured Michael Mazzu's charismatic portrayal of Nicely Johnson. Each performance, the performers received a standing ovation after the song's encore. When they say, "It takes a village" to put on a production, in this case, it is true and then some. With the support of the district administration, The Gateway Fund and Massachusetts Cultural Council grants, as well as many faculty, staff and community members, the show was a four performance success.

In the spring, April 28-30, the students took the journey with members of the design team in presenting the challenging and intriguing award winning play, "Amadeus" by Peter Shaffer. Seventeen high school performers inclusive of a few newcomers and tech students joined the Stage Company after school, in character study and analysis in providing our community with an inside view of two prominent 18th century composers, their rivalry and their ultimate fate. Only once was this play attempted locally and that was by the Berkshire Theatre Group ten years ago. Nick Burchard (Salieri) studied this imminent composer including his Italian accent; his role encompassing three hours of constant stage time and over 30 memorized monologues. Jacob Keplinger, (Amadeus) graced the stage with his portrayal of the infantine genius. Alex Bernard (Constanze Weber) once again adorned the stage with her talent as portraying the wife of the brilliant yet childish composer. Theatre, Acting, and Production students studied the history and significance of character study for both productions and some were members of the cast. "Amadeus" exposed our community to the intricacies of a straight play and a period piece as well, where some of the pertinent dialogue was in French and Italian. Our professional costumer, Deb Parker, took the trip from New York to experience the play production. Her skill in character and costume thematic design was evident within the play. Keith Davis with Nick Boulger, raised the bar once again by helping to build and design our sets, including building a casket and a replica of a harpsichord--one of his and his construction students greatest constructs. Phoebe Pepper and Nick Burchard added her artistic eye through thematic artistry with the set design of Mozart and Salieri's apartment as well as the Prater scene. Nick Burchard once again designed the playbill and haunting poster as he has done for us for the last three years. Mastermind Jamie Choquette and his PAM team worked endlessly on projected lighting and

hazer effects as well as perfectly timed music that was rehearsed to coincide with the dialogue. Julia Cellana spent every rehearsal with us, as Music Cue Manager. Eleanora Giavazzi, an Italian exchange student, came on board in a dual role; costume manager and dialect coach. Aby Kate Caproni lent us her expertise in props mastery. Joe Green mastered the microphone and sound system while Nick Bator designed the light cues for the show. By production week, the entire cast and crew had embraced the chosen period music of the classic era as well as the intrigue of the play. Our houses were well attended each of the three nights and the response from the community about the production was overwhelming.

In May, twenty three of our cast members and eight of our stage band musicians participated in expeditionary performances that the Drury Stage Company was invited to. First, "An Evening of the Arts", a scholarship showcase in Great Barrington, hosted talent in art, stage and music from both South County and our school. Our stage band, along with the actors from "Guys and Dolls" and "Amadeus" presented songs and scenes at the community event. The second performance was for The Berkshire Theatre Group, as in the past, were invited to their "Encore Showcase for High School Musicals", and presented at The Colonial Theatre in Pittsfield. The cast and staff were required to attend a dress rehearsal a few days before the Friday performance. We were pleased to once again work with Josh Baker, who was our teaching assistant from MCLA last year, as he was hired to stage manage the show. The Drury Stage Company was one of seven schools represented and their performance was exemplary to both the audience and the director of the show.

In May, fifty of the students involved in the performing arts department, inclusive of the Drury Stage Company participated in the Media and Performing Arts Banquet, held at The American Legion Hall, in which Media, Chorus and CAM students were represented. Awards were given out all evening and for The Stage Company, four actors along with all participating seniors received awards. Alex Bernard and Nick Burchard received the Drury Stage Company Toni Award for best actor and actress in a play while Jacob Keplinger and Alyssa Richardson received the Drury Stage Company Toni award for best actor and actress in a musical. Nick Burchard took home the Harold Hill Award. Every participating senior, involved in this after school initiative received graduation medallions.

By the first week in May, we had secured two Massachusetts Cultural Council grants for the upcoming year to use for The Stage Company initiative. With a collaborative and supporting design team, along with an increased interest of eager and engaged students, it is our vision as a department to continue to expand and explore more educationally valuable and noteworthy theatrical experiences both in school and after school for our performing art students here in North Adams. Drury Stage Company is one-of a kind; nowhere in the Northern Berkshires is there a theatre arts program of this magnitude.

Drury Athletics

Drury High School and its athletics programs continued to stress the importance of academic integrity and positive decision making and Drury programs and student athletes received several accolades which brought a great deal of pride to the school and city of North Adams, all while undergoing large scale changes. Chris Barbarotta took over as Coordinator of Athletics and John Moore was chosen as his assistant and site coordinator.

Our fall season continued with the use of Family ID, the online registration system which easily organizes and tracks required documents and contracts. Health Administrator Carrie Brassard took over as the nurse overseeing any health related issues, including concussions and she has done a tremendous job taking responsibility and making sure all health issues are addressed.

This year Drury student athletes participated in golf, boys' and girls' soccer, football (co-op), cross country, boys' and girls' basketball, cheerleading, hockey co-op with Wahconah, baseball,

softball, track and boys' and girls' lacrosse co-op with Hoosac as well as swimming co-op with St. Joe and wrestling co-op with Mt. Greylock. The football co-op has been dissolved with St. Joe so that our program can move down to a more competitive division, hopefully creating a rivalry with McCann. Our various sports teams performed well and some of the noteworthy accomplishments included: In golf, Nick Bator, being named to the All Eagle team, Nick Bator and Chad Lawrence made the coach's All Star first team and Nick Boulger made the second team. Nick Bator also won the county championship at Stockbridge Country Club. In basketball, the boys' basketball team earned the number four seed for Western Mass tournament and won the annual Gene Wein Tournament. Hayden Bird had an outstanding season in which he was named to the All Western Mass and All Berkshire and All North teams. Reece Racette and Connor Meehan also made the All North team. In girls' basketball, Molly Moulton and Olivia Carlson made All Western Mass and both made the coach's All North team along with Katie Toomey and Jenna Moulton. In girls' basketball, under the guidance of new coach Brian Flagg, the girls made it to the Western Mass finals at the Cage. In cheerleading with participation numbers steady, the girls were able to win their second Western Mass cheer title. In track, Connor Meehan had a record setting first place finish at Western Mass and was named the WBEC male track athlete of the year for the second consecutive year.

Looking forward we are relieved that the MIAA has decided not to initiate that grade seven and eight can no longer participate in high school athletics without a waiver. Our booster clubs remain strong and supply much needed financial support to our athletic teams. Suzanne Koperek was awarded this years PASS (Positive Attitude and School Spirit) Award for her outstanding support of Drury Athletics.

Overall, this year's events were well attended and school pride continues to be a strength of Drury. The athletic department continues to honor students for their academic achievements through the Athlete-of-the-Month program and awards are announced on the Athletic bulletin board outside of the gym and on Drury TV. MIAA Student Ambassador for this school year was Olivia Carlson. We have had some growing pains, but overall this was a positive year with things looking even better for the future for the Drury Blue Devils.

Chris Barbarotta has resigned from the position of Athletic Director and for FY 17 the district will have a .50 FTE Athletic Director for the district as well as an Athletic Coordinator. David Racette and John Moore, respectively, have been hired to fill these positions.

Food Services

The Food Services Department continues to participate in the USDA National School Lunch and Breakfast Programs, USDA Fresh Fruit and Vegetable Program, USDA After School Snack Program, USDA Summer Feeding Program, USDA Commodity Distribution Program, and Department of Defense Fresh Fruit and Vegetable Program. In addition, we continue to provide breakfast, lunch, and snack to the Head Start Program at Johnson school year round and Lunch to the YMCA child care program.

New in FY16 is participation in the USDA Community Eligibility Provision program allowing all students to receive one breakfast and one lunch at all schools for no charge. A breakfast in the classroom program was rolled out at Brayton Elementary School mid-year in an effort to increase breakfast participation. As a result, breakfast participation at Brayton has increased 45%.

For the second year in a row, the Food Services Department applied for and was awarded \$20,000 from a USDA School Nutrition Equipment Assistance competitive grant. This money was used to install a new Market Forge pressure steamer in Drury High School allowing us to increase cooking efficiency and food quality.

Participation in the National Breakfast Program rose 28% in FY 16 and 56% year over year while participation in the Nation School Lunch Program rose 19% in FY 16 and 27% year over year. This increase in participation continues to far exceed national averages and is the direct result of a dedicated staff committed to improving day-to-day operations and providing our customers the best meal possible in accordance with all USDA nutritional requirements.

School Safety Committee

The Safety Committee is comprised of the Superintendent, principals, school counselors, the health administrator, the school resource officer as well as representatives from the North Adams Police and Fire Departments, North Adams Ambulance and Berkshire Medical Center. The mission of this committee is to ensure a safe, caring environment for staff, students and parents. The committee holds quarterly meetings and additional meetings are scheduled as needed. Each school has established an emergency response team and has developed emergency response procedures. Each school team as well as the central office team participates in regular emergency response team training with the last session occurring in November 2013. On the recommendation of the police and fire directors, the district joined an online system called BeSafe that allows public safety officials to access essential information in the event of an emergency.

Emergency Operations Plans were rewritten for each school and for the district that align with the model recommended by the Federal Emergency Management Agency (FEMA) and the US Department of Education.

A major activity during this year was the implementation of a new lockdown protocol. With the endorsement of the North Adams Police, the school district adopted the "Enhanced Lockdown" model put forth by the MA State Police. The model is based on best practices after careful study by law enforcement of incidents of shootings and violent intruders in schools. The model expands the protocol to include the options of evacuation, barricade, or targeted aggressive response. All faculty and staff were trained in the new model in the fall and each school conducted a series of drills supported by the North Adams Police, MA State Police, and regional police departments. In addition, staff who allow visitors to enter school buildings such as office staff, custodians, and cafeteria were trained in "Visitor Screening" by the MA State Police.

A schedule of training by the MA State Police is set for the fall for each school building on "Family Reunification Procedures". Schools will practice the procedure during off site evacuation drills.

North Adams Public Schools Volunteer Program

The 2015-2016 North Adams Volunteer Program experienced another fantastic year in meeting the mission and goals of the program. The 2015- 2016 school year is the start of the first year in a new three year CORI/SORI cycle for registered volunteers. In just the first year, over three hundred volunteers have been documented. These volunteers have given their time in after school programs, PTGs and PTAs, sporting events, tutoring and mentoring programs, The Foster Grandparent Program, Read Across America and special events with parent and community volunteers. Over the last few years, faculty, staff and parents have continued to show an increased awareness of the need for volunteers to become registered and approved. This continues to help ensure the safety of our students as well as increase the integrity of the program.

The program has seen an increase in volunteers from the local colleges, MCLA and Williams College. Through a partnership with Williams' Center for Learning in Action, the following programs worked with elementary students this year: Science Fellows, After School Tutoring, iTeam, First Grade Buddies and the Assist Program. The Assist Program, run by Williams College senior, Katie Litman, with assistance from Brayton Dean of Students, Dan Sherman,

placed 50 elementary students with a Williams College athlete mentor. The fourth year of the Williams College tutoring program saw over 100 Williams College students working with students from all three elementary schools during after school programs. The Williams College volunteers were able to continue using the BRTA to travel to Brayton Elementary where they worked with students five days a week.

Many MCLA students volunteered their time in our schools through the college's Center for Service. Volunteers were involved in the following programs: STICS (Student Teachers In Classroom Support), The Write Stuff, Teach to Learn, Half Times. MCLA students also participated in a Science program called, Teach to Learn, which brought science lessons to the students of Colegrove Park Elementary.

All three elementary schools continued to benefit from the volunteers in the Foster Grandparent Program. A total of ten volunteers worked in the program. At the end of 2015, long-time Foster Grandparent volunteer, Judy Wyman retired from the program.

In the upcoming school year, the program looks forward to continued growth in volunteers, tracked volunteer hours, and new projects, which enhance the educational excellence in the North Adams Public Schools.

English Learner Education (ELE) Services

The ELE program in the North Adams Public Schools is based in the model of Sheltered English Instruction, which specifies that identified English Language Learners receive content instruction in regular classrooms as well as direct instruction in English language development. The language of instruction is English, with clarification when necessary in the native language using dictionaries or interpreters as needed. The key elements are scaffolding and modifying instruction in order to make the curriculum accessible to students for whom English is not the primary language. Instruction and assessment modifications adhere to the WIDA guidelines.

At the beginning of the school year, there were: nine identified EL students at Greylock, one opt-out student and one FEL in the first year of monitoring at Brayton, one EL student receiving services and one opt-out student at Drury. Three entry-level ELL students arrived at Greylock Elementary in September prompting the hiring of the ELL tutor and TA.

We currently serve: seventeen EL students at Greylock , one EL at Colegrove, one EL student and one FEL in the first year of monitoring at Brayton and have one opt-out student at Drury.

Several students were already in the system but were not identified as ELs due to inconsistent administration of the Home Language Survey in the past. Several others moved to the district later in the year. We have added the PHLS instructions to the website and clarified the administration process at each school. Students who moved to the district later in the year were immediately identified via the PHLS, screened and began attending Greylock immediately.

A full-time certified ESL teacher, one tutor and one TA provide instruction at Greylock Elementary. The teacher is responsible for individualized learning plans that incorporate WIDA Can-Do Descriptors, standards, and social/instructional language. The teacher also attends IEP reviews, IST meetings and has regularly scheduled collaboration time with SCI teachers. The teacher also regularly observes SCI teachers and offers SEI coaching and feedback. The ESL teacher and a full-time ELE tutor (a certified ESL teacher) provides direct pull-out instruction to small groups of ELL students at Greylock Elementary. These groups are based on grade level and ELP level. A full-time ESL teacher's assistant also leads small groups to practice skills taught by the teacher and tutor. The tutor provides one-on-one instruction to one ELL student at Brayton Elementary four days per week. The TA provides one-on-one instruction to one ELL student at Colegrove Elementary five days per week under direct supervision of the ESL teacher. All

assignments and student work are regularly reviewed by the ESL teacher. There is also one ESL/Spanish teacher at Drury High School. She provides one-on-one instruction to one student and also works with teachers obtaining their SEI endorsement. The ELE coordinator (based at Central Office) supervises and observes the ESL teacher, reviews lesson plans, oversees intake procedures, tracks student data, plans professional development and monitors SEI endorsement compliance.

The Home Language Survey is administered to all new students at registration. This year, we adopted a new version from DESE and clarified the intake process. The HLS can only be given by principals, guidance counselors and ESL teachers. We added a section to the NAPS website where instructions and the HLS (in several languages) can be found. If another language is present in the home, the HLS administrator immediately calls the ESL teacher at Greylock Elementary. The student is screened using the W-APT. If they qualify for services, we offer them a place at Greylock Elementary in order to provide SEI and ESL services. If the family declines, they may stay at the original school where they began the registration process. This year, two high-school students (including one foreign exchange student) were screened with neither requiring services. Eight pre-k students were screened. One was identified as EL. Pre-K students are rescreened before kindergarten begins, as the cut score is much higher for kindergarten. Fifteen elementary were screened with thirteen qualifying for services.

In January, Massachusetts piloted the ACCESS 2.0 which is primarily a computer-based test. While it was optional this year, we elected to use the new test whenever possible. The Kindergarten ACCESS remained paper-based. Four students took the Kindergarten ACCESS test. Thirteen students took the ACCESS test. All showed improvement consistent with our expectations for growth. Most EL students taking the PARCC test received accommodations such as extended time, separate setting and read-aloud for the math section. Six students scored high enough to exit, including three students who scored six and therefore must exit. All six will exit and be monitored for four years.

This year, Greylock Elementary became the EL school for the district. Five EL students outside the Greylock school boundary currently attend Greylock by van and two others walk to a Greylock bus stop.

The district provided a 15-hour PDP series on the topic of Sheltered English Immersion. It was carried out over five sessions throughout the school year. This series met the re-licensure requirements that each teacher must earn 15 PDPs in a SEI-related area. Formal PD was supplemented at Greylock Elementary by the SEI coaching program suggested by DESE. Five teachers with ELs participated. Each class was observed three times throughout the year. These teachers and the ELE team had 30 minutes of collaboration time scheduled weekly.

Due to the busy work schedules of most EL families, there were no special events scheduled just for ELs. Teachers communicated with parents through phone calls, email and parent-teacher conferences. Two Mandarin interpreters and one Spanish interpreter were employed to translate school notices and were present at parent-teacher conferences throughout the year.

The following informational meetings were attended by either the ELE coordinator, ESL teacher or both: 10/9/15 ACCESS for ELLs 2.0 Test Coordinator Training Session, 10/28/15 ESE Fall Convening, 11/4/15 Low Incidence Districts and Charter Schools, 11/12/15 2016-2017 PQA-Coordinated Program Review Self-Assessment Training, 4/7/16 ABC's of Immigration (Berkshire Immigration Center), 4/26/16 EL Informational Meeting for Low Incidence Districts and Charter Schools, Several meetings of the BELT (Berkshire English Language Teachers) group.

This year, after new guidance from DESE, we scheduled pull out services in 45 minute periods as follows; 8:30-9:15, 9:15-10:00, 10:00-10:45, 10:45-11:30, 12:30-1:15, 1:15-2:00, 2:00-2:45. Students were seen for pull out services each day. Instead of Tier A, B or C, students are now either Foundational (ELP levels 1-3) or Transitional (ELP levels 3-5). Students at the foundational level received 2-3 periods of instruction a day, and students at the transitional level were seen for one period per day. Students were grouped by grade level and ELD level. One period per day is reserved for planning and collaboration between the ESL teacher, tutor, and TA.

This has been a very successful year for the ELE department. Clarifications from DESE about grouping, scheduling and service models have helped us to communicate requirements and best practices to teachers and administration. Standardizing the identification process has greatly improved across the four schools but is an ongoing challenge. Communicating the importance of the Home Language Survey is key. We are hoping to continue practices such as scheduled collaboration time, SEI coaching, and bringing ELs to Greylock where we can consolidate services. Making sure ELs have access to additional services such as the 21st Century Afterschool Program and the Summer Science Camp is another priority. As our coordinated program review will take place next year, keeping up with our system of organization will be crucial.

Community Service Learning

Service-Learning is a method of teaching that helps students learn and develop through active participation in community service as a direct application of the content area. The district continues to partner with Massachusetts College of Liberal Arts and the Northern Berkshire Community Coalition to advance service learning. Research indicates that quality service-learning increases student engagement, achievement and aspirations and is an effective strategy for preventing drop out, teen pregnancy, violence and other risk behaviors.

We continue to offer a mini-grant program for North Adams teachers to support ongoing and new projects. Fifty-one teachers led 1250 students (85% of district enrollment) in 87 service-learning projects during the 2015-16 school year. Projects incorporated all content areas, and addressed themes such as local art and history, school safety, hunger and homelessness, support to people with illness, community beautification, school and community gardens, elders, holiday cheer and mentoring. Descriptions of all projects are posted on the Service-Learning page of the NAPS website.

A district Service-Learning Advisory Committee meets on a regular basis to advance program goals, review mini-grant applications and provide networking. Members include representative teachers and staff from NAPS as well as from MCLA, Northern Berkshire Community Coalition and the Growing Healthy Community Garden Program.

School garden projects continue to expand across the district in partnership with the Growing Healthy Gardening Program. This is a long-term commitment to engage as many educators and students as possible in collaborative projects across the curriculum that empower the local community to be involved in solutions around hunger, poverty, nutrition and environmental and health impacts of locally sourced food. Brayton, Greylock, Drury and E3 Academy now all have raised-bed, organic gardens on campus. Students created raised bed and container gardens onsite at the Berkshire Food Project. The produce from all of the gardens, except Greylock and E3, is harvested and donated to the Berkshire Food Project for their free community meals. The produce from the Greylock garden is shared with neighborhood residents. The produce from the E3 garden is shared with building residents at the Windsor Mill. Some of the gardens also involve composting and the re-use of rainwater and recyclable materials. Multiple classrooms prepare and serve meals at the Berkshire Food Project. Students in the Off-Campus program contribute seedlings and prepare sites for garden shares. Drury construction students built a sign

for the beds at the River Street Community Garden where they had previously designed and installed beds for Hoosic River Revival.

Most seniors participate in a service-learning capstone project through their English course. Students identify needs and select community organizations to partner with based on career interests or personal passions. Working individually or in small groups, seniors develop independent service-learning projects. Senior projects this year included creating and stocking a food pantry for Drury students, conducting activities with patients at Boston Children's Hospital, building a shed with Habitat for Humanity, creating care packages for chemotherapy patients, creating 'Grab and Go' kits for children placed in emergency foster care by DCF, producing the Drury Lip Dub, and supporting local animal shelters.

Service-Learning is a primary and highly effective teaching strategy at E3 Academy. E3 students studied food insecurity and inventoried the types of food available at the Friendship Food Pantry. They developed recipes based on these foods and published a cookbook. The cookbook is available free to users of the pantry. They expanded their NAMApparel business by adding caps and beanies that positively promote North Adams and created short videos to promote the products. E3 students built and planted a garden in the courtyard at the Windsor Mill to foster community relations with fellow mill tenants. They also developed an exhibit called *"Who AM I and How Do I Fit in North Adams"* aimed at increasing understanding between people of different ages and backgrounds.

Service-Learning Program Coordinator Anne French was presented with the 2016 Service-Learning Practitioner Leadership Award at the National Service-Learning Conference on April 1, 2016. She was recognized for her leadership over the past twenty four years with integrating service-learning into the fabric of the district as a pedagogical approach that empowers students to take charge of their learning.

Parent Involvement

In order to reach their potential, parents and schools must be partners. In the North Adams Public Schools, we have developed a comprehensive parent program. Parents of students in grades prekindergarten through twelve are provided with a variety of opportunities to participate in their child's schooling.

Parent orientation programs are held every September at all the schools in the form of Open Houses. An Annual Title I meeting is held each year to disseminate information to families on school wide Title I services and to build communication with parents. After the success of holding this during Open House last year, it was decided to do this again for the 2015-2016 school year. Again, LINCS and Title I staff were on hand to answer parent questions as well as give out information and take home activities. Staff continued to feel we were able to connect with many more parents and families this way. Parent/Teacher conferences are held in November where parents, children and school faculty sign a Parent/School Compact. Parent Teacher Groups continue to provide supports for both the schools and parents.

Our LINCS Parent Center is active in building communication regarding parent involvement throughout the district. The mission is to develop a firm collaborative partnership through which schools, families, and communities share the responsibility for the education and well-being of our children. The Center provides many resources such as family programs, monthly newsletters, and a lending library of parent and family items.

During the 2015-2016 school year, a continued effort was made to think about how we engage with families. Due to changes in daily family lives and busy schedules, it is becoming even more important to connect with parents in ways that are convenient and accessible. A continued emphasis was placed on providing information through our printed and digital newsletters.

LINCS staff, Liz Urban and Donna St. Cyr, who have been trained as “Right Question” workshop facilitators, offered a parent workshop in November that was held to help parents get the most out of Parent/Teacher Conferences. The workshop was well attended and held in conjunction with Childcare of the Berkshires. The Special Education Parent Advisory Council also held its annual Parents Rights and Responsibilities presentation, as well as a workshop for parents on behavior, led by behaviorist, Polly Bath. LINCS provides a variety of opportunities for parents to participate in parenting groups and parent workshops, either through the schools or in collaboration with community agencies such as Child Care of the Berkshires, Family Resource Center or The Family Place.

Our schools have been working on enhancing the Transition to Kindergarten program and focusing on the transitions for families as well as students. This includes a family welcome bag at Kindergarten Registration and Screening in April and “I’m Going to Kindergarten!” t-shirts at Kindergarten Orientation in June.

Technology

During the 2015-16 school year the North Adams Public Schools has taken some considerable steps to support technology use by teachers, students, and staff throughout the district. The opening of the newly renovated Colegrove Park Elementary School put new technologies in the hands of the staff there and allowed for the repurposing of the Sullivan School technologies in other schools. At Colegrove Park Elementary School all K-1 teachers have 5 iPads in their classroom and a cart of 20 iPads to share between each grade level. In grades 3 -7 every classroom teacher has received a 5 HP Probook 11 g1 EE for group work as well as a shared cart of 20 or more HP computers for the two teachers at each grade level. Every classroom also was equipped with interactive projectors, document cameras, and stereo surround sound.

The district has been working to phase in match technologies, which the new school has, for Brayton and Greylock Schools. Brayton Elementary School completed an upgrade of their wired network. Greylock School added several wireless Access Points to increase wireless coverage in the building.

At the elementary level in Phase 1, we have added 40 iPads at both Greylock and Brayton School. These iPads, along with those the school already had, will provide the opportunity for the same set ups of iPads in all elementary schools. The Williams College iPad Initiative also added several iPads to classroom collections to allow greater opportunities to expand the use of iPads in many classrooms. Phase 2 was making sure every classroom K-12 in the district has been equipped with a LCD projector and a document camera. Some of these pieces of equipment were repurposed from Sullivan and the remainder needed to be purchased to completing this technology segment. Presently, Phase 3’s goal is to supply every teacher, grades 3-7, with 5 HP Probook 11 g2 EE laptops. Also, there will be a cart shared between the grade levels to match the Colegrove Park Elementary School. Upon the purchase of these computers, the technology at Brayton and Greylock elementary schools will be updated and repurposed to be used at Drury High School. We have purchased a several more Apple TVs for schools using iPads. Finally we set up six classes with interactive board system, either a mimeo or Ipevo as a pilot. We are looking to see if we can find an affordable option to help make classrooms at Brayton and Greylock interactive.

We have completed Phase I of the implementation of the Inventory Management System to help track every piece of our technology equipment. Phase two will be to expand and use the system to track curriculum related materials. There has been the implementation of a Mobile Device Management System AirWatch. This will allow us to streamline the Apps and programs on our district iPads.

North Adams teachers have moved from teaching technology skills in an isolated classroom, to using technology as stated in the Massachusetts Technology Literacy Standards and Expectations: *"The teaching and learning of technology skills should be integrated into the general curriculum."* The plan is to introduce the new instructional technology standards to teachers and present ways to make them a part of their everyday curriculum. All students in grades 4-7 have been given their own log-in. These log-ins will follow them for the remainder of their schooling in NAPS. Furthermore, we have begun a pilot using Google Classroom application. Students will be able to work seamlessly with their teachers and Google productivity tools available to us such as Google docs, slides, and sheets. We will continue our work with teachers and students to prepare every student for the world of higher education, career opportunities, and lifelong learning using multiple technology tools.

Brayton and Greylock elementary schools have continued to work with Williams College. The college sends student volunteers to teachers' classrooms to assist them in implement their lessons using iPad technology.

Some additional technology-related highlights from the 2015-2016 school year are listed below:

Two classes at Drury High School were given a class set of 15 HP EliteBook 8440p. The purpose was to strengthen the use of technology because the laptops were readily available. *Drury's College and Career Center* continued providing online access to career and college exploration, as well as online college application, which was available for all students. Drury implemented their new Naviance College and Career Readiness Platform for all students in grades 7-12. They continued their Learning Lab, where they provided various online opportunities, including skill boosters, credit recovery, and full credit high school courses which may not have been offered within the regular Drury course offerings.

Coding was introduced to many groups of students in grades K-12 by using the program Hour of Code. Some teachers continued to offer Coding throughout the year. Coding was also offered as afterschool programs for upper elementary children. With the help of the afterschool grant, all 6/7 grade math and ELA teachers were offered training in a program called Edgenuity. MyPath. Licenses were purchased for use. This online intervention program uses data to pinpoint where students are struggling and provides them with targeted instruction to help them catch up, keep up, or move ahead.

The district provided trainings for all staff in Edlio Website Creator. Some staff members have been able to create classroom websites for more effective and coordinated ways to outreach to families and the community. At the three elementary schools, teachers were encouraged to continue the use of the web programs to support the curriculum such as Read Naturally, Lexia, MobyMax and Math Expressions for online literacy and math interventions. Read 180 (a reading intervention program) was installed and successfully used on five computers at Brayton donated by Williams College.

Trainings were also made available for all teachers for using a Document Camera and using interactive projectors. Instructional technology support was available during the teacher's class time with the equipment. Many took part in one-to-one or small group tutorials to help them implement the technologies they needed.

The iBooks, originally came from the Conte One-to-One Initiative have reached the end of their life and are almost completely phased out. Only a couple music classrooms still use the iBook's for the sole purpose to use the program GarageBand. Many of the computers from Sullivan were repurposed to provide more technology availability in Brayton and Greylock Schools.

Brayton Elementary School was the recipient of a \$25,000 donation from Stephen Drotter in memory of his late wife, Lynn Whitney Drotter. The funds were combined with a \$10,000 grant received from BJs Wholesale Club to purchase 60 iPads for Brayton students.

Pathways to High School Graduation and College and Career Readiness

Over the past five years, Drury High School has worked diligently to provide multiple pathways to high school graduation and improve college and career readiness skills for all students. Drury's online learning lab, graduation coaching and the competency-based E3 Academy were started via grant funding to support on-time graduation for all students. Since the conclusion of the MassGrad grant, the North Adams Public Schools now supports these programs via the regular budget. Drury improved our four-year on-time graduation rates from 77% in 2009 to 90% in 2015, while on-time graduation rates for students with disabilities improved from 50% in 2009 to 76% in 2015 as a result of our three-pronged approach supporting pathways to graduation. Preliminary end of year data approximates the number of students served in these programs (given some students transferred out of and/or dropped out of school) during the 2015-2016 school year:

• Drury Online Learning Lab:	143 students
• Graduation Coaching:	61 students
• E3 Academy	14 students

The Learning Lab completed its first year using Edgenuity, a new online platform for credit recovery and "full run" content courses and electives for students in grades 8-12. Edgenuity was piloted successfully during Drury's newly designed online credit recovery summer program. Many students served via in the Learning Lab completed more than one online course, including eighth grade students who were previously not served by PLATO online courses. Students were scheduled into online courses for a variety of reasons, including but not limited to: credit recovery, scheduling conflicts, medical leaves, credit acceleration and/or to accommodate students dually enrolled in college courses that met during the regular school day. The expanded programming saw an increase from ninety-eight (98) students during FY15 to one hundred and forty-three (143) students in FY16. Added benefits of the Edgenuity platform included increased alignment with Common Core Standards and a variety of accommodation and modification features to provide additional academic support for students, especially students with disabilities.

Our Graduation Coach and our College and Career Facilitator served approximately sixty-one (61) students during the school year. These adult advocates served a variety of roles, depending upon the needs of their at-risk student caseloads. Fifty students were served by mainly by the Graduation Coach; the College and Career Facilitator served eleven students; and fourteen students were served at E3. The level of student needs helped categorize the caseload by identifying students into the three categories of monitor, active and intensive to guide the oversight and action steps in promoting staying on track for on time graduation. Approximately twenty-six percent (26%) of the 2016 graduates received some type of graduation coaching during their tenure at Drury High School. Drury will continue to adjust our graduation coaching efforts to identify strengths and gaps in our FY16 school year design given the reduction to only one graduation coach in June 2015.

The E3 competency-based program supported fourteen students in the areas of essential skills and knowledge, effort and employability. Unlike previous years, the majority of the cohort of nine students started at E3 in September 2015 and successfully finished upon their graduation on June 9, 2016. Eighty percent (80%) of the students scheduled to graduate on time earned their diploma in June 2016. One student earned a Certificate of Attainment and one student dropped out of school. Four students are scheduled to return to E3 in the fall of 2016 and graduate on time in June 2017, along with a new cohort of students who will start in the fall. While supporting high school graduation for at-risk students, E3 also engaged in several community and

service-learning activities in North Adams in an effort to break down barriers and support the community, while learning and demonstrating academic skills and knowledge. Three projects were completed during the trimesters for the 2015-2016 school year: *E3 Cooks*; *NAMApparel Head Gear*; and *Who Am I and How Do I Fit in North Adams?*

Patrons of the Friendship Center Food Pantry were treated to a new health and budget-conscious cookbook created by the E3 students featuring 27 recipes to help spice up a household's menu. E3 staff worked to coordinate site visits, speakers, and other experiences for the students to take part in so they could develop an understanding of the real issues the Northern Berkshire community faces regarding its food supply and public benefits like SNAP and WIC that can help. They then studied issues of hunger and food shortages around the world, and devised the cookbook based on the inventory of supplies at the Friendship Center.

During the second trimester, students continued on with the E3 business project, where they continued on with their existing NAMApparel line to promote city pride and local economics with the tagline of "North Adams – Find It, Love It!" During the spring trimester, E3 unveiled baseball caps, beanies and bandanas to complement their already existing t-shirt, sweatshirt and coffee mug line established in 2014.

Who Am I and How Do I Fit in North Adams? This exhibit, premiered in May 2016 during the last trimester, and was the culmination of weeks of work by the students, investigating aspects of the City, the Hoosac River and their relationship to both. They have taken photographs of places in North Adams of personal significance, built shadow boxes that they have filled with meaningful objects, written personal narratives and created covers for their books using "found poetry" created from pages of *The Celestials*, by Karen Shepard, about the Chinese immigrants who came to North Adams in the 1870s. In addition, they have each designed tiles symbolizing aspects of the Hoosic River and have researched topics related to the river and its significance to North Adams.

Several community partners have made these projects a reality with E3: Keith Bona, Bona Marketing and Berkshire Emporium; Judith Grinnell, Hoosic River Revival; Joe Manning, Local Historian; Ricco Fruscio, Chamber of Commerce; Rich Davis, Friendship Food Center; Valerie Schwartz, Berkshire Food Project; Kim Wells, East Mountain Farm; Don Zasada, Caretaker Farm; Cricket Creek Farm; Annie Rodgers, UNO Community Center; Otha Day, Drum to the Beat; Bob Maxwell and Maureen Phillips, Greylock Federal Credit Union; Renee Tisane, Eat to Total Health; CJ Garner, Public Eat + Drink; Paul Marino, local historian; Jennifer Crowel, Gallery 51, MCLA; Phil and Gail Sellers, River Hill Pottery; Jen Munoz, Community Gardens; and Molly Sauvain, Food Bank of Western Massachusetts.

In addition to their service-learning projects, E3 students were able to complete a variety of internships through the support of local businesses, agencies and institutions of higher education such as: Adult Day Health (Brien Center), Berkshire Food Project, Head Start, Arte Bella Tattoo, Pooches Dog Grooming, Sheer Madness, BFAIR, Williams College Center for Learning in Action, and Mass MoCA. In addition, one student successfully completed the Berkshire County Regional Employment Board's Welding Training for his internship experience.

The Off-Campus Program

The Off Campus Program located at 931 South Church Street, serviced 40 children in a variety of programs.

The Adult Transition Program for 18-22 year old young adults with disabilities is housed at the Off-Campus Facility and serviced nine students this year. One student graduated in June and will transition to an Adult Service Agency in September. During the summer he worked for the Off-Campus Program. He was hired by the district to assist with pre-k lunch services as well as a

substitute van monitor for the district. He will continue in the district working at pre-k through an agreement with MRC and be a substitute van monitor as needed. It is hoped he will also be available to assist with the greenhouse summer maintenance in 2017.

The students were exposed to a variety of work and learning experiences throughout the city including Clarksburg Elementary School, North Adams Central Office, North Berkshire Food Project, Adult Day Health Program and North Adams Pre-k Program. Additionally students participated in a swim/exercise program at the YMCA and learned how to use the BRTA as public transportation. Social, functional life and vocational skills are the focus of the program. In addition to the adult program the Off-Campus Program serviced approximately thirty students from the elementary and high school. Classes were offered in horticulture, recreational art, plant maintenance, grounds maintenance and woodworking. Along with course content, students stressed social skill building and pre-vocational skill building. Students made projects for sale in the store, planted and transplanted seedlings for plants to be sold in the store and for plantings for the city's main street. The wood shop made dividers for the elementary schools; repaired furniture for customers, and worked on maintenance skills around the building itself. Two open houses were held (one in the fall and one in the spring) for the public and district staff to view the flowers and other displays of student made items.

Summer School Programs

The North Adams Public Schools offered a variety of summer programs for students at all levels. All summer programs strive to improve academic performance and/or improve students' social skills.

In the summer of 2015 North Adams Public School students were given the opportunity to extend their time in school and therefore stem learning loss, through a Summer Science Camp funded by 21st Century After School Program. The camp ran 5 weeks Monday thru Thursday from 8:00 AM to 3:00 PM. for a total of 140 hours. In addition, through a private fund 40 students enrolled in camp, were chosen to gain another 50 hours of fitness activities from 3:00 PM to 5:00 PM. Monday thru Thursday at the YMCA.

The theme was "Camp Invention" in which students boarded Air NAPS "flying" around the globe to seek out the famous scientists whose inventions changed the world. The enrollment was over 300 students K-6 with a staff of academic leaders, assistants, college and high school students to lead the way. A site coordinator began the process of planning six months prior to the start of camp. Staff was provided with support in the way of curriculum to facilitate implementation of the theme as well as professional development.

In addition to a project based learning style at Brayton campus, academic leaders planned several off campus trips as well as invited guests to further develop the theme. Among the off campus trips were North Adams Public Library, Equus Therapeutic Farm, Williams College Environmental Center, MCLA, Connecticut Science Center and a week at ROPES Camp for middle grade students. MIT Sidewalk Science Series, provided a full day of rocket building, launching and index card bridge building.

Additional perks was a professional drama /dance instructor who worked with third graders to produce a multi-cultural production of a worldwide journey, using the universal language of music. Berkshire Children and Families provided an instrumental music program "Kids 4 Harmony" in which students engaged in weekly violin lessons with a concert the last week of camp. Families were invited to the drama production and the instrumental concert.

In our quest to address the whole child, daily breakfast, healthy snacks and a hot lunch were served to insure that all students got their brains working to the fullest. Social/emotional needs were addressed in that the staff was trained in MindUP, a brain based behavior program, to help students become more mindful of their actions throughout the day.

The CASTLES program provided social skills, communication and physical therapy for 25 students with autism and communication disabilities. The summer program was held at Colegrove Park Elementary School and Brayton Pre-K at the former Johnson School. The summer program aligned its summer skills curriculum with ongoing skills developed during the school year. Students participated in field trips, celebrations and activities with the summer program at Colegrove for CASTLES 1 and II. The pre-k Castles program was participated separately from the group but connected to the Brayton Science Camp when appropriate. The high school CASTLES III student participated in the Sunshine Camp with the older students with disabilities.

Transportation was provided to and from home to the program. The program was held 4 days per week for 4 hours per day for 4 weeks.

Mary Jezyk Sunshine Camp

The Mary Jezyk Sunshine Camp is a summer recreational camp that provided services for approximately forty special needs students from pre-kindergarten through grade twelve at no cost to the families. The camp services students with mild to severe needs providing much needed programming for this population to develop social skills and prevent regression of skills. The four week, five day per week program is held at Historic Valley Park and offers students a variety of activities including swimming, arts and crafts, games, and field trips. The program completed themed activities for recreational arts. Older students had the opportunity to work at the Off-Campus program developing work and social skills needed for on the job-training in areas such as grounds keeping and custodial work. Lunches, nutritious snacks and transportation were all provided free of charge.

MASS MoCA

In FY16, the North Adams Public Schools celebrated its sixteenth year collaborating with Kidspace and MASS MoCA. Kidspace launched Year 1 of *Art 4 Change* with the exhibition *Walk In My Shoes*, which was targeted to students in grades Pre-K through 7, and featured works from the artists Jamie Diamond, Jesse Fleming, and Aaron Johnson. *Art 4 Change* is a four-year collaborative project between Kidspace at MASS MoCA and its seven partner schools in the North Adams Public Schools and North Berkshire School Union which focuses on the issue of problem-solving and how to better prepare students for a world which needs effective solutions to ever-growing problems. All students in Pre-K through seventh grade participated in two tours at MASS MoCA, one of Kidspace and one of the main galleries, with thematic art-making and mindful practice as well. The Kidspace tour explored the theme of empathy and asked students to habitualize empathic responses by questioning moments when we make inaccurate and unkind judgements. For example, Diamond's hyper realistic baby dolls, Johnson's sock monsters, and Fleming's call-and-response exercise all challenged the perception of relationships and connections to others, so the Kidspace visits included discussions about familial cues, first impressions, and empathetic listening. Art projects for Grades 3 - 8 involved creating a three-dimensional "exquisite corpse" with various storylines; Pre-K - 2 sculpted representations of emotions connected to the primary colors. The mindfulness activity was a *metta* (or loving kindness) meditation, to encourage students to feel empathy towards themselves and others.

Highlights from the visits to the main galleries include: discussing the use of photography in storytelling in Clifford Ross' *Seen and Imagined*; comparing mythology and reality in Jim Shaw's *Entertaining Doubts*; and self-representation through art in Francesco Clemente's *Encampment*. Teachers were also given an *Art 4 Change* teacher guide, which included: information about the 4-year project and *Walk In My Shoes*, classroom connections, and resources.

As part of the Kidspace exhibition, Aaron Johnson conducted artist residencies at the museum with Brayton Elementary School. He worked with 4th graders to create a collaborative mural in

the Kidspace gallery made up of the students' individual sock paintings. Jesse Fleming worked with Greylock Elementary School 4th graders; he helped the students make "empathy antennas"—fun, colorful hats meant to create a comfortable environment—and then led them through a series of mindfulness exercises and games. Jamie Diamond taught Colegrove Elementary School 2nd graders about her photographic process and helped them create their own family portraits using fake dolls and furniture. Diamond also collaborated with Young Dance Collective for the Art Assembly program in November 2015, which most NAPS Pre-K - 7 students attended. Additionally, Katrina Couture—with the help of Community Access to the Arts (CATA)—led an artist residency with Greylock Elementary 1st graders during which she demonstrated her painting process with the aid of a personal tracker. These residencies were funded by grants from the Massachusetts Cultural Council and the Institute for Museum and Library Services.

NAPS received a 15K grant from the National Endowment for the Arts, which helped support museum admission, buses, performances, and artist residencies.

Additionally, MASS MoCA Teen Programs continue to expand. The weekly Teen Task Force after school session regularly included five Drury High School students. Artists-in-residence led Teen Intensives attended by ten to fifteen teens from local high schools, including Drury High School. Finally, 71 Drury students participated in the 6th Annual Teen Invitational high school art show at MASS MoCA; 7 of these students won awards at the ceremony in April.

21st Century Community Learning Centers Program

The story of the 21st Century After School Program at Brayton Elementary School, this funding period, can be best described as, "The greater the obstacle, the more glory in overcoming it"—Moliere. The challenges in after school have been what made it interesting and overcoming them is what made it all worthwhile and meaningful for the site coordinator as well as for staff and more importantly, the students we serve.

The story of continuous improvement and evolution at Brayton can be described in six chapters—After School Goes District Wide, It's All About the Base –the Reading Base, Sustainability Through Partnerships, Finding the Leader in All Of Us, Brayton as a Mentor, and the final chapter Future Evolution of 21st CCLC. We propose that with the unfolding of each chapter it will be demonstrated that Brayton has continuously improved and has evolved into a demonstration site.

After School Goes District Wide: In the current funding cycle, North Adams Public Schools 21st Century After School Program transitioned from a program location at three school sites to one. The challenge of becoming a district wide program based at one school was a logistical as well as academic challenge. The challenge was to target students, recruit, enroll and formulate a plan to transition enrolled students from Sullivan and Greylock to the Brayton Site in a timely manner without compromising the quality of the academic component. What began as an accommodation of the two schools not funded, has grown into a design that resulted in us leaving our comfort zone and redesigning our program, as well as taking a closer look at the quality of programming.

Logistically, we needed to ramp up the detail of transitioning students into the school at the end of the day, providing monitors at each of the other two schools to accept the after school students and get them on a bus to Brayton. An additional challenge was to create four transportation schedules and secure four busses to transport students home at after school dismissal. In all logistical areas, we rose to the challenge with students feeling safe and excited to be visiting a new site for their after school.

There were some definite perks for the students with this new model and design. In the past students district wide, rarely got to know their peers at the other schools until eighth grade or in the Summer Science Camp which has always been district wide. Presently approximately 260

students get to enroll in programs, the classes of which are a combination of students from 3 schools. It has always been the goal that the transition of our students to eighth grade at the high school be less stressful and more comfortable. This district wide model has resulted in a more stress free transition as they will have made lasting friendships in a district wide after school. In addition, we noticed that the overall behaviors in camp were improved as most of the students had spent 32 weeks of after school knowing the expectations. Another benefit is that many of the families move several times within the school year, making it stressful for the students who get pulled from one elementary school to another. With this new after school design, students recognize peers at their new school.

It's All About the Base – Reading Base: Another challenge was not to compromise the integrity of the academic component of the program, as now our work was three-fold. We stepped up to that challenge by seeking the help of the principals and teachers at the two other schools to obtain information as to academic needs, special needs, and the school improvement plans at each school. The area of concern at all three sites was reading and math problem solving. At the time we were redesigning the after school program, Williams College expressed interest in pushing into our program as a way to help our students and at the same time a venue for the Williams students to complete community service as part of their college experience. In just three years the Williams College Outreach to Schools Program has grown to over 100 students per week. North Adams Schools partnered with Williams to get the college students trained in working with our students. Each day the at least six classes of children from Kindergarten to 7th grade benefit from the college students pushing into the programs from 3:00 p.m. to 3:30 p.m. to read to our students, help students self – select stories and provide time for conversations about the stories read, to increase comprehension. The analysis of the impact of participation in these targeted skill building sessions indicates higher growth in reading comprehension scores as well as the growth in math computation fluency.

In addition to the services provided by Williams College students, we looked at the quality of programming on the days that several of our students wait for transportation to off campus programs. We felt that there was a chunk of time from transition time to 3:30 p.m. in which students could use more engagement in learning as opposed to waiting idly for their bus. We collaborated with the school librarian and arranged to keep the librarian open during after school resulting in our students having access to a rich selection of literature which they could self – select. If a student enrolled five days per week for 32 weeks and there are many at the K-3 level, this would equate to 80 hours of additional reading time.

Sustainability Through Partnerships: In the earlier days of 21st Century After School, considerable time was needed to work toward overcoming the obstacle of funding shortage. Therefore it has been key that we acquire committed, long term partners to provide in kind services. In this our 3rd year of the funding cycle, we are beginning to benefit from all the work of building a strong demonstration site. The logistically sound and exemplary programming has resulted in our local colleges and community based programs now pursuing 21st Century After School as opposed to we doing the pursuing. Partners share that they desire to make commitments with educational programs that possess credibility. Our story of partnerships is one of increased involvement in partners from the past and some new partnerships that align nicely with our academic outcomes. Williams College began with the reading initiative, the success of which has led to several other initiatives such as Coaching for Change, The Leadership Initiative, a Math Program and a College Club for Kids. The mission of Coaching for Change is to work to bridge the educational and social divisions facing North Adams youth by empowering students through mastery of sports skills, teamwork and discipline while making connections between these lessons of sport and their academic and personal lives. The Leadership Initiative mission is to incorporate the 7 Habits of Happy Kids into the day program as well as after school with the goal of encouraging our students to set goals and inspire them to take on a “Win-Win” attitude. The Math Program was led by the Kinetic Club of Williams which

is basically a think tank club, striving to address social issues such as deficits math problem solving among youth. A group of eight students in grades five through seven were engaged in a variety of activities aligned to school improvement plan for increasing math skills. The College Club for Kids gave youth an opportunity to have a voice in their program. Williams students worked to infuse confidence and leadership ability in our students who made many of the decisions as to how their after school program would look.

In addition to Williams, this three year cycle has been one in which MCLA increased their partnership from one program to five all aligning with the goals of 21st Century. Among the five are The Write Stuff, a creative writing program that encourages students to select topics of interest with the help of a college mentor followed by the sharing of their writing with mentors and peers, STEM at the Science Center of Innovation, where students get to work on experiments in science labs with college professors, Pathways, a college career based program where students visit various departments at the college plus engage in a small service learning project, HALF Time, a PE/Teambuilding Program, where students get to play a variety of sports with the college athletes. The newest program, Kids to College STEM Program for 3rd graders funded by an MCLA grant, with an added summer camp component. The STEM instructor and assistants in after school as well as summer camp are all funded through the grant.

The North Adams Public Library has also pursued 21st Century providing 24 students in second and third grade with STEM instruction through a Mad Science grant with transportation, program teachers and assistants fully funded.

Our most exciting new partner is Berkshire Children and Families' Kids 4 Harmony, whose belief is that all children have talent and ability, but not all children have opportunity. Kids 4 Harmony is an El Sistema inspired intensive classical music education program founded by a Venezuelan educator. Two music teachers and a family advocate meet twice per week with twelve 2nd and 3rd grade students to learn basic music theory and receive violin lessons. Each child is given a violin and bow to take home, all donated by community musicians. An added valuable component to partnering is that we have a trained experienced family advocate on site who schedules family meeting at Brayton to keep the families involved with the process of their child's involvement with the program. The summer science camp will host Kids 4 Harmony increasing the dosage from two times weekly to four days in camp. The entire program is privately funded and free of charge to 21st Century After School.

Finding the Leader in All of Us: The infusing of components of leadership in our youth in elementary, high school and as young adults in college, is a topic of conversation among local educators, business and even legislative leaders. As the academic expectation of our students at all levels increases, leaders are sharing their concern that we are not preparing our students to set some fundamental goals which they feel is a prerequisite to success academically. Leaders are advocating for increased exposure to STEM programs at a young age, discussing how strides and support in STEM are key to a strong economy. The 21st Century is poised to provide leadership training which leads to goal setting and in turn passion and confidence within our students to achieve. Our Williams partner shares the same concern that at the college level, goal setting is crucial, but needs to be integrated into the curriculum at elementary level. Williams once again has stepped up to the plate as our partner in education and through the efforts of 21st Century Site Coordinator and the support of our Superintendent of Schools James E. Montepare and Principal John Franzoni, we will be recipients of the Olmsted Award to be used to begin work on the Brayton Elementary leadership initiative.

Brayton Site as a Mentor: In addition to being assigned to an after school program within Western MA network to mentor, we are being pursued by community based programs and school districts who know of our after school and summer science camp and look to us as a resource in the planning and the improvement of their programs.

Future Evolution of 21stCCLC: In the final analysis, the evolving of the Brayton Elementary After School Program from a promising practice site 14 years ago to a demonstration site is based on the philosophy that we must never totally be comfortable with the design we create. We are only as exemplary as our present session. That progress and improvement can happen only when we are willing to step out of our comfort zone on a daily basis.

The Gateway Fund

The Gateway Fund is an endowment fund administered through the Berkshire Taconic Community Foundation. The purpose of the fund is to nurture educational excellence by providing grants to students and staff of our schools. In the spring of 2016 our thirteenth round of grant awards was completed.

Retirements

Superintendent James E. Montepare retired after forty three years of service to the North Adams Public Schools. Superintendent Montepare was honored at the June North Adams School Committee where Mayor Richard Alcombright presented him with a key to the city and his colleagues paid tribute to him with a video presentation.

Also retiring in FY16 were Noreen L Donnelly, Linda Hurlbut, Robert LeClair, Joanne Postema, Paul Allen, Joan LaRocca, Jessica Burdick and Karen Daigle. We extend to them our thanks for their many years of dedicated service.

North Adams Public Schools
School Calendar 2015-2016

September 2015 (20)				
M	T	W	TH	F
X	(1)	2	3	4
X	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

February 2016 (16)				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
X	X	X	X	X
22	23	24	25	26
29				

October 2015 (21)				
M	T	W	TH	F
			1	2
5	6	7	8	9
X	13	14	15	16
19	20	21	22	23
26	27	28	29	30

March 2016 (22)				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	X
28	29	30	31	

November 2015 (18)				
M	T	W	TH	F
2	3	4	5	6
9	10	X	12	13
16	17	18	19	20
23	24	25	X	X
30				

April 2016 (16)				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
X	X	X	X	X
25	26	27	28	29

December 2015 (16)				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	X	X	X
X	X	X	X	

May 2016 (21)				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
X	31			

January 2016 (19)				
M	T	W	TH	F
				X
4	5	6	7	8
11	12	13	14	15
X	19	20	21	22
25	26	27	28	29

June 2016 (16)				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	X	X
X	X	X	X	X

Faculty Meeting 1 day
Students Present 180 days
Reserved 5 days

() Faculty Meeting 01 September
Graduation 09 June

Approved 05.05.15

North Adams Public Schools																	
North Adams, Massachusetts																	
01' October 2015																	
School	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	U	13	TOTAL
Drury-male										55	36	29	45	39	4		208
Drury-female										43	59	45	41	53	3		244
Drury Total																	452
Brayton-male	71	14	14	18	17	17	19	12	21								203
Bratyon-female	71	15	18	16	24	16	24	12	10								206
Brayton Total																	409
Greylock-male		17	21	22	21	26	17	15	19								158
Greylock-female		16	14	17	18	19	16	23	16								139
Greylock Total																	297
Sullivan-male	3	29	22	19	23	22	24	12	19								173
Sullivan-female	0	22	15	23	25	26	14	14	20								159
Sullivan Total																	332
Residential Placements	2	2	0	0	0	1	3	0	0	1	0	4	0	3	0	2	
Totals	147	115	104	115	128	127	117	88	105	99	95	78	86	95	7	2	1508

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of age, race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness.