

CURRICULUM AND INSTRUCTION

Assistant Superintendent of Schools for Curriculum & Instruction

Paul V. Sequeira, Ed.D.

School year 2010-2011 was a balanced and productive one in all areas of the Curriculum and Instruction Department. In addition to the academic accomplishments, purchasing, implementation, and training in technology were at their highest ever. The American Recovery and Reinvestment Act gave the district the opportunity to invest in technology for every school. This investment came with a built-in training module for staff on SMART Boards and hand-held technology.

Perhaps the greatest inroad made in the district has been the development of the data warehouse, a vital tool for accessing a myriad of data for efficient operation of the school system. The Center for Curriculum & Research is proud to state that technology has grown over the last four years, bringing the district to a technological forefront amongst surrounding school districts in terms of hand-held technology, and SharePoint/Excel/Data Collection. Content supervisors have worked diligently in seeking and securing grant funds towards this end. Our greatest challenge will be the preparation for online testing for all students by 2014. As such, grants and district efforts through general funds will be fully explored for this initiative.

- **ENHANCING LITERACY THROUGH SCHOOL LIBRARIES GRANT**

Waterbury received this grant from the US Department of Education three times for a total of \$1.4 million. Most of the money has been encumbered on technology which has increased motivation and student learning in the district. All 20 elementary schools participated, so we have equity across the district.

- **WEB-BASED LESSON PLANNING AND RESOURCE MATERIALS**

Programs like Think-Central, Brain Pop, Cicero, Kaliedos, and TI-Cares have given teachers access to lesson plans and designs that truly bring the classroom to life.

- **SHAREPOINT/EXCEL/DATA COLLECTION**

The planning began in the Mathematics Department with the collection of student data through an Excel template housed on SharePoint (an intra-web product). Requiring teachers to enter data into Excel forced us to upgrade computers and train teachers in the use of Excel. Over the last four years, teachers have become very adept at using this product. Feedback on student performance on district benchmarks has been the driving force in improving student achievement. The entire Excel process and use of Share Point has expanded into other departments and is well-known in the district.

- **FEEDBACK TO STUDENTS**

The navigator system was purchased three years ago and has given teachers the opportunity to give immediate and consistent feedback to students on a daily basis. The navigator allows every student to answer class questions and receive immediate feedback on their responses. This has allowed teachers to adjust their lessons in real-time. Additionally, benchmarks and class assessments can be given using this technology. The results are available within 30 seconds of the class completion of the task. The Reading/Language Arts/English Department has recently purchased Smart Response Systems to replicate the process.

Literacy Academy Wendell Cross/District-wide roll out – At the request of the Board of Education, training was provided for Cohort II schools, made up of Sprague, Driggs, Walsh, Bucks Hill, Brooklyn, and Carrington Elementary Schools. The teachers in these schools were provided with intensive training on research based teaching strategies. The objective of this program is to immerse each child in comprehensive literacy programs to promote thinking and reasoning through meaningful integrated instruction. In April 2011, the third cohort schools were brought on board for training and implementation of the program. These schools include Regan, Barnard, Tinker, Chase, Generali, and Carrington Elementary Schools. Teachers from both cohorts were given professional days to visit Wendell Cross Elementary School and learn, first-hand, the strategies of the emergent school concept as offered by the Literacy Academy.

Effective Reading of Data – We have made great strides in training our school staff in effective use of data. Our efforts have taken us to reviewing multiple years of data to predict how a child will perform in the next grade level based on prior information. The big challenge before us was training principals to read, interpret, and use data correctly. Data teams are required to meet weekly to discuss the data and plan lessons and assessment. As a result, we are better able to align the curriculum and to assure what is being and assessed. Our effort here is to analyze student data for the purpose of improving student achievement.

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Professional Learning Committee – This committee is comprised of a cross selection of district staff, and continues to meet and provide professional development support for Waterbury staff. In order to function effectively, the PLC developed surveys and feedback forms to address staff needs based on their articulation. Also, the feedback from teachers and administrators was a great tool for the committee to summarize adult reaction to the various staff development opportunities provided to district staff.

Connecticut Accountability for Learning Initiatives (CALI) – Connecticut State Department has worked closely with our Central Office and staff in providing support to data teams at the school level. CSDE was generous in providing an additional consultant to assist Waterbury and also made a concerted effort to obtain our input to better make use of CALI services. To that effect, we chose to prioritize CALI services for our middle schools as the focal point for 2011-2012.

Walkthrough Process - We realized a long time ago that teacher evaluations done on classroom instruction were not effective. Since then, we have made great strides towards the implementation of the walkthrough concept. Walkthroughs were piloted in three different standardized formats in May 2010 and September 2010. The results of this pilot were used to create a set of guidelines whereby each School Improvement Team developed and submitted their own walkthrough process. They were required to base their school-based form on general requirements that were developed and presented by the PLC Committee in November 2010. The administrators began to formalize their processes and by March 2011 were required to complete 25 walkthroughs per month. Through district-wide input, we have developed a model, template, and strategies for the walkthrough process. We believe that through these types of consistent monitoring practices and instant feedback teachers will help improve the teaching and learning process in the classroom.

Targeted Prep Time Academy (TPTA) - Continues to be one of our foremost tutorial programs in the district. We have made great strides over the years and last year we revised the format. Three Elementary Division Facilitators were responsible for the 18 elementary sites including on-site walkthroughs. Each site had a lead teacher who reported directly to the appropriate division facilitator. Attendance was collected by facilitators. Class sizes were maintained at 10 to 15 students per class. Program length was 90 minutes, 3 days per week for 60 days over 3 sessions. Target grades were 2, 3, 4 and 5 depending on student needs at the school. Pre and post assessments were given and posted to SharePoint.

Middle School - During the 2010-2011 school year, students in the 3 comprehensive middle schools participated in 3 Credit Retrieval sessions where students were provided the opportunity to improve their marking period report card grade by attending 12 hours of after-school sessions in reading and mathematics. Approximately 90% of the students who enrolled completed the entire program. Additionally, a CMT Prep class was offered as an after-school program in February.

High School - Students in the 3 comprehensive high schools and the Arts Magnet School participated in varying courses of Credit Retrieval (renamed Grade Retrieval) Program. Students were provided the opportunity to improve their marking period report card grades by attending 12 hours of after-school sessions. At the high school level several adjustments were made to increase student participation. However, student participation remains low for these type of after-school programs. The goal for next year will be to provide more “in-school Tier II” programs to decrease student failure rates.

Soar to Success (Pre-K-4) - Students who were substantially deficient in reading are required to attend. Students receive intensive instruction in reading (2.5 hrs.) and math (1 hr.) daily. Breakfast and lunch are served. All program data was coordinated by the Summer School Administrator with the support of an outside consultant.

Summer Transition 5 to 6 (5th graders entering grade 6) - Students received one hour each of math, science, social studies, and reading instruction daily. Tier 3 instruction included READ 180 and math tutoring. Approximately 180 students participated. This was the third year of the program. All program data was coordinated by the content supervisors and an outside consultant.

Pilot Summer Transition 8 to 9 (8th graders entering grade 9) - Students received two hours each of Algebra I / II and English 9 instruction daily. Approximately 50 students participated. Students completing program requirements were granted additional points to their first marking period report card grade. This was the first year of the program. All program data was coordinated by the content supervisors.

Literacy Academy - Increase from 1 pilot school (Cohort 1) to 8 schools (7 new schools) to create Cohort 2. The principals and teachers were trained by “Literacy How” consultants, classroom teachers from the pilot school, and the reading teacher from the pilot school. Teachers also visited model classrooms across Cohort 1 and 2. The expansion of the program was closely monitored by the Superintendent, and the Assistant Superintendent, the Reading Supervisor K-5, and the Board of Education. Walkthroughs and monitoring visits were done weekly. This project will expand to include 4 additional schools in Cohort 3 in 2011-2012.

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Middle School Accelerated Academy - The academy just completed Year 2. There were 200 new sixth graders added to the program. There were 180 seventh graders who had completed the program as sixth graders the year before. These programs accept the top-performing fifth graders from across the district into the 3 comprehensive middle schools. The expected enrollment for 2011-2012 is 1145 sixth graders, 200 seventh graders, and 180 eighth graders. The House Principals, the Reading/Language Arts Supervisor 6-12, and the Assistant Superintendent monitor the program.

Middle School Scheduling - This is vital for a productive operation of our middle schools. As a result, planning meetings started in 2010 and continued throughout the 2011 school year. It is expected that implementation will take place in 2013. These plans are being incorporated into the new District Improvement Plan for 2011-2014. Schedules and course selections are being adjusted to accommodate the needs of all students, particularly in Reading/Language Arts and Mathematics. The schedule changes will also allow for stronger teacher collaboration and improve instructional strategy implementation.

Data Warehousing - During the 2010-2011 school year, central office, school principals, and teachers met with the IBM Cognos Connection consultants to develop the Data Warehousing program for the district. Although the in-depth operation of the Data Warehouse will be handled by the Information Technology Department, assistant superintendents, supervisors, and principals spent a considerable amount of time in developing the dashboard to reflect the operational data for the efficient running of the district and individual schools. We believe we are at the cutting edge of technology as it applies to data analysis for Data Driven Decision Making.

Virtual Learning Plan - Planning for developing the Virtual Learning proposal has been two years in the making. We believe that in the future many of our courses and assignments will emerge from this concept. The State of Connecticut Education Reform Act has made on-line learning programs mandatory for all schools experiencing a dropout rate higher than 8%. To meet this need, CSDE has a Vertical Learning Center for high school students in the state. During our planning phase, we realized that this offering will increase the learning options with opportunities to take AP test preparations, complete extra courses, and repeat courses that a student failed in regular class time. Thus, the student can move forward at an individual pace. However, there is a cost factor involved. A sixteen week course can be completed as quickly as the student can meet the requirements of the course. A penalty is imposed if a student takes more than twenty weeks. Although many of the components are in place, there are contractual and budgetary issues to be addressed before full implementation of the program can be completed.

CLOSURE

Our vision for the 2011-2012 school year and beyond must focus on continuity and consistency if we are to achieve the results we seek. Adding more programs is not the answer, but effective monitoring of every district operations is the key. We have made a concerted effort in training all school administrators in the concepts of Professional Learning Communities, Data Driven Decision Making, Common Formative Assessments, Progress Book, use of SMART Boards in the classroom, and Benchmark Assessments. In order to be effective in our efforts, we must rely on various forms of data in order to make informed decisions and for our long term planning in the district. Our district must also concentrate on revising the current lock-step schedules in place which do not allow for creative teaching patterns that help students to learn. We have proven through our Middle School Accelerated Academy that our students can succeed at rigor as evidenced with the 7th grade students taking the SATs for the first time where many students received a combined score of 950. The Literacy Academy concept for the emergent child is working well and embraced by the classroom teachers. We are making aggressive strides towards higher performance and greater productivity in the district through collaborative efforts and support for all staff.

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Reading/Language Arts Department

Patricia Conlon Moran, Supervisor K – 6

I. Goals: Provide leadership and support in Reading/Language Arts to increase academic achievement for all Waterbury students by increasing proficiency in literacy.

a. Goals for 2010-2011

The goals for 2010-2011 were to ensure that all the procedures and strategies outlined in the District Improvement Plan for literacy were implemented. This included:

- Continued focus on oral language, vocabulary and reading in the content areas for all elementary students
- Supporting Data teams and School Improvement teams in individual schools
- Continuing Professional Learning Communities at various levels (Grade, School, District)
- Implementing revised Reading Tier III Intervention for TPTA
- Providing pre/post tests for TPTA and Summer School
- Literacy facilitators continued to provide on-going job embedded professional development tailored to the identified needs of teachers within individual buildings
- Rolling out scientifically-based reading researched practices throughout the District
- Supporting Wendell Cross as a Literacy Academy
- Supporting Cohort II Literacy Academy schools
- Implementing federal and state initiatives and/or mandates:
 - Continued implementation of the Literacy How at Sprague School, Wendell Cross School and Generali School
 - Implementation of “Enhancing Literacy through School Libraries” Grant at all 20 elementary schools
- Developing and implementing a walk-through protocol.

b. Goals for 2010-2012

The goal for 2011-2012 is to ensure that all the procedures and strategies outlined in the District Improvement Plan for literacy are implemented. This will include:

- Continued development of Professional Learning Communities and Common Formative Assessments
- Developing systems, procedures and forms that will be district wide rather than in individual schools
- Continued focus on oral language, vocabulary and reading in the content areas for all elementary students
- Focus on enhancing the rigor of instruction for all students
- Continue the implementation of the Literacy How and rolling out best practices with the Literacy Facilitators
- Continue to support the Literacy Academies including the new Cohort III schools

II. Highlights:

- Literacy Facilitators provided job-embedded professional development by coaching and modeling research-based instructional practices to meet the needs of individual teachers and/or grade level teams.
- Discussions about Tier II and Tier III interventions continued. Intervention logs were used by all who provided Tier II or Tier III to document interventions appropriately.
- Implementation of the Literacy How initiative continued at Sprague, Wendell Cross and Generali. Professional development was job embedded training, modeling and coaching. In addition to being at the three schools, Literacy How provided professional development for the Literacy Facilitators and other reading department staff.
- Recognition for student achievement in Literacy was highlighted by the third annual Waterbury Language Arts Festival at the Palace Theater for students in grades 4-12.
 - Over 2,500 students, teachers and parents attended and it was a glorious representation of the creativity and talent of the students in Waterbury.
- Development of a *Digging Deeper* binder and a *Progress Monitoring binder* to assist teachers in identifying which type of intervention must be implemented for Tier II or Tier III instruction
- Our teachers are internalizing how to not only collect data but how to analyze it and then alter their instructional practices based on what the data is telling them.
- Implementing Tier III intervention for reading during TPTA and Summer School. Explicit small group instruction was focused on targeted needs of students based on their Individual Reading Plans.

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- Development of Intervention Logs to ensure that Tier II and Tier III interventions are documented appropriately throughout the district.
- Providing pre/post tests for TPTA and Summer School addressing the specific components of literacy: phonemic awareness, phonics, vocabulary, comprehension and fluency.
- Implementing a walk-through protocol to ensure that all the components of literacy (phonemic awareness, phonics, fluency, comprehension, vocabulary and writing) are being implemented with fidelity in all classrooms.
- Enabling our fifth-grade students to have an opportunity to have authentic applications of their literacy skills while incorporating science and social studies concepts and expanding their technology skills with the Enhancing Literacy through School Libraries Grant.
 - Students were able to access web sites that their teachers had preapproved to do an in-depth study of Connecticut, France and China. We had a website in conjunction with the French Embassy in New York which enabled our teachers and students to communicate with their counterparts in France. In April of this year, the Education Minister from France came to see what our students were doing and was very impressed. (We now have established a partnership which can continue after the grant ends.) After completing the research, students created a report and project to showcase what they had done. A district-wide family night was held in May at the Waterbury Arts Magnet School and students presented what they had done in a myriad of ways. Over 250 people attended and were very impressed with the students' work! The grant has ended but we have the capacity to sustain what we have accomplished in the years to come.

III. Strengths of Education Program:

There are many strengths in this department, but the overarching one is that the foundation has been laid, and the literacy components outlined in the District Improvement Plan are being implemented. Schools are becoming professional learning communities which know how to analyze data and then adjust instructional strategies based on the data. Teaching is differentiated and common formative assessments are used to monitor student progress. Students move within and among groups as the data dictates. The Literacy Facilitators provide ongoing, job-embedded professional development tailored to the needs of individual teachers. Teacher knowledge regarding the three tiers of reading has increased as a result of the coaching and modeling and teachers feel that they are being supported in the implementation of Scientific Research Based Interventions. Significant changes have been made to Targeted Prep Time Academy and Soar to Success Summer School based on our data...instruction is targeted to meet the needs of individual students. Differentiating instruction for students is critical to ensure that all children are pushed to their highest level...students who need remediation as well as students who are gifted and talented. Our teachers are internalizing how to not only collect data but how to analyze it and then alter their instructional practices based on what the data is telling them.

Reading / Language Arts Department

Nicholas Albin, Supervisor, 7 – 12

I. GOALS: The Waterbury Public Schools will attain high academic achievement for all students in literacy.

a. Accomplishment of Goals 2010-2011

MIDDLE SCHOOL (6-8)

The goal was addressed through on-going visits to the schools and by classroom walk-throughs in an effort to support the Reading/Language Arts and literacy teachers. During data team meetings and with individual teachers from September to June, Effective Teaching Strategies (ETS) were implemented. Individual schools designed and administered their own Common Formative Assessments (CFAs) and scoring rubrics. In grades 6 – 8, the CFA data was used to drive instruction and identify specific students in need of re-teaching targeted skills. The Reading / Language Arts content supervisor also attended meetings whenever scheduling permitted at all middle schools to assist with the implementation and analysis of CFAs. Occasionally the supervisor also met with representatives from CALI and CAS during these data team meetings.

Middle school students who received marking period averages of less than 75 in the first 3 marking periods at the 3 comprehensive middle schools participated in the Grade Retrieval Program to improve their marking period grade and reduce student retention. We also instituted a CMT Preparation class in the month of February to support the students with skills that are directly measured on the CMTs. The teachers used lessons that were written by a committee of teachers in conjunction with the Reading/Language Arts Supervisor. All classes are monitored by the

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supervisor at each middle school to ensure fidelity to the Program and to maintain instructional rigor. Bussing is also provided to the students to assist the parents to encourage student participation.

The Read 180 Program continues to be implemented at North End Middle School, Wallace Middle School, and West Side Middle School for regular education students. The Program shows success at all 3 schools but takes on different models of instruction. North End utilizes the Program as an alternative mode of instruction compared to a traditional Reading class, Wallace's Program services 20 Grade 6 students from each of the 3 Houses, West Side services 20 Grade 6 students and 20 Grade 7 students. The classes at North End are 45 minutes in length while the classes at Wallace and West Side are 90 minutes. We are moving towards identical models in each building once a middle school restructuring plan is formally implemented.

In preparation for the CMTs in March, each grade level utilized a majority of non-fiction articles as reading passages for all CMT practice assessments. As a District, we have been moving towards a substantial increase in the reading and writing of non-fiction articles. This is an effort to increase content vocabulary. The teachers modeled all assessments with actual Strand A, B, C, and D CMT-type questions using the state-developed scoring rubric. The literacy portfolio requirements continue to be an integral component to monitoring student achievement in CMT skills. The requirements addressed each part of the CMT that is tested in Reading/Language Arts – writing, reading comprehension, editing and revising, and Degrees of Reading Power.

We have completed our second year of the Middle School Accelerated Program and we continue to increase enrollment. Added rigor was added to the curriculum and for the most part, the students respond with integrity. There are a very small number of students who do not respond well to the additional workload, but adjustments are continually made. The Program has grown in each year from inception. We are continuing with our summer program for the incoming Grade 6 MSAA students for the summer of 2011. There will be 20 students from each middle school who will attend Naugatuck Valley Community College for a 4-day science-based program from STARBASE. This year we have also partnered with Johns Hopkins University that enabled our Grade 7 MSAA students to participate in taking the SATs. Our students responded with glowing results. There were a total of 140 students from the 3 middle schools who accepted this challenge and 38 students attained the minimum score of 410 in the Verbal and/or 430 in the Mathematics. Of the 38 students, 26 students scored at least 410 in the Verbal, 5 scored at least 430 in the Math, and 7 students scored the minimum in both the Verbal and the Math. These students were honored at this year's MSAA Grade 6 Reception and received Certificates of Achievement for their unparalleled success.

We have implemented Final Exams in all Reading and Language Arts classes in all middle schools including Enlightenment and State Street. This process will ensure continuous, effective instruction through the end of the school year. The Final Exams are skill-based acquisition derived from Laying the Foundation encompassing Grades 6-10 which is part of the high school program of Project Opening Doors in Grades 11 and 12.

HIGH SCHOOL (9-12)

High school students who received marking period averages less than 65 at the 3 comprehensive high schools and the Arts Magnet School participated in the Grade Retrieval Program to improve their marking period grade. This is a continuation from the previous year. The teachers used lessons that were written by Department Chairpersons and the English Supervisor for the after-school program for Grades 9 and 10. It is an extremely successful program that enables many students to improve their report card grades and prevent failing the courses for the year. This should also impact the number of students taking summer school courses.

This year common midterm exams, common final exams, and quarterly benchmark assessments were given in all English 9 and 10 courses (including literacy) at the high school level. By using anchor sets as templates for common scoring, uniformity in scoring has improved among teachers. This also allows the teacher to better monitor student progress and identify areas in need of improvement. This data is analyzed during Data Team meetings and during Collaboration time as provided by the Board of Education. The portfolio requirements were also rewritten to better address our newly adopted Common Core State Standards.

For the first time, a mandatory summer reading program was instituted for all high schools. All incoming Grade 12 students at Crosby, all incoming Grade 12 Honor students at Kennedy and Wilby, and all incoming Grade 9 students at Waterbury Arts Magnet were required to read a specified novel accompanied with a writing assignment. The books were purchased by the English Supervisor to be added to each individual's department resources. This summer assignment was met with varying degrees of success. A less than acceptable percentage of students fulfilled their obligation with the summer reading assignment.

The English Department continues to support Project Opening Doors at Wilby High School and Crosby High School. This Program strongly encourages students to participate in the registration of AP courses. This will greatly enhance a student's ability for college acceptance while earning college credit in high school. The English Department has purchased textbooks to supplement the textbooks that are purchased through the Project's grant.

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b. Goals for 2010-2011

There is one Tier I Indicator for literacy and 2 Tier II Indicators as outlined in the District Improvement Plan. The Tier II strategies, results indicators, and monitoring are outlined specifically in the plan. The following is a brief summary of those components.

Tier I:

To increase reading proficiency for all students by a minimum of 15% by the end of three years as measured by Developmental Reading Assessment (DRA), Connecticut Mastery Tests (CMT) and Connecticut Academic Performance Test (CAPT).

Tier II:

Create and implement a district-wide Professional Learning Community System to improve the achievement of all students in core subject areas particularly in literacy and numeracy.

Provide additional prescriptive instructional support systems to address the needs of students identified as below proficient in literacy and numeracy.

MIDDLE SCHOOL (6-8)

The Read 180 Program is offered in all 3 comprehensive middle schools for either 45 or 90 minutes per day from 4-5 days per week. A schedule was developed with the building principal of each school, house principals and the Reading/Language Arts supervisor. The teachers also received additional novels from the Reading/Language Arts Supervisor that are used during the independent reading phase.

Credit Retrieval in the middle schools takes place 3 sessions for each of the first 3 marking periods. In addition, a CMT preparatory session was offered to students in February, between marking periods 2 and 3.

As part of the District Improvement Plan, a new Middle School Accelerated Academy in grade 6 was implemented in each of the 3 comprehensive middle schools. This Program follows a compacted curriculum that enables the students to eventually attain high school credits in grade 8. The Reading/Language Arts/English Supervisor, 6-12 is providing the leadership for this Program. The current Grade 6 students and Grade 7 students received another book to keep and read as part of their summer reading/writing assignment as they did when they entered the Program in Grade 6. For each summer assignment, the students are required to read a total of 3 books each with and accompanying writing assignment.

HIGH SCHOOL (9-12)

The Credit Retrieval Program was expanded in the high schools. We offered up to 3 sessions for grades 9 and 10 for each of the first 3 marking periods. This Program has prevented students from failing English for the participating year and also in reducing student retention in the upcoming years. The English Department also piloted a new format to increase student enrollment in the Program by reducing the number of required days to attend but increasing the take-home assignments. This new format will be evaluated to measure its success.

The Reading/Language Arts/English Supervisor, the department chairpersons, and selected teachers created benchmark assessments in each of the high schools and the Alternative Programs. This provides the Supervisor and each school with individual student achievement as well as district status with the CAPT assessment. This initiative is a strategy in the District Improvement Plan for 2008-2011 and will continue in the 2011-2014 DIP.

We are continuing with our vertical collaboration between the middle schools and the high schools. This is year 2 and we have expanded the expectations of Grade 8 students. The Grade 8 Final Exams include Response to Literature, Reading for Information, and Editing and Revising – the 3 components assessed on the CAPT.

II. HIGHLIGHTS from 2010-2011

1. The grades 9-12 English curriculum and book list was completed by a committee consisting of department chairpersons, selected teachers, and the English Supervisor that was presented to the Board of Education and approved on September 14, 2009. This was an essential component for Kennedy High School, Crosby High School, and Waterbury Arts Magnet Middle and High School NEASC accreditation in this academic year and Wilby High School in the following year. Each NEASC Committee commended the English curriculum and recommended only minor revisions.

2. The Grades 6-8 Reading/Language Arts curriculum and book list was approved by The Board of Education on September 14, 2009. It was developed by a committee of the 2 Reading/Language Arts Supervisors, the elementary Reading facilitators, and selected middle school teachers. The last curriculum was written in 2001. It includes a required reading list, a recommended/suggested reading list, and a below and above reading list with it. This also significantly assisted Waterbury Arts Magnet School (middle school) as they, too, have pursued NEASC accreditation. The curriculum was accepted without a recommendation.

3. The Reading/Language Arts/English Supervisor purchased an average of \$7,000.00 worth of books and technology for each Library Media Center in each of the District middle schools and high schools.

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4. In an effort to further advance technology in our Reading/Language Arts classrooms, the Supervisor purchased 10 sets of 32 Smart Response Systems. Each comprehensive middle school received 3 sets and the Arts Magnet School received 1. These systems will provide the Supervisor, teacher, and student with immediate results regarding an assessment. This enables the teacher to immediately access the data and to adjust and target his/her instruction to meet the needs of each student.

III. STRENGTHS of Educational Program

The initiative of a Professional Learning Community (PLC), a District Improvement Plan Tier II Indicator, plays an important role in Waterbury's educational process. It was the charge of our 3 days of Professional Development at the beginning of the 2010-2011 school year. This is a continuation and elaboration from the 2009-2010 year. This training focuses on job-embedded learning for staff members (teachers and administrators) as a commitment to student learning.

This year's focus for the Reading/Language Arts/English Supervisor was to focus on "How will we respond when some students don't learn?" The supervisor provided in-service to all middle school Reading, Language Arts, and literacy teachers and all English and literacy teachers in the high school during the first two days of Professional Development in August of 2010. The presentation highlighted Differentiated Instruction as part of student learning. This is a monumental shift in teaching for secondary teachers.

The Professional Development that is planned for the 2010-2011 school year revolves around the theme of "Reading Strategies for the Content Areas." Resource books and in-service has been provided in 2009-2010 and will continue throughout 2010-2011 in all areas of instruction – core and non-core subjects.

With the ARRA funds that became available this year, the supervisor was able to equip all Reading, Language Arts, ELL, and Focus classrooms with Interactive White Boards in the three comprehensive middle schools and all English classrooms with Interactive White Boards in the three comprehensive high schools. The Reading/Language Arts/English Supervisor also purchased a minimum of 300 trade books per grade level for grades 6-12. This translates into a rich classroom with traditional and technological resources where the supervisor can more effectively support teachers.

The supervisor has developed a dual articulation with Naugatuck Valley Community College and our 4 high schools and alternative program for college credit. The new course, Public Speaking, has been added to our high school curriculum so that Grade 12 students in the District can earn 3 elective college credits. The Public Speaking course will be a half-year course for .5 high school credit that will be taught with a Journalism II class. The agreement with NVCC also includes 25 textbooks for each of the locations which total more than \$10,000.00.

The English Department is moving forward in attempts to address the needs of all students with all ability levels. The driving force is helping students further their educational goals. All students should master academic requirements and societal responsibilities that shape well-rounded and successful community leaders. We are partnering with external agencies, post-secondary schools, and parents in an effort to support student success in the Waterbury Public Schools.

Mathematics Department

Pamela Barker-Jones, Supervisor

I Goals

A. Indicate how you accomplished your 2009-10 Annual Goals.

Tier I Goal: To increase mathematics proficiency for students by a minimum of 15% by the end of three years as measured by the CMT and CAPT.

ELEMENTARY (K-5)

There was great excitement in July 2010 when Waterbury received the Math CMT report for grades 3, 4, and 5. Waterbury was the first district in the lowest DRG to exceed the proficiency mark in Mathematics. Grade 5 achieved 82.7% proficiency surpassing the state proficiency mark of 82%. This is the only time in the history of the Fourth Generation CMT that this happened at any grade level in Mathematics in the DRG. Additionally, the State proficiency for Mathematics grade 5 was 87.8 and Waterbury was only 5.1 % behind that. Waterbury Elementary Math Scores were the highest in the DRG, and the closest districts in the DRG were more than 10 percentage points behind.

A new textbook was implemented in grades 4 and 5, and the curriculum was revised to begin to address the change over to the Common Core State Standards. The elementary teachers in all grades, but particularly in grades

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3 – 5 worked diligently to incorporate the newer strategies that will move our students forward over the next three years as we prepare for the new testing in 2014.

The five elementary Math coaches continued to work as a Professional Learning Community. They worked tirelessly to monitor, coach, and attend all the Math data teams in the 17 schools that they service. The department worked together with Nick Chapman to create a new data base for collecting data. This change from SharePoint to the WPS Math Data Base will allow the math benchmark data to flow easily into the new data warehouse system. The data base was piloted for the end of the year benchmarks in grades 1 – 5 with 95% participation from teachers.

MIDDLE SCHOOL (6-8)

Data Teams continued to strengthen at the middle school level. Although some schools have a stronger Data Team process than others, the overall process strengthens each year.

The TI-Navigator System was used for all district benchmarks this year. The benchmark system was changed to incorporate pre and post tests for each of three curriculum cycles. Using the TI-Navigator System in all 6 – 8 classrooms has proved very successful in providing instant feedback to students and teachers. This translates into better instructional practices across the middle schools.

The credit-retrieval program was very successful and continues to run well at all three comprehensive middle schools. These programs give students the opportunity to get extra support behind the school day. The Math teachers also get to use more differentiated strategies that they can then replicate in the regular classroom.

HIGH SCHOOL (9-12)

The Board approved curriculum revisions and course sequencing began its second year of implementation. Additionally, pre and post benchmark assessments were used in Algebra I, Geometry, Algebra II, Discrete Math, and Pre-Calculus. These benchmarks assisted the teachers in staying on pace while paying closer attention to the needs of the students.

The curriculum work that was done over the last three years is very well aligned to the new Common Core State Standards. Although the CAPT performance is still low, the focus on Common Core will better prepare the students for the future end-of-the-year state assessments and the new overall assessment in grade 11. CAPT will continue to be a problem until the Reading level of students is raised.

Teachers are becoming more proficient with the graphing calculator, interactive whiteboards, and Navigator technology. This year we expanded our use to the TI-Inspire for the upper level classes. These newer calculators are better for our advanced students and should help our AP Calculus students achieve higher scores on the AP exams.

Goals for the 2010-11 year:

Tier I Goal: To increase mathematics proficiency for students by a minimum of 15% by the end of three years as measured by the CMT and CAPT.

This goal has not changed over the last three years as it is one of the major goals of the District Improvement Plan. The approach to making this happen changes slightly each year. However, the main focus is on improving instructional strategies and using data to inform instruction. Additionally, we will be making a large push to inform students of their progress, particularly at the middle school and high school levels using the TI-Navigator System.

II HIGHLIGHTS

HIGHLIGHT 1: The Waterbury Public Schools was named a National Texas Instruments Reference District for our outstanding use and integration of technology in the Mathematics classrooms.

HIGHLIGHT 2: The new WPS Math Data Base was created in preparation for Data Warehousing. The WPS Math Data Base is the first curriculum data base to be created in the district

HIGHLIGHT 3: Waterbury CMT Mathematics scores in grade 5 exceeded the state proficiency mark of 82%.

III STRENGTHS

The major strengths of the department are shared leadership, organization, and program development. The supervisor, district administrators, and the teachers have shared the responsibility for improving Mathematics. The supervisor has communicated the vision of the department as well as long and short term goals and continues to advocate for mathematical excellence for all students. The Mathematics coaches in conjunction with the district

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principals have done an excellent job of supporting and communicating these goals to the instructional community in their buildings.

The department stays current with research and its application in the classroom. At all levels teachers are beginning to realize the importance of research-based initiatives and materials. Additionally, the Mathematics Department has been very proactive in adopting the Common Core State Standards for Mathematics. Teacher training in the new standards has been on-going throughout the year.

Overall the department has shown improvement and will continue to work toward the goals of the District Improvement Plan. The department is well-positioned as a Professional Learning Community and will continue to build on collaboration, ingenuity, organization, and public relations both in the district and the community. Mathematics education is the “gatekeeper” to higher education and, as a department we continue to push the gate open for all of our students every day.

Science and Technology Education

Victoria Chaudhuri, Supervisor

Science: Achievement of Goals

- A regular sequence of walkthrough observations was done, with particular focus on 9th grade physical science
- Common Formative Assessment is becoming embedded in the science planning team strategies.
- Teachers are formulating more ways to use the CFAs
- A Chemical Hygiene Plan is in place at each high school so as to be in compliance with federal regulations under the OSHA Laboratory Standard
- Introduction of use of science notebooks in the elementary classrooms. Further training will be given in the August PD.
- A Chemical Hygiene Plan is in place at each middle and K-8 school so as to be in compliance with federal regulations under the OSHA Laboratory Standard
- Science Curriculum in the high schools and middle schools are being implemented with 100% compliance
- After school programs for elementary science were opened in partnership with the 21st Century Grant
- You Be the Chemist was implemented at Wallace Middle School. A sectional competition was put on at Wallace with students from Naugatuck Middle School. The winner (a Naugatuck student) attended a state-wide competition in Hartford.
- After school programs for middle school science continued with the STEM grant through the University of Connecticut and the 21st Century program
- In the high schools and middle schools, science classes supported the reading programs by having reading comprehension in each lesson
- Continued to recruit and hire highly qualified teachers as defined by NCLB for middle school and high school science
- Collaborative planning teams continued at the middle schools and were instituted at the high schools.
- Common Formative Assessments were done and did provide data to drive classroom instruction and identify students in need of extra support
- Benchmark assessments in Physical Science (4 assessments) and Biology (4 assessments) were instituted at the high schools. This data will form a baseline for achievement progress.

Technology Education: Achievement of Goals

- Continued to hire highly qualified teacher as defined by NCLB for middle school and high school
- Technology teachers are independently trying to find a way to use common formative assessments in technology education classes
- 2 teachers were trained for Project Lead the Way
- New computers were provided to Gateway to Technology teachers at the middle school
- 3 courses in the technology education curricula were completely re-written. They had not been revised since 1998. Completely new CT SDE Career and Technology Education Competencies were issued in 2009. These are being used to guide the revisions. The goal is to revise all technology curricula
- Perkins Grant monies were used to buy SMART Boards for the high school, buy needed equipment and provide professional development

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Highlights

- The second year of You Be the Chemist was accomplished.
- Teachers from Crosby High School attended AP training through Project Opening Doors
- Environmental Science Honors was implemented
- Honors weight was granted to Project Lead the Way Courses by the Board of Education
- After school STEM program at North End Middle School was a success
- Health and Science Fair at Wilby High School was a success
- Students have been recruited and registered for the new articulated classes with NVCC in Human Biology and Physics
- Students from Crosby High School competed in the Envirothon. This competition is sponsored by the CT Department of Environmental Protection (DEP)

Strengths

- The teachers of science and technology are highly qualified and seek out projects and programs for students on their own
- Professional development is sought out by the teachers and many pay for their own training
- The reading in the science and technology content areas is done regularly with fidelity to program requirements and reading department paradigms
- The curriculum has scope and sequence from kindergarten through 12th grade
- Opportunities for internships in the community

Social Studies and Family Consumer Sciences

Michael Harris - Supervisor

I. GOALS:

a. Accomplishment of Goals 2010-2011

Because I am new to this position, I did not set formal goals with Central Office for this year; however, I did set personal goals to work towards. Due to the fact that I am a Social Studies certified person but my job requires me to oversee not only Social Studies but also Business, Family and Consumer Sciences, Culinary Arts and Allied Health; my major goal was to become familiar with all of these areas. Meeting staff, becoming familiar with course offerings, and learning the day to day operation of these departments was extremely important. Learning to complete the Carl D. Perkins Grant Budget and Narrative was extremely important as well. I also wanted to continue my department's initiative to assist all schools and students to close the achievement gap. This past year has been a learning experience each and every day, and after 10 months on the job, I feel I have been pretty successful meeting my initial goals.

b. Goals for 2011-2012

I would like to continue to have my departments assist in closing the achievement gap. Many of my teachers will be given Professional Development on Reading in the Content Areas with an emphasis on the new Common Core Standards. Some of my staff will receive Professional Development on the continued use of technology in the classroom. In addition, some of my staff will receive Professional Development on Data Driven Decision Making. All of this Professional Development will allow my staff to align their lessons to meet the needs of all of their students sitting in their classroom. Finally, we would like to add to the number of Articulation courses we offer our students in the hopes of having them earn post-secondary credits.

II. HIGHLIGHTS from 2010-2011:

This year we had our first Hispanic Heritage Month Celebration. Students from all over the City completed a project/assignment celebrating the accomplishments of a Hispanic American. Some of the completed work was displayed at the Chase Building and the students and their parents/guardians were invited to attend. We had students from the Elementary, Middle and High Schools attend. We also continued with the District's celebration of Black History Month. I was able to fill a binder with lesson plans prepared by teachers throughout the district and they were presented to Dr. Snead, Dr. Sequeira, Mrs. Cullinan and all members of the Board of Education. In March, I took 28 students from Crosby, Wilby and WAMS to the CABE Day Event in Hartford. Our students had an opportunity to meet the Governor as well as some of our local Representatives at the Legislative Offices.

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All Social Studies teachers now have a SMART Board in their classroom. Wallace teachers received their boards this year and they are really excited about the integrating of Technology into their lessons.

Finally, with the aid of Dr. Sequeira, the City will have U.S. History software available in 10 of our schools serving as a pilot program to have our students using the internet as a major source in their Social Studies classes. All of our Comprehensive High Schools, Middle Schools, and WAMS along with Wendell Cross, Gilmartin, and Chase Elementary Schools will serve as the pilot sites. It will be very exciting to see how the software will impact our students. Our teachers are very excited and are looking forward to implementing it into their daily lessons.

III. Strengths of Educational program:

Our 10th Grade Writing scores still are very strong on the CAPT, although we continue to strive for higher scores for all students. Kennedy had an audit done by the State of Connecticut in regards to the CTE Program. The State was very happy with the number of Articulation courses we offer students to receive post-secondary credits at NVCC and UCONN. The State was also impressed with the Technology we provide our students to assist in the learning process. Finally, with continued Professional Development, several members of my department are integrating more and more Technology into the classroom. Whether it is a new or veteran teacher, they are embracing the idea of new strategies for instruction to meet the needs of all of their students.

Heath and Physical Education

Joseph R. Gorman, Supervisor

I. GOALS:

- a. Accomplishment of Goals 2010-2011 (from School Improvement Plan)
- b. Goals for 2010-2011 (from School Improvement Plan)

Achievement Area #1: Student Performance – Satisfactorily completed

District –wide results on the 2009 Connecticut Physical Fitness Assessment reached a second consecutive historical high water mark. This was a slightly unexpected but welcome development, with 42.2% of all fourth, sixth, eighth and tenth grade students meeting or exceeding the assessment Health Standard on all four test items, up from the previous high of 41% last year.

Our 2011-2012 student performance goal is to continue to improve, or at least maintain these advanced gains on the 2010-2011 Connecticut Physical Fitness Assessment.

Achievement Area #2: Staff Development – Satisfactorily completed

Our 2010-2011 staff development goals were to:

1. *Fully train all middle school staff in regard to the use and maintenance of all new fitness center and bio-analysis equipment and initiate infusion within the curriculum.*
2. *Train all high school staff to prepare for implementation of the revised High School Health, Physical Education and Wellness Curriculum in SY 2011-2012.*
 - Middle school staff training on the use and maintenance of the new fitness center equipment began on August 25, 2010 and continued throughout the year. Routine use of bio-analysis tools with students by teachers is progressing rapidly.
 - Carol White PEP Grant-funded presenters conducted intensive Middle School staff development in technology training on May 25th, 2011 to enable staff to begin using their new HP Slate 500 computers for instructional and data management purposes.
 - Led collaborative Health and Physical Education Professional Learning Community development re: assessment; high school curriculum preparation and alignment to NEASC compliance reviews at Kennedy, Wilby, Crosby and WAMS High Schools,
 - Led collaborative Elementary Physical Education Curriculum Analysis Tool (PECAT), High School Curriculum Revision, Middle School Curriculum Revision and Virtual Physical Education Manager technology committees.
 - All Health and PE staff members were re-certified in CPR and AED management on November 4, 2010.
 - Three select Health and Physical Education teachers attended a five-day “High Five” Adventure Education Training in Vermont in April 2011.
 - All Health and PE Teachers demonstrated continued improvement in data management skills when they presented Data Walls and Intervention plans regarding the CT. Physical Fitness Assessment to their principal/supervisor, and displayed their data at the BOE workshop on June 6th, 2011

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- Informal professional learning community activities continue to occur daily through technology – via the District Health & PE collaboration site SharePoint. Teachers share lesson and unit plans and grading rubrics with each other and their principals as a regular order of day-to-day departmental business.
- Eleven Health and PE teachers participated fully in the district’s New Teacher Orientation & TEAM Mentor training projects.
- All Health Specialists at High and Middle Schools become certified N-O-T Smoking Cessation Instructor-Trainers in November 2010.
- The Waterbury Physical Education Department continued standardized physical fitness test administration throughout the State of Connecticut through use of the new 3rd Generation Connecticut Physical Fitness Assessment training and administration DVD videos, CDs and website content produced by the department last year.

Achievement #3: Grants Management – Substantially completed

1. Maintain responsible stewardship and accountability for all current grant programs. Completed

Satisfactorily

- Successfully administered second-year implementation of the three-year, \$825,000.00 Federal Safe and Drug Free Schools Carol M. White PEP Grant.
- Opened high-tech exer-gaming fitness centers at North End Middle School, Wallace Middle School, West Side Middle School, the Waterbury Police Athletic League and the Waterbury YMCA.
- Conducted 4 data collection weeks pertaining to students’ weekly physical activity logs to track students’ progress at engaging in ‘moderate to vigorous physical activity’ (MTVPA) time.
- Conducted pre- and post- surveys to all administrators, teachers and students in September 2010 and May 2011 to gauge levels of satisfaction with the new centers and receive feedback for improvements.
- Continued implementation of three (3) separate competitive grants - \$2,500.00 New England Dairy Council ‘Fuel Up To Play’ Wellness Grants at Wallace, North End and WAMS.
- Participated in and received funding for Health instructional materials relevant to the PK-12 District Health and Wellness curriculum through the ‘N-O-T’ Healthy and Tobacco-Free Schools Grant, in collaboration with Education Connection.
- In process of implementing the three-year, \$825,000 Support for Pregnant and Parenting Teens Grant in collaboration with the Special Education Department, State Dept. of Public Health, Waterbury Dept. of Public Health, StayWell Health Center and the Hispanic Health Council.

2. Secure and implement the 2010-2011 federal Resources for Emergency Management for Schools competitive grant. Unaddressed

- Regrettably, the district application for \$250,000 Federal Safe and Drug Free Schools 2010-2011 Emergency Management Grant funding submitted 03/01/10 was ultimately unsuccessful; as such, funding was unavailable.

Achievement #4: Athletics

Our 2010-2011 athletics goal was to not only sustain, but institutionalize athletic programs to empower increased student participation rates in interscholastic athletics district-wide.

- Expanded Middle School Flag Football programs to include full-time coaches and 6th and 7th grade-only teams, effectively doubling the student participation rate for MS flag football in 2010-2011.
- Expanded Middle School Cross Country programs to include full-time coaches and interscholastic schedules, effectively doubling the number of cross-country meets (and student participation rates) beginning in the fall of 2011-2012.
- Unified Sports programs introduced at Wilby High School and Crosby High School; Kennedy HS pending
- Elementary school-aged “Young Athletes” programs expanded to include Washington, Bucks Hill Annex, Wendell Cross, Gilmartin, et al.
- High School Athletic Directors report positive growth and development observed among their indoor track programs.
- Four Crosby indoor track student-athletes qualified for National Competition in Greensboro, North Carolina – June 2011.
- Implemented Pole Vault Landing system to service all WPS High School Track and Field Teams.
- In process of negotiating year-round athletic trainers for all interscholastic teams year-round beginning in August 2011.
- Re-initiated free sports physicals for student–athletes at all 6 comprehensive middle and high schools in June 2011 through collaboration with StayWell Health Center.

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Our 2011-2012 athletics goal is to facilitate and empower the athletic directors, coaches and programs to substantially increase student participation rates in all interscholastic athletics throughout the entire district.

II. HIGHLIGHTS from SY 2010-2011

- District –wide results on the 2009 Connecticut Physical Fitness Assessment reached a second consecutive historical high water mark with 42.2% of all students tested passing all 4 CPFA assessments at the Healthy Standard level.
- Opened high-tech exer-gaming fitness centers at North End Middle School, Wallace Middle School, West Side Middle School, the Waterbury Police Athletic League and the Waterbury YMCA.
- Completed revision process and received BOE approval of new High School Health, Physical Education and Wellness Curriculum for implementation in 2011-2012.
- Completed the revision process and anticipate BOE approval of new Middle School Health, Physical Education and Wellness Curriculum for implementation in 2011-2012 sometime in July 2011.
- Unified Sports programs introduced at Wilby High School and Crosby High School; Kennedy HS pending
- Facilitated procurement and installation of pool lifts at Kennedy, Wilby/NEMS and WSMS pools for disability access.
- Expanded Middle School Flag Football programs to include full-time coaches and 6th and 7th grade-only teams, effectively doubling the student participation rate for MS flag football in 2010-2011.
- Expanded Middle School Cross Country programs to include full-time coaches and interscholastic schedules, effectively doubling the number of cross-country meets (and student participation rates) beginning in the fall of 2011-2012.
- Established the Waterbury Teens Who Care Foundation in collaboration with the Mayor’s Task Force Against Substance Abuse, the Waterbury Youth Council and the Central Naugatuck Valley Regional Action Council.
- A grand total of four thousand and twenty-two (4,022) Waterbury Public School students attended the New Britain Rock Cats game vs. Richmond on May 5, 2011; student behavior and comportsment were exemplary throughout the entire event.
- Actively participated in numerous committees responsible for, but not limited to, the revisions of the High School GPA standards, Attendance and Discipline Policies, Academic Course Re-Coding mandated by the State of CT, Safe Routes to School, Tools for Schools, Online Learning Initiative, advised ARRA projects management, et.al.
- Helped coordinate the Mission of Mercy project at Wilby HS and North End MS on April 16 and 17, 2011, which provided dental care and clinical dental services to approximately 2100 Connecticut residents completely free of charge.
- Developed, produced and distributed an anti-child obesity flyer aligned with the healthy snack program in collaboration with the Waterbury Board of Health and the WPS Food Service Division.

III. STRENGTHS of Educational program

The strengths of the Health and Physical Education Department have not, and will not, change in any significant way in the foreseeable future. Our primary strengths continue to be our people, our evolving program, and our shared commitment to seek continuous improvements that benefit our kids physically, academically and socially within and beyond our own instructional environments.

- The blending of Middle School Physical Education with Health and Wellness instruction has addressed a long-term student need for adolescent learners, and continues to evolve positively. The new exer-gaming fitness centers have fit in seamlessly with this philosophical direction.
- The curriculum revision processes for High School, Middle School and Elementary Health and Physical Education have been, and continue to be products of ongoing teacher collaboration. Revisions are teacher-generated and directed, and are advised by direct feedback from the students themselves.
- High school students continue to participate in the design and execution of their own personalized Fitness Plans.
- Staff participation in developing alternatives to the traditional physical education program continues to demonstrate genuine responsiveness to the needs of all students.
- The ongoing direction and supervision of prevention services and grants management by the department of Health and Physical Education will continue to serve the interests of the district, and all its students.

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- Data Driven Decision Making (DDDM) advises Health and Physical Education instruction and continues as the embraced norm within the Department.
- Elementary Physical Education teachers administer a content area that is exceptionally attractive to the vast majority of children. We intentionally capitalize on this interest to advance interdisciplinary learning through the medium of movement and creative play.
- Department staff is actively engaged in both the academic and extracurricular life of their schools through their participation in committees, special events, coaching assignments, and other roles of leadership within their respective Professional Learning Communities. As such, they are connected to the school improvement planning process, and utilize this knowledge in designing effective interdisciplinary instructional improvement.

Music Department

David Gardino, Supervisor

I. GOALS:

Accomplishment of Goals 2010-2011

- Developed a program to include Waterbury students into the C.M.E.A. Southern Regional Music Festival
- Piloted K-12 curriculum which aligns with improving CAPT and CMT scores
- Revamped course offering in the Music Department; eliminated, consolidated and created new courses and numbers to match new K-12 curriculum
- Implemented new curricula for Piano Lab, Music Theory, Jazz/Rock Orchestra and Foundations of Music
- Developed music program for the new PreK-8 Gilmartin and Duggan Schools

Goals for 2011-2012

- To provide on-going professional development and staff development in order to ensure that all teachers' instructional needs are met
- Develop grade level assessments which line up with the music curriculum as well as state and national music standards
- Develop parent groups to support the school band program
- Continue to use the district wide CPR lesson plan format
- Revamp K-12 music curriculum and edit all weaknesses (revamp and strengthen overall curriculum)

II. HIGHLIGHTS FROM 2010-2011:

- A working relationship continues with the Waterbury Symphony; free concerts have been provided to students
- A working relationship continues with the First Church of Waterbury which provides free concerts for all 5th grade students
- Wilby, Kennedy and WAMS high schools, Wallace, North End, West Side and WAMS middle schools marched in the Memorial Day Parade
- Waterbury Public High Schools participated in the Southern Regional Music Festival
- Holiday and year-end programs in every school

III. STRENGTHS:

The music department is experiencing an on-going revival. There continues to be an increase in student involvement in music related classes. We are in a growth period through student elective and program expansion. The Music Department's greatest strength is the music staff and their ability to adapt to situations in a professional manner.

The 2010-2011 school year has truly been one of growth for the Waterbury School's Music Department. We continue to expose the students to performance and arts based enhancement. We look forward to continued growth in the coming years.

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Early Childhood Education Program

Kris Keidel, Supervisor

I. GOALS:

a. Accomplishment of Goals 2010-2011

This year the Early Childhood Education Program serviced 462 regular education students (Actual total of 625 including all special education inclusion seats). 22% were white, 46% were Hispanic, 26% were black and 6% were other.

Through the use of ELLCO (Early Language and Literacy Classroom Observation Tool) we see remarkable gains in the Pre-kindergarten students' performance. ELLCO helps build better literacy classrooms by assessing the quality of both the classroom environment and teachers' practices. With ELLCO, I am able to collect the essential data needed for professional development and program improvement that lead to better literacy outcomes for our students.

ELLCO Results 2010 2011 for ERF Classrooms

Teacher	Classroom Environment		Language and Literacy	
	Pre # /35	Post # /35	Pre # /60	Post # /60
	28-35 Strong to Exemplary		48-60 Strong to Exemplary	
Teacher 1	27	32	47	60
Teacher 2	29	27	54	54
Teacher 3	31	32	51	58
Teacher 4	32	34	41	47
Teacher 5	28	35	41	59
Teacher 6	31	34	52	57
Teacher 7	35	35	57	60
Teacher 8	34	35	57	55
Teacher 9	34	35	59	60
Teacher 10	30	33	53	59
Teacher 11	31	29	53	53
Teacher 12	33	31	53	49

Results:

Classroom Environment: 11 teachers scored within the strong to exemplary range; one teacher scored one point below this range.

Language and Literacy: 11 teachers scored within the strong to exemplary range; one teacher scored one point below this range but went up six points on the rubric scale.

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Another tool that is used to track students' performance in all Pre K sites is the DIAL 3 screening. Based on the DIAL Pre Test Score average of 17.8 and Post Test score average of 30.7, we have seen outstanding growth in the 2010-2011 school year. I believe this growth can be attributed to the new reading series, the professional development given by the HM consultant and in-class training given by the Pre K literacy coach.

The Early Reading First (ERF) grant is in the third year of implementation; operating in 12 of the district's 29 Pre-Kindergarten classrooms. The program served a total of 191 students in the 2010- 2011 school year. The overwhelming majority of the ERF students were in at least one of the high risk categories (low income, limited English proficiency, and special needs). The program showed impressive gains in literacy skill development as evidenced by outcome data on the PALS assessment (Phonological Awareness Literacy Screening).

Number of Students Meeting Objectives (PALS)	173 of 191
% of Students Meeting Objectives	90%

b. Goals for 2010-2011

Below is a specific list of goals for the 2010-2011 school year.

- To increase educator capacity in the pre-kindergarten classrooms through high quality, embedded and sustained professional developments
- To provide Pre-Kindergarten students with cognitive learning opportunities in high-quality language, literature, and print rich environments.
- To improve the early reading skills of the pre-kindergarten students, specifically in the areas of oral language, alphabet knowledge, phonological awareness, print awareness, and kindergarten readiness

The Early Childhood Education has identified a series of strategies and activates, categorized as the programs core components/ objectives, through which we expect to generate a positive impacts listed in the programs goals. These core components/objectives are intended to provide structure to programs implementation:

- *High Quality Professional Development:* Educator support that is ongoing, sustained, intensive, and classroom focused (coaching and ongoing professional development)
- *SBRR-Based Curriculum:* SBRR materials that are integrated into the existing preschool program and aligned with the Connecticut Preschool Curriculum Framework(Houghton Mifflin and Breakthrough to Literacy)
- *Targeted Student Support:* Student support purposely focused on assisting English Language Learners and children receiving special education services using the RTI model

II. HIGHLIGHTS from 2010-2011

The School Readiness Grant was approved for the 2011-2013 school years, bringing in \$957,000 in School Readiness funding per year for Bucks Hill Annex, Gilmartin and the new Duggan classroom sights.

The Early Childhood Education Program was approved for a fourth year – no cost extension to the Early Reading First Grant. With this extension, we are able to support three Literacy coaches, the ERF coordination, a Summer Literacy Institute providing a 4 day professional development for Pre K to 5th grade teachers and a summer school for 90 Pre-Kindergarten children.

The ERF Literacy coaches were able to assist some kindergarten teachers in an educational environment that is suitable based on the ELLCO. This was a 6 month venture which was appreciated by most kindergarten staff and principals.

III. STRENGTHS of Educational program

This is the second year of implementation for the Houghton Mifflin Pre K Reading Series in all of the 4 year old full day Pre-Kindergarten classrooms. Next year we will be implementing it in all the half day 4 year old classrooms. This series focuses on Phonemic Awareness, Oral Language, Concepts About Print and Letter Identification. As research shows us, these are the basic skills that incoming kindergarten students need to succeed in school. With the use of ARRA funding, we had a Houghton Mifflin consultant come in monthly to work with all the teachers on the implementation of this series.

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Bilingual/ESOL Education Department

Adela Jorge-Nelson, Supervisor,

I. Goals

A. The Bilingual/ESOL Education Department goals were accomplished by:

- Monitoring and updating policies and procedures following the Connecticut General Statutes (CGS), Section 10-17, including the identification, assessment, placement, transferring, and exiting of English Language Learners (ELLs)
- Offering and providing services in accordance with state, local and federal mandates
- Provision of Language Transition Support Services (LTSS) to all students who have reached 30 months in the Bilingual Program
- Completing LAS Links testing for all ELL students in the district as required by law
- Maintaining and analyzing student data to ensure student academic success
- Assessing and monitoring curriculum implementation by Bilingual/ESOL department staff by ensuring adherence to the CT ELL Framework; LAS Links; Curriculum on the Wall; CPR; CMT Standards; and Content Area Curricula, by conducting Professional Learning Communities meetings; teacher training, walkthroughs, and monitoring student assessments
- Conducting city-wide Professional Development on:
 - Classroom Instruction that Works for ELL's and All Learners
 - Laws, Regulations, and Implication for Teaching
- Supporting the implementation of Sheltered Instruction in all schools to maintain and enhance Best Practices for all students
- Monitoring OCR recommendations regarding ELLs as well as the Action Plan for the District in coordination with the Superintendent, Assistant Superintendent for Curriculum & Instruction, central office staff, school administrators, and Bilingual/ESOL Department Staff
- Maintaining a partnership with the Reading/Language Arts, Math and Science Department Supervisors in order to improve literacy and numeracy proficiency for all students

B. Future and Immediate Goals to Improve Student Performance and promote Effective Delivery of Instruction:

- Increase ELLs academic achievement by monitoring curriculum implementation, teacher training, and student assessments
- Monitor the implementation of policies and procedures under Connecticut General Statutes (CGS), Section 10-17, NCLB, OCR and Title III
- On-going partnership with the content area department supervisors in order to incorporate Sheltered Instruction in all content areas
- Continue focus on academic language development: oral language, vocabulary development, and reading in the content areas for ELLs
- On-going Professional Learning Communities meetings to ensure that all procedures and strategies outlined in the District Improvement Plan for ELLs are implemented
- Monitor OCR recommendations and District Action Plan in coordination with the Superintendent, Assistant Superintendent for Curriculum & Instruction, central office staff and administrators

II. Highlights

- The Bilingual/ESOL Education Department, in collaboration with the Reading/Language arts Department and the Social Studies/Family & Consumer Science Department, celebrated the first district-wide Hispanic Heritage Month Celebration
- Administered Language Assessment Scale (LAS) Links to all ELLs as mandated by state and federal requirements & NCLB
- District exceeded the State of Connecticut Department of Education targets for students making progress in English and the target for ELLs scoring proficient for the 2010-2011 school year
- Five current ELLs (three ESL, one Bilingual, and one LTSS) and sixteen students previously identified as ELL were selected by their particular schools to compete in Olympics of the Mind
- Eight current ELLs (five ESL, two Bilingual, and 1 LTSS) and eight students previously identified as ELL were selected to participate in Waterbury Public School's Language Arts Festival

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- Three current ELLs (one ESL, one Bilingual and one LTSS) and twelve students previously identified as ELL received the Superintendent's Award
- One ESL teacher (Teresa Morais) was selected Teacher of the Year for her individual school
- One Bilingual teacher (Luanelly Iglesias) was awarded the CEA's 2010-2011 Award for Leadership in Hispanic Educational and Community Relationships, as well as the Hispanic Coalition of Greater Waterbury's Coqui Award
- One ESL teacher (Suzanna Dali-Parker) is currently an adjunct professor in Saint Joseph College's Teacher Preparation Program
- Bilingual Staff Developer and Bilingual Literacy Facilitator will attend a three-day "Train the Trainer" Institute on Differentiating Instruction

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<p>During the 2010-2011 school year, the Bilingual/ESOL Education Department conducted a series of city-wide workshops for Bilingual and mainstream teachers on Classroom Instruction that Works for ELL's and All Learners, which encompasses Marzano's 9 strategies, stages of language acquisition, and the Sheltered Instruction Observational Protocol (SIOP) Model, as well as workshops on laws, regulations and implications for teaching students with limited English proficiency</p>		
Date	Workshop Title	Participants
Aug. 18, 2010	Aligning CPR and SIOP: Setting Objectives	64
Sept. 16, 2010	Literacy Academy: ESL Teachers	13
Sept. 27, 2010	Stages of Second Language Acquisition, Setting Objectives and Providing Feedback	17
Sept. 28, 2010	Application of Setting Objectives & Providing Feedback	45
Sept. 29, 2010	Stages of Second Language Acquisition, Setting Objectives and Providing Feedback	13
Sept. 30, 2010	BIL/ESOL Leadership Team	10
Oct. 4, 2010	Bilingual Reading and Title I Meeting	7
Oct. 18, 2010	Building Academic Vocabulary	17
Oct. 19, 2010	Application of Building Academic Vocabulary	33
Oct. 21, 2010	Using Keystone to Monitor Progress	9
Oct. 20, 2010	Literacy Academy: ESL Teachers	14
Oct. 25, 2010	BIL/ESOL Leadership Team	18
Oct. 26, 2010	Application of Setting Objectives & Providing Feedback	20
Oct. 27, 2010	Application of Building Academic Vocabulary	30
Nov. 4, 2010	BIL/ESOL Leadership Team	7
Nov. 8, 2010	Application of Cues, Questions and Advance Organizers	15
Nov. 9, 2010	Application of Cues, Questions and Advance Organizers	27
Nov. 15, 2010	Identifying Similarities and Differences	26
Nov. 16, 2010	Application of Identifying Similarities and Differences	26
	Literacy Academy ESL Teachers	16
Nov. 30, 2010	Application of Cues, Questions and Advance Organizers	32
Dec. 2, 2010	Bilingual Reading and Title I Meeting	8
Dec. 6, 2010	Summarizing and Note Taking Part I	20
Dec. 7, 2010	Application of Summarizing and Note Taking Part I	24
	Literacy Academy ESL Teachers	9
Dec. 13, 2010	Summarizing and Note Taking Part II	23
Dec. 14, 2010	Application of Summarizing and Note Taking Part II	26
Dec. 15, 2010	Building Academic Vocabulary	13
Jan. 11, 2011	Cooperative Learning Homework and Practice	26
Feb. 9, 2011	Classroom Environment	32
Feb. 23, 2011	Bil/ESOL Dept. CMT/CAPT Q&A	10
March 9, 2011	Bilingual Literacy Academy	20
March 17, 2011	Bilingual Literacy Academy	17
April 6, 2011	Bilingual Literacy Academy	18
April 13, 2011	Bilingual Literacy Academy	19
March 1, 2011	Bilingual Literacy Academy	17
April 27, 2011	Bilingual Literacy Academy	17
May 4, 2011	Bilingual Literacy Academy	18
	Using PowerPoint to Provide Visual Support for ELLs	25
May 11, 2011	Laws, Regulations and Implications	45
May 12, 2011	Laws, Regulations and Implications	25
May 17, 2011	Laws, Regulations and Implications 4 teaching	13
May 25, 2011	Goals and Expectations	69
May 3, 2011	Using PowerPoint to Provide Visual Support for ELLs	26
June 1, 2011	Bilingual Literacy Academy	18
Grand Total		997

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During the 2010-2011 school year, the Bilingual/ESOL Education Department provided Parental Involvement workshops to improve student attendance, behavior and academic performance		
Date	Title	Location
Sept. 28, 2010	Parents' Intro. To Kindergarten	Hopeville
Oct. 13, 2010	Grade Level Expectations and Strategies	Carrington
Oct. 15, 2010	Reading Strategies/DRA2/EDL2	Chase
Oct. 21, 2010	Literacy Night	Chase
Oct. 25, 2010	How to teach your child at home	Chase
Oct. 29, 2010	Me Importas: Providing Social and Academic Support	Chase
Dec. 1, 2010	Helping Your Child Succeed in School	Carrington
Dec. 17, 2010	Reading and Writing Strategies	Chase
Feb. 24, 2011	DRA2/EDL2	Carrington
Feb. 24, 2011	Family Reading Night	Carrington
Mar. 25, 2011	EDL2/DRA2 Expectations by Levels	Chase
April 5, 2011	Science: Properties of water	Carrington
April 12, 2011	Kindergarten Exit Criteria	Hopeville
April 13, 2011	DRA2/EDL2	Hopeville
April 15, 2011	Trip to NVCC: Parents and Students	NVCC / Carrington

III. Strengths

- ELL students are identified, placed, and serviced in accordance with Connecticut General Statutes (CGS), Section 10-17 and federal mandates (NCLB)
- Provide translations in the two most common languages (Spanish and Albanian) of district-wide documents as well as of forms and letters for individual schools
- Student assessment and performance data is collected, analyzed and distributed to schools in order to drive instruction and monitor students' progress as well as reported through various federal, state, and local reports in coordination with the Technology, Research, Development and Testing Departments
- Ensure ELLs linguistic and academic achievement by implementing Best Practices, Research based strategies and Data Driven Decision making in accordance with CGS and federal mandates; continued planning and providing research based professional development to all Bilingual/ESOL Education Department staff along with district-wide mainstream teachers and administrators; collaboration with Content Area Supervisors to ensure academic success for all ELLs
- Continue evaluation and monitoring of teacher performance through the evaluation process designed and implemented by the district as well as through walkthroughs

IV. Statistical Data (as of May 26, 2011) for the School Year 2010-2011

- The Bilingual/ESOL Education Department currently serves approximately **2304** English Language Learners (ELL)
- Under the state statutes, where a student who has reached the thirty month maximum in the Bilingual Program, and has not met the requirements for English Mastery Standard, Language Transition Support Services (LTSS) are provided
- Language Transition Support Services (LTSS) were provided to approximately **583** students for the time frame noted, of which **136** became eligible for during the 2010-2011 school year
- **1091** students were serviced through ESL classes and approximately **512** students through the Bilingual Transitional Model. There were **118** ELLs who did not receive direct services due to parental request but are monitored and tested annually per NCLB
- A total of **808** new incoming students were tested for English proficiency, of which **603** qualified for and accepted services. Of these, **308** received ESL services, **242** entered the Bilingual Program and **25** were serviced through LTSS
- **171** students met the exit criteria for proficiency and exited the program for the 2010-2011 school year

SPECIAL EDUCATION DEPARTMENT

Assistant Superintendent for Special Education

Anne Marie Cullinan

Special Education Supervisors: Roberta Abell, Lisa Brown, Luisa Cumbo, Wendie Dawiczky,
Denise Derenches, Robert Delaney, Elaine Hlavacek,
Wendy Owen, and Jason Sconziano
IDEA Grant Coordinator: Elaine Skoronski

I. Goals

Accomplished during 2010 – 2011

District-Wide Department Goals accomplished during 2010-2011

- A. Special Education Supervisors have met and collaborated with building staff and administration to assist in the SRBI process by analyzing and reviewing SMART goals, informal and formal assessments, and EIP interventions. In addition, a triangle of SRBI strategies was distributed district wide that provided tiered levels of intervention for academics and behavior.
- B. The Special Services Department has implemented the new LD guidelines during the 2010-2011 school year utilizing the SRBI process. This includes the completion of the LD worksheets for Reading, Writing, and Math as appropriate, as well as the completion of the LD criteria. The district continues to improve the various methods of the data collection process when identifying students as Learning Disabled. The district has piloted the AIMSWEB Program in 5 elementary schools (Regan, Driggs, Wendell Cross, Maloney, and Brooklyn). Ongoing professional development has been given to staff throughout the 2010-2011 school years by in-district, AIMSWEB and CSDE Consultants.
- C. The District improved the accuracy of CAPT/CMT accommodation data collection. The Department of Special Services has regularly met with the Supervisors of Research and Testing and reviewed the procedures and collected data monthly in an effort to improve the overall rate of errors in CMT/CAPT Registration and Accommodation Planning. As a result, there was a significant decline in both CMT/CAPT MAS Registration Errors and Accommodation Planning during the 2010-2011 school year.
- D. The speech and language pathologists continued to identify areas of need to reduce the over identification of language minority students. A district-wide focus group was established that looked at many areas impacting the referral and evaluations of language minority students. A final report will be forthcoming and the district will address and strengthen our identification process and services.
- E. The district decreased the incidences of errors relating to CAPT/CMT MAS testing process through monthly monitoring of Tienet reports. Monthly reviews of policy, procedure and data assisted in the decrease of errors by 50%. Special Education Supervisors review Tienet monthly to ensure accuracy in completion of PPT paperwork including but not limited to CMT accommodation forms, paperwork set from DRAFT to Final, completion of eligibility criteria, marking period progress and caseload updates.
- F. The District continued to implement Positive Behavior Support Programs. The district continued the Implementation of PBIS (Positive Behavior Intervention Supports). This district-wide initiative has promoted positive behaviors through ongoing professional development led by UCONN Professor Dr. George Sugai as planned by Assistant Superintendent Mrs. Anne Marie Cullinan. The district held its annual PBIS celebration to Quassy as well as other PBIS celebrations district wide.
- G. The District held various programs to increase parent involvement which included workshops provided to parents and members of the community involving behavior, transition planning and early childhood education. The State Street After School Program had several parent functions. The School Readiness Program held its annual family day which was attended by many Waterbury families. In addition, several staff worked through a community collaborative to increase family involvement.
- H. The District continued to collaborate with Probate Court and the Truancy Clinic. The Department is seeking ways to expand its Truancy Clinic into more elementary and middle schools, and it applied to various state and private funding sources to accomplish it. The Special Services Staff has regularly met in collaborative efforts with Court/Probationary Staff and Local Community Agencies including Well-Path, WYSS, DCF and others. Special Services Staff has participated in community based initiatives through the LIST Program.

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- I. The District implemented a continuum of positive intervention strategies to address student behaviors in the following ways:
 - a. The district teams continued to meet with PBIS coaches from each building and were provided continual technical support. All schools have been visited for the SET and reports were submitted to the individual building by the collaborative coaches. These reports provided data to use to sustain the effective practices which they are conducting.
 - b. After School Detention Programs were implemented at each of the comprehensive Middle Schools and High Schools
 - c. The District continued to train personnel, use and refine its in-school suspension program in the middle and high schools. Documents were updated and put into electronic format with notebooks distributed to each school.
 - d. The in-school suspension program was successfully expanded into all of the elementary schools with materials distributed to each school and training provided to the staff.
 - e. The Department of Special Education was able to incorporate 11 students who were out placed into approved private special education programs.
 - f. Continued to utilize the automated message system for parental notification of absenteeism.
 - g. Continued to utilize the Truancy Clinic in selected sites as an intervention to reduce truancy.
 - h. The district has successfully navigated the utilization of the attendance retrieval program in the Middle and High Schools to include the alternative programs.
 - i. Continued to monitor the use of Support Service Personnel to implement research-based programs.

Preschool Goals accomplished during 2010-2011

- A. The Pre-K at Bucks Hill Annex has continued to maintain compliance with NAEYC standards to keep accreditation. The staff continuously assesses classroom and daily procedures to ensure compliance with the standards. Administration dedicates part of each staff meeting to reviewing NAEYC standards to ensure proper implementation of existing criteria, understanding and implementation of any changed or new criteria.
- B. Additionally, the Pre-K staff has worked hard to ensure that every minute of the students' school day is focused learning. With the addition of the new, state of the art playground, Pre-K teachers have spent much time working on ways to incorporate CT Benchmarks into outside play. The results have been very effective, for example, using the water and sand tables to focus on science concepts. Additionally, the climbing equipment has been a great way to work on motor skills as well as language and mathematics concepts. Furthermore, the painting easels have supported creative expression as well as language skills. Play is more than just play at the preschool.
- C. After talking to many parents and learning about their needs and hearing their suggestions, the teachers at the preschool have started a lending library. The idea is to have age appropriate books available to families that they can take home to share with their children. By having the books to borrow, families are able to carry over skills practiced at school. It also creates the foundations for lifelong enjoyment of reading for our students, and it also creates time for families to come together and bond. We have started this library but continue to find ways to improve on the initial concept and keep our supply growing. This is a project that we at the preschool will continue to shape and support.
- D. Finally, based on research that demonstrates the need for parents as partners in student education, the preschool holds regular parent meetings. Each meeting focuses on a specific topic to be discussed and then time for school staff and parents to have conversations regarding issues on parenting and child development. These meetings have been attended by families on an inconsistent basis. As we continue to work to increase attendance, we are assessing the effectiveness of the model and are trying new ways to reach and support parents.

Elementary School Goals accomplished during 2010-2011

- A. Implemented Early Intervention Services utilizing progress monitoring data to identify students with a learning disability. Special Education Supervisors analyzed and reviewed SRBI tiered levels of intervention including SMART goals, EIP interventions and formal and informal assessments. The new LD criteria were utilized as well as the LD worksheets for the Reading, Writing and Math.

Middle School Goals accomplished during 2010-2011

- A. WSMS continued to utilize system 44 with special education students and assess its effectiveness in improving reading skills and possible use district wide.
- B. The BDLCs in the District were reviewed and the systems were analyzed. The department is in the process of improving the system of entering and exiting students and to improve specific BDLC programming.

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High School Goals accomplished during 2010-2011

- A. CBT Programs between the three high schools were aligned. The High School Transition Task Force met quarterly to restructure the CBT program. Our goals were to better service CBT students, review present jobsites, transportation and enhance work experience by regrouping the CBT population by their grade level.
- B. The Rally & Rigor reading program continues to be gradually incorporated into several Special Education classes.

Goals for 2011-2012

District-Wide Department Goals for 2011-2012

- A. To review the EIP process as it relates to the new Guidelines for Identifying Children with Learning Disabilities.
- B. To continue to implement Positive Behavior Support Programs. Continued Implementation of PBIS Programs and Teaching Initiatives at a building base level. Continued use of the Collaborative Instruction Coaches to monitor, evaluate and assist in PBIS.
- C. To continue programs to increase parental engagement
- D. To revise the 504 manual
- E. To train all Waterbury Public School staff in de-escalation techniques during 2011/2012 school year. The department will coordinate, and implement Crisis Prevention Intervention. The district will train approximately 70 trainers who will be responsible for training all staff both regular and special education in de-escalation and behavioral management techniques.
- F. To restructure K -12 BDLC programs for consistency and continuity to promote a positive learning environment.
- G. To plan a district supported Preschool program for children on the Autism Spectrum
- H. To implement a PreK-12 behavioral consultation model for students experiencing challenging behaviors
- I. To continue to oversee the Connecticut Accountability and Learning Initiative for the Waterbury Public Schools
- J. To continue to oversee with the Connecticut Association of Schools the Demonstration School Project
- K. To in-service administrative staff on the expulsion process
- L. Special Education Supervisory Staff will continue to collaborate with Supervisor of Research and Testing in an effort to minimize staff generated errors and coordinate CSDE Initiatives at a District-Wide Level.
- M. Special Education Supervisory and Support Staff will collect, monitor and report to the CDSE data regarding the following
 - a. Evaluation Timeline
 - b. Resolution Collection
 - c. Restraint and Seclusion
 - d. "Out of District" Attendance and Enrollment
- N. Special Education Supervisory Staff will organize, plan and implement training for all paraprofessionals in areas related to student academic and behavioral achievement.
- O. We will continue to work collaboratively with Probate Court and Truancy Clinic
- P. We will continue to utilize the automated message system for parental notification of absenteeism
- Q. To Incorporate the Data Warehouse System in the Collection of Special Education Student Monitoring Systems
- R. To continue to programmatically meet with Specialized Departments: School Psychologist, School Social Workers, School Counselors and Speech and Language Pathologists
- S. To refine the Guidance Grade 5 Assessment Instrument to focus instruction on the goal of obtaining 90% mastery for each of the 19 common learning objectives established.
- T. To continue to plan and pursue guidance activities, lessons, and projects that promote safe and positive school climates, and reinforce concepts and skills taught in the classrooms and in small groups.
- U. To increase the average daily attendance rates of students in the District.
- V. To increase the use of alternatives to out of school suspension.

Preschool Goals for 2011-2012

- A. To continue to maintain NAEYC Accreditation and Program Standards.
- B. To continue to increase Early Childhood Outcomes (ECO) for all preschool students.
- C. To continue to work with Waterbury School Readiness and Community Programs to identify those Pre K students at risk and support the early identification process.

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Elementary School Goals for 2011-2012

- A. Provide Tiered levels of intervention to all students in need of assistance through SRBI process
- B. Monthly monitoring of Tienet to increase proficiency of IEP paperwork
- C. Work collaboratively with staff to ensure the accurate completion of eligibility criteria for special education services

Middle School Goals for 2011-2012

- A. District wide training will be implemented to increase the effectiveness of BDLC classroom.
- B. Provide Tiered levels of intervention to all students in need of assistance through SRBI process
- C. Monthly monitoring of Tienet to increase proficiency of IEP paperwork

High School Goals for 2011-2012

- A. District wide training will be implemented to increase the effectiveness of BDLC classrooms.
- B. To implement Naviance Program at each comprehensive high school in the 2011/2012 school year.
- C. Use data to drive IEPs goals and objectives
- D. Utilize State guidelines to improve post-secondary outcomes and transitional goals to assist students in making informed decisions about life during and after high school
- E. Use transition planning to guide the development of the IEP.
- F. To implement a High School friendly SRBI/EIP process for the 2011/2012 school year.

I. Highlights for 2010-2011

Department Highlights

A. New Technology

The ProxTalker, a communication device for non-verbal children, was purchased with ARRA funds from a local manufacturer. This device is useful for students with autism and severely disabled students. Many other communication devices were purchased as well as other technology including SMART Boards and SMART tables to support student learning and computers, touch screen monitors and Hatch systems specifically designed for preschool.

B. Professional Development

In the August Professional development, a review of the new LD guidelines was presented by the State Department of Education to all certified Special Education staff district wide. In January 2011, there was a series of six workshops also presented by the State Department of Education to all certified Special Education staff by division, on the LD criteria. Waterbury has taken the initiative to offer training that will be the foundation in the district to foster a culture of care welfare, safety and security for all students and staff in Waterbury. It is essential that all staff learn behavior management techniques and become aware of prevention, intervention and follow-up action strategies. Waterbury has hired CPI, Crisis Prevention Institute, to train trainers in district. This will occur over the summer. Once the trainers are trained, it is their responsibility to train staff in their buildings. Approximately 80 people will be trained. The trainers will be guided as to how to tackle the training in their buildings. The outcome anticipated is better de-escalation of behaviors and if ever necessary, appropriate "Personal Safety Techniques". This is in being proactive and keeping with the State's laws relating to seclusion and restraint in public schools.

We also continued Paraprofessionals as Partners Training. As a result of the training completed in 2009/2010 and the information analyzed from the Paraprofessional Training Surveys, it became evident that additional instruction was needed in the areas of Paraprofessional Roles, SRBI and Behavior Management. As members of our Professional Learning Community, we recognize the need to present information to paraprofessionals and certified staff collaboratively.

Professional development was offered to teachers to skillfully implement the use of technological equipment and electronic data programs purchased through ARRA funds.

C. PBIS

The District PBIS Team, which includes the Collaborative Instruction Coaches and Mrs. Cullinan, met six times during the school year. The dates were September 7, 2010, October 5, 2010, November 9, 2010, January 4, 2011, April 12, 2011, and June 7, 2011. The team members organized the SET (Self Evaluation Tool) schedule to conduct the audit of PBIS practices in each building. The Collaborative Instruction Coaches, along with two additional team members who had been trained as reliable evaluators, conducted the SETs throughout the school year. By April, 2011 all schools had been visited for the SET and reports were submitted to the individual buildings and the Assistant Superintendent, Mrs. Cullinan. These reports provide data for each building to use to sustain the effective practices which they are conducting and to improve in areas where needed. When requested by administrators, the

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Collaborative Instruction Coaches conducted follow-up meetings to discuss next steps for the individual school. Each school based team conducted a TIC (Team Implementation Checklist) and an EBS (Effective Behavior Support) survey to further evaluate the quality of implementation of the PBIS practices. The District Team has begun to examine the results of these and has included further in-depth work with the data from these in the goals for next school year.

The District team met with the PBIS Coaches from each building three times throughout the school year. The dates were September 21, 2010, October 28, 2010, and April 7, 2011. During these workshop meetings the PBIS District team members provided continual technical support to the schools as the implementation of the PBIS continues. On April 7, 2011, the District Team presented a workshop day with Dr. George Sugai who discussed the Three-Tiered Prevention Logic: Primary Prevention- School/Classroom- wide systems for all students, staff and settings; Secondary Prevention- Specialized group systems for students with at risk behavior; Tertiary Prevention- Specialized individualized systems for students with high-risk behavior.

In addition, the District team executed the End of Year PBIS celebrations. Through district and private funding, the district provided activities for the students who were documented as successful PBIS students. The celebrations were:

- QUASSY DAY for 1000 elementary students on May 12, 2011 to Quassy Amusement Park. (50 from each building)
- HIP-HOP DIMENSION...up to 800 students from each middle school and high school participated as the audience in a performance by the group, Poetry In Motion Crew. The performers provided a combination of dance, physical education, music, history, and social studies as they explored the evolution of Hip Hop. The dates of these performances were May 3, 2011, May 5, 2011, May 10, 2011, May 24, 2011, May 31, 2011, and June 2, 2011.
- HIGH SCHOOL HOST CELEBRATIONS—each high school hosted a day of activities for their feeder elementary schools. The activities ranged from a carnival/field day to activities and stations in the gym with ice cream and goodies provided. The dates for these activities were May 25th, June 1st, and June 2nd,

The district team is continuing to define its role in the implementation of the PBIS Practices throughout the district. The team will be meeting at least six times during the next school year to continue to provide support to the building coaches, and focus on the quality of implementation throughout the district.

D. Gifted and Talented Program

High School Gifted Program

In order to implement a modified enrichment triad model with students in the Smaller Learning Communities, teachers identified ten to twenty students from each SLC who would benefit from the process training model used in the gifted program. The model integrates study skills, learning styles, time management, note-taking, research skills, creative thinking skills, brainstorming, mapping, webbing, etc., resume preparation, and career and college exploration.

Recommendations for the program were solicited from the SLC teachers, who were asked to use the following criteria for selecting students who could participate:

1. students who demonstrate an interest in participation in this program offering
2. students who exhibit higher level critical thinking skills
3. students who exhibit a high level of task commitment.

These criteria were developed after consulting with several teachers in the SLC communities and identifying areas requiring reinforcement and/or remediation of the aforementioned skills.

A rating scale and rubric was also developed collaboratively between gifted program teachers and SLC teachers in order to facilitate selection. This collaborative effort resulted in over 150 students participating in the TAG program at Crosby and Kennedy High Schools during the 2010 – 2011 school year.

Elementary & Middle School Gifted Program Proposal

The FOCUS program was revamped for the 2010/2011 school year. The FOCUS teachers were on site at their feeder elementary schools. The principals were enthusiastic about the FOCUS teachers being immersed within *their* school improvement programs; thereby offering support, not supplanting them as was done previously. FOCUS teachers were utilized within the daily two hour LA blocks, serving as both co-teachers and enrichment facilitators. Each principal offered input as to ways to best serve the needs of their population. One elementary school implemented a school-wide enrichment program using FOCUS staff to work with each grade level throughout the school year.

Middle School Academies, both 6th and 7th grades, from 3 different houses, were serviced in the afternoons, leaving one afternoon to work with the 8th graders. This schedule greatly increased the number of

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students serviced by our program. On the elementary level 225 students participated, while 150 students were enrolled at the middle school level.

Guidelines for Identification

Waterbury's method for identifying intellectually gifted students continued to follow State guidelines requiring the use of multiple criteria, more specifically an achievement measure (CT Mastery Test), an aptitude or ability measure (Cognitive Ability Test), and a research-based rating scale completed by teachers (Scale for Rating Behavioral Characteristics of Able Students).

All students who scored at or above the 90th percentile (using national norms by age) on either the composite achievement or verbal aptitude test scores are listed, and teachers complete a rating scale for each of these students. Actual scores were plotted on a form of the Baldwin Identification Matrix, which permits weights to be assigned to specific scores. The weights were tallied and a single score was derived for each student. These summary scores were then rank-ordered for each grade within the district.

When necessary, additional information was gathered or additional testing performed. For gifted minority group students, or other gifted students who may lack test-taking skills, a special nomination procedure (requiring concrete evidence of classroom performance, as well as test scores) was used to assess potential. A central placement committee reviewed data on all students and made recommendations regarding placement. Pending written parental consent, students were then scheduled to participate in the program.

E. Curriculum

Touch math and Fountas and Pinnell reading programs were purchased to increase Math and Reading skills. Other curriculums relating to transition were purchased as well as a myriad of supplemental material. The district continues to expand its Read 180 program by adding additional reading materials to expand book collections, more computers and more licenses to add an additional district site at the Enlightenment School. Intensive in-class support for teachers and after school professional development was provided to our staff throughout the District on several occasions during the school year. Staff is able to extract more benefits from the software resources to improve delivery of instruction as a result.

Read 180 data is collected and analyzed regularly with yearly summaries reviewed to enable the District to improve student success with the reading program. An analysis for the last school-year's data was completed and nearly all the Read 180 schools showed positive reading gains. More students in the District participated in the program, up from 175 last year to 347 students this year. Of those students, 132 had more than a year's growth in reading and forty-three of those students had *two* years' worth of reading growth.

Another reading program for struggling readers, System 44, was installed at West Side Middle School. The District increased the number of licenses for this program to enable more students to benefit. As reported by teachers, System44 has been helpful with below-level readers in the areas of phonics, decoding, and sequencing. The scholastic coach has also worked the teachers to extract more benefits from software resources that would be beneficial to the delivery of instruction. The software coordinator will also work with teachers to manage student accounts to retain accurate reflection on performance

F. Autism Program

There are presently at least one hundred children with autism, on all levels of the spectrum, being educated in Waterbury. A Board Certified Behavior Analyst oversees the Preschool program at the Annex, the elementary program at Generali School and a middle school program at North End Middle School. There are three special education teachers at the elementary, one at the middle school, and one in high school experienced in autism. Each student is provided the assistance of a behavior therapist as needed, throughout the day, particularly in the mainstream setting. All children have opportunity to participate in the least restrictive environment with inclusion in homeroom, lunch, recess and all specials so generalization across all settings occur. Additional inclusion opportunities are introduced as the student progresses. There is always a continuum of services depending on each student's individual needs.

At the preschool level, IPP continues to educationally program for students with autism. The pupil personnel staff has been trained in administering the ADOS with the goal of completing thorough evaluations for identifying children on the spectrum. This highly trained staff is available to the district for necessary evaluations as determined by the PPT.

1. At the preschool there are presently 21 students in the ABA program.
2. There are 30 students at the elementary level
3. There are 10 students at the middle school/high school level.
4. The White Collar contract was rewritten and decreased the number of days Behavior Therapists work per year from 215 to 208. This will benefit the budget.
5. The Behavior Therapists continue to receive ongoing training on early dismissal and Professional Development Days

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6. Maximum emphasis is placed on verbal behavior, utilizing verbal principles. The V-B MAPP, a best practice achievement measure is being used and has replaced the ABLLS. This is keeping with current best practice in developing educational programs for students with autism.
7. The staffs, trained in autism, have become a resource to the entire district, providing support and programming for children with autism in the district's schools. Students who exit the program are followed and tracked.

A program modeled after out-of-district placement facilities and Stamford High School was developed at the Wallace Middle School/Crosby High School Complex. There are presently 6 middle school students and 4 high school students, in a large room developed apartment style. This is to develop their academic, daily living skills and functional needs. The goal is to foster independent living skills. The large room is equipped with a bedroom, kitchen, dining room, sensory, bathroom and academic area. The students go into the community weekly to shop for food, eat at restaurants, learning day-to-day living skills. The program is totally individualized to include students in the mainstream. Some students are included most of the day, some little. Parents have been included in luncheons the students have prepared. There have been four luncheons during the school year. This has helped to familiarize the parents with the program and have access for support.

G. Behavioral Disorder Learning Center Program (BDLC)- Elementary Level

1. All elementary BDLC students went on a field trip to Connecticut Science Center to discover how human beings adjust and adapt to daily and seasonally changing weather conditions, learn about erosion and factors that contribute to erosion, explore the structure and function of living things, and learn about planet earth and forces in motion.
2. All BDLC classes developed literacy centers utilizing the Fountas and Pinnell Leveled Literacy Intervention kits. The supplemental reading program was utilized for 35 minutes daily. A review of students' DRA scores from the winter 2010 and spring 2011 reflect an average growth of at least 2 levels.
3. In district recertification training was provided on positive support training for all BDLC teachers and paraprofessionals.
4. An opportunity area was utilized as needed by the elementary BDLC students.
5. All elementary BDLC classes were given a "reward chest" and tangible rewards to be used for positive reinforcement.
6. All elementary BDLC teachers use Excel to collect and graph data on student behavior. During the 10-11 school year BDLC staff implemented consistent classroom behavior plans for logging students' daily points.
7. Special Education Supervisors met with BDLC teachers bi-monthly to review "Stage Review Form", student behavior graphs, time-out log and suspension log. Data was reviewed to determine students' progress in the BDLC program. Special Education Supervisor also met with intermediate BDLC students individually and reviewed weekly points and programmatic progress.
8. BDLC "Stage Review Form" was revised to include specific recommendations, and a recommendation page was added to allow teachers to document their recommendations.
9. Referrals to BDLC elementary program were tracked throughout the year. Special Education Supervisors completed a "BDLC Placement Request Form" which reflected interventions and Special Education services prior to placement recommendation.
10. Elementary BDLC Seclusion/Restraint logs were reviewed monthly by Special Education Supervisors

H. School Readiness Program

The Waterbury School Readiness Program consists of 19 community sites and two Waterbury School System sites. The program requires its sites to obtain NAEYC (National Association for the Education of Young Children) accreditation and this year, approximately 90% of the community sites are now NAEYC accredited. Sites were offered support and targeted consultation from the Waterbury School Readiness Program to enable them to have their accreditation approved or renewed. Those sites which are still not accredited are all on a timeline with the School Readiness Program to obtain accreditation according to the grant requirements.

In addition, the School Readiness Program continues to encourage the use by sites of a standard evidence-based preschool curriculum. This year and continuing into next year, the School Readiness Program will be reviewing sites to support them in meeting the new Dept. of Education standards for curriculum and planning. In addition, the District is encouraging use of child assessments to drive instruction to improve educational outcomes. The School Readiness Program distributed over 200 surveys to families around the Waterbury community to better understand why families are not using the program. The district utilization rate by families has risen to 99% after a concerted district effort to advertise the program.

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This spring the program successfully completed the bid and local grant approval process for the next two year cycle and has received the preliminary reward. The District continues to move toward submission of all grant-related documents electronically.

A strong partnership exists between the district and the community programs for early intervention services, including the use of tiered interventions. The Waterbury School Readiness program is involved in the Waterbury community. The program supported the Mission of Mercy Dental Clinic by providing the child care. In addition, the program ran the Waterbury School Readiness Family Festival attended by over 800 people. The festival provided parent child learning activities, community resources and other information on preschool programs to the attendees.

I. School Psychology Department

The School Psychology Department meets monthly to discuss programmatic issues and collaboratively discuss District and State initiatives. Local community agencies have been integrated to inform staff of local programs to assist the emotional and behavioral health of all students. Staff has been trained in new assessment procedures for CMT/CAPT, Scientific Based Research Interventions (SRBI), and New Evaluation Tools. Clinical Supervision is held monthly for all non-tenured staff with discussion topics focusing on: Evaluation Training, Assessment Report Writing and School Based Counseling Techniques. The department continues to meet monthly to address programmatic decision making that will affect the planning of students identified as requiring Special Education Services.

Out-of-District Caseload: The database system has continued to be updated to include pertinent educational information as well as delineating separate service fees for tuition costs. The staff responsible for this caseload has notified Out of District Placements and collected information relevant to required State Reporting of Seclusion and Restraint Information by Facility and Student as well as Attendance Information to ensure appropriate Billing. During the 2010-2011 school year, 12 students were returned to in-district programs (State Street School).

DCF 603 notifications were monitored closely to be sure Waterbury was fiscally responsible for only those students in which the parents still reside in Waterbury. Home visits were also made to ensure parental residency within the City of Waterbury. The Out of District Team conducted 47 home visits within the 2010-2011 school year to ensure the accuracy of the above described notifications.

The out placed students continued to fluctuate throughout the school year. We currently have 119 special education and 27 general education students in active placements. During the 2010-2011 school year we had 17 students move to other facilities; 17 students return to in-district schools; 16 students went to foster out placements; 11 students will be graduating in June 2011. Throughout the 2010-2011 school year, 83 students were placed out of district by DCF into residential facilities, 53 students were placed out of district into day treatment programs by the Waterbury Board of Education.

Our office also oversees the Waterbury students that are placed in foster homes outside of our district. We currently have 30 out placed students. The caseload fluctuates throughout the school year. During the 2010-2011 school year we had 1 student change Nexus status from Waterbury to other districts; 2 students were adopted or had parental rights terminated; 3 students returned to an in-district school (Wilson, State Street, and Bucks Hill). Our office continues to maintain records for students placed in USD II facilities (Connecticut Children's Place, Connecticut Juvenile Training School, High Meadows School and Riverview Hospital); as well as a variety of statewide detention centers such as New Haven Detention Center. During the 2010-2011 school years, 2 students changed Nexus, 12 students returned in district (State Street School), 9 students graduated with a diploma, and 2 students were placed into residential facilities by DCF.

J. State Street School

The State Street School Program services students with severe emotional and behavioral needs in Kindergarten to grade twelve. The program was housed in the Police Athletic League (PAL) Building for the 2010-2011 school year. Staff has partnered with PAL providing recreational based activities to all students enrolled. The State Street Program has continued the implementation of After School Program during the 2010-2011. The program served 36 of the 93 enrolled students. Incorporated within the After School Program were academic, social, emotional, and recreational activities. The Read 180 program continues to be included in an effort to facilitate improved reading skills. The therapeutic nature of this program has enabled students the opportunity to academically develop while receiving intensive counseling services. School based counseling is provided both individually and in a small group setting. An average staff to student ratio of 1 to 5 enables students to receive high quality individualized services. State Street School continues to integrate local community based agencies to assist in establishing positive working relationships with parents and students. A partnership was also established with the district-wide collaborative instruction coaches who provided staff with specific training and modeling in differentiation of instruction and data-driven models of decision making. A highly structured behavioral system of management is implemented for all

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students to assist in goal setting and behavioral growth and development. A team of highly trained school based social workers provide daily and ongoing services to all students.

K. Data/Medicaid

- The Medicaid Reimbursement Program underwent a change in October 2010. Changes included a bundled rate reimbursement for services to a fee per service rate mandated by the Federal Government. We knew that the reimbursements would drop however we did not know by how much. The Dept. of Administrative Services (DAS) stated that Waterbury, overall, is doing better than the rest of the State when comparing last year at this time to this year. Waterbury Public School is currently reimbursed at 26% higher than the other 100 districts participating in the program.
- 100% Data Compliance in the 2010-2011 school year as reported by the SDE – all data was timely and accurately reported.
- 100% compliance with the Special Education Evaluation Timeline Collection for the 2nd year in a row.
- IEP data reviewed daily to maintain timely and accurate data for SEDAC reporting.

L. After School Programs

The Enlightenment After-School Program, funded by the State of Connecticut Office of Policy and Management Attendance Consortium, had another successful year. Designed to increase attendance and improve school climate, the Enlightenment School Program saw its enrollment steadily increase over the year by providing its students with many wonderful academic and extracurricular activities. Students participated in Book Club, Yearbook Club, School Newspaper, Student Council, Team Building, Business and Marketing activities, Academic tutoring, Math Club, Science Experiments, Athletics and Community trips to the Connecticut Science Center, Lake Compounce, and the Maritime Aquarium. The Enlightenment students also engaged in Community Services activities and held collections for the local Soup Kitchen and Group Homes.

N. School Guidance Program

The elementary school counselors continued to expand and refine its school program for elementary students. The counselors implemented the Development Guidance curriculum they designed and conducted Individual, Group, Class and School Wide presentations with the counselors specifically focusing on improving school climate, social skills and school involvement. The Elementary School Guidance program is prevention oriented with the services designed to provide all students with learning opportunities that promote academic, social and emotional development. The counselors implemented the Development Guidance curriculum they designed and conducted Individual, Group, Class and School Wide presentations. The program is data driven, comprehensive and developmental and it is integrated into the academic programs in a systematic and sequential manner. The activities include classroom instruction, character education, bullying prevention, PBIS, student leadership groups, parent support groups, guest speaker presentations, career development and transition programs.

Some preliminary district-wide elementary school counselor activity data:

Total # of classroom lessons taught:	1,235
Total # of small groups managed:	89
Total # of students serviced in groups:	407
Total # times crisis intervention assistance provided:	84
Total # of non-crisis intervention assistance provided:	308
Total # of parent contacts:	542
Total # of students receiving 1-on-1 counseling by school Counselors (more than 3 visits):	208

The middle and high school counselors attended the Workshop “Courage to Speak-Courageous Parenting 101” designed to help parents understand the impact of drug abuse on youth and give them the knowledge required to communicate more effectively with their children about the dangers of drugs. Counselors will follow up with a district-wide workshop for parents. The counselors researched various ways to help students and families with career planning. The department won approval to purchase the Naviance system, a comprehensive web-based program designed to help with many aspects of career planning. The system allows parents to monitor their student’s career planning activities and will facilitate more parent involvement.

M. Community Collaboration

Waterbury School District staff members continue work collaboratively with the Waterbury community, its families and agencies. Waterbury staff are members of many community Groups, Boards and Commissions. Some include the Waterbury Bridge to Success and its workgroups Early Care and Education, Child Health and Development, Family Engagement and Workforce Development, the Waterbury School Readiness Council, The LIST, a collaborative of City groups related to Juvenile Justice, the United Way and its Education Council and the

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Connecticut Consortium. In addition, several Waterbury special services staff are members of various State educational groups and professional associations. The Special Services staff also engaged higher education institutions in programming and providing college planning to its students and worked with non-profit groups and the Chamber of Commerce. Parent Workshops involving behavior, educating young children and getting and keeping your first job were offered by the Special Services Department.

N. Impact of ARRA Grants

The District used the stimulus funds by heavily investing in the improvement of its own staff and programming by providing professional development in many areas relating to special education. Some programs included Scientifically Researched based instruction, Identification of Speech and language impaired students and Learning Disabled students, Paraprofessional training, Behavior Disorder Learning Center training, Classroom management, Federal law and procedure, Reading Strategies, Read 180 and Aims Web. Additional staff hired through the ARRA funds continued to assist our students. Staff attended out of district workshops focusing on autism, preschool and many other important Special Education topics.

The new and expanded technology purchased for the Special Education classrooms including SMART Boards and smart tables, computers, monitors and printers, proxtalkers, Hatch Systems and other assistive technology is installed and operational. Many kinds of Assistive Devices for the physically disabled, including pool lifts, were also purchased with ARRA funds. Professional development on the various devices was also provided to the staff.

In an effort to assist in the PPT process, each PPT room was updated with computers, white boards and projectors. The PPT rooms in each Waterbury private, nonpublic school were also upgraded. Various Special Education programs were expanded through the ARRA funds including the middle and high school autism program and the preschool program at Buck Hills. The State Street after school program was also funded through ARRA. Equipment and supplies were purchased to expand and upgrade the District BDLC programs and the Essential Skills programs. Extensive Reading and Math materials were also purchased with many supplemental programs to increase learning and to differentiate instruction.

The Bucks Hill preschool program received NAEYC accreditation and stimulus funds were used for new equipment and supplies required by NAEYC throughout the preschool. The Bucks Hill Preschool handicap-accessible playground, built with ARRA funds, provides the children with a wonderful environment for outdoor learning and exercise.

New data systems were renewed or purchased including the SWIS data system and the AIMS Web data system and the Naviance system for guidance counselors.

O. Speech and Language Services

Many elementary speech and language pathologists were actively involved in the Literacy Academies. The speech and language pathologists have collaborated with the general education teachers and provided in class, small group instruction to improve student learning. A district speech and language pathologist, Susan Schlank, provided professional development to district Special Education teachers and speech and language pathologists on the Lindamood Phoneme Sequencing Program. She provided an overview of the program and gave the participants hands on experience and practice in using it. The training was well received and the participants shared some positive experiences in using the program with their students.

The district speech and language pathologists received professional development on how to differentiate instruction. This information was provided to help increase their knowledge to support the classroom teachers on how to better meet the needs of a diverse student population and an array of educational levels within the classroom setting. As we continue to support Tiered Interventions, the information provided teaching strategies to facilitate student learning.

The Supervisor of Special Education overseeing the district speech and language services continues to remain active in the Connecticut Speech Hearing and Language Association (CSHA). The supervisor remains an active member of the Educational Program Committee. They are actively involved in setting up the State Level Conferences held twice a year in Connecticut. They were proud to have two of our own staff, Ms. Heidi Fay, District Speech Pathologist, and Dr. Dave Galloway, BCBA present at the Spring CSHA Conference, on The Roles and Responsibilities between the SLP and the BCBA for Children on the Autism Spectrum. They were part of a panel and provided information that was well received. Our district would have been very proud to hear their presentation. We had two speech and language pathologists recognized as Teachers of the Year. They were Maureen Miller, Sprague School and Heidi Fay, Bucks Hill Preschool at the Annex.

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The Speech Language Impaired (SLI) Task Force was developed to review data and to determine if Waterbury over identifies students as SLI. The Task Force was divided into 5 specific core groups which looked at students who were identified as SLI as well as what the district provides to all students. Each Team was responsible for collecting data (evidence) that determined how students were identified. The 5 Teams were: Personnel, Staff Development/Curriculum, Testing Protocol, Developmental History, English Language Learners and Early Intervening Services/EIP (SRBI). After reviewing data, long and short term goals were created. A time-line for these goals and procedures for implementation were developed for all five target areas. Administrators in all school sites will be made aware of this plan and targeted goals.

P. Preschool Highlights

This year all preschool co-taught classrooms have had technology upgrades. Preschool specific SMART Boards were added as well as new computers with touch screen monitors. New Boundless Playground and Garden Center was officially opened with a ceremony honoring former Supervisor of Special Education and preschool administrator, Mary Ann Daukus. A dedication ceremony was held honoring late Michael Richards, State IPP Director. Families and preschool students attended and made the day a great success. With the addition of the new playground, teachers are now incorporating outside activities into the preschool curriculum which allows for continuous teaching and learning even while outside.

Professional Development opportunities were provided to preschool staff supporting the writing of smart goals. This year the Annex was able to purchase additional equipment to increase the sophistication of the motor/sensory room. This addition has enabled staff to better meet the needs of students. To best meet the needs of all learners, a new programmatic classroom was designed and implemented. The classroom focused on individualized learning. The preschool staff members who are working in the community continue to work with programs to strengthen early intervention for students at risk. Also collaboration between the public schools and community programs continues to increase to support all children. Preschool teachers have continued to work to support student outcomes through the use of the data team process. Preschool is becoming quite proficient with the process.

Q. Elementary School Highlights

Gilmartin School had a successful grand opening in their new school. They expanded to grade 6. This was their first year with a co-taught Kindergarten. It was very successful and has been very beneficial for all of the students in that class. Maloney School had another good year. They have implemented Aims Web successfully. The entire school is using the data for the progress monitoring on the students. This information supports differentiating instruction based on student need and provides student data for students in the Early Intervention Process. Rotella continues to do well in integrating special needs students in the regular education classrooms. All of the teachers attend grade level meetings to monitor student progress and to differentiate instruction as needed.

Implementation of Literacy Academies at Sprague, Driggs, Walsh, Bucks Hill and Brooklyn Schools occurred this year as well as the initiation of Aims Web progress monitoring at Driggs, Regan, Tinker, Wendell Cross and Brooklyn. All co-taught Kindergartens received SMART Tables.

Reactive Disorder Training was provided at Washington School. A Pilot Program FOCUS at Washington School for school wide enrichment commenced. Washington School, named a Com PACT school, and has seen increased community involvement.

R. Middle School Highlights

The READ 180 consultant met MS Special Education "READ 180" teachers on how to interpret data, scheduling and maintaining fidelity. Special Education Supervisors communicated with all MS regular education certified staff and Special Education certified staff on the EIP referral process and how to complete the various forms. The Transition Coordinator presented and explained the transition inventories to the special education eight grade teachers.

All Middle school SCOPE Classes received SMART Tables.

S. High Schools Highlights

The READ 180 consultant met HS special education "READ 180" teachers on how to interpret data, scheduling and maintaining fidelity. Special education Supervisors communicated with all MS regular education certified staff and special education certified staff on the EIP referral process and how to complete the various forms.

High School Bilingual and Special Education teachers met to collaborate on special education bilingual student needs and developed a form to better communicate student needs and modifications. The transition Coordinator presented and explained to the High School Special Education teachers the transition pages of the IEP as a follow up from the State Department of Education. Every High School BDLC classroom was supplied with computers for student use.

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T. School Climate and Safety Committee

The Committee revised and simplified the attendance policy for teachers. New forms were created and distributed. In addition, the Committee collected and analyzed District PBIS data, attendance counselor/truancy specialist intervention data and guidance data. A district-wide school-based support system is implemented to increase student attendance and reduce truancy which includes use of the automated message system, truancy clinics, attendance retrieval and credit retrieval.

III. Strengths

Department Strengths

- A. The Speech Department has been able to fill vacant positions with two outside agencies. This has allowed us to meet the speech coverage in the district.
- B. The District's developmental guidance program is one of the few in the State of Connecticut.
- C. Our in-school suspension program is an excellent alternative to out of school suspension. The program provides students with rules of behavior and a structure which holds students to behavior standards during the suspension. The ISS teachers, provided with regular training, are certified teachers or long term substitutes who provide students with academic assistance and mentoring while strictly enforcing the rules of conduct.
- D. The District's transition program provides various opportunities for learning for our special education students in the community;
- E. Our District, working collaboratively with community partners under a one of a kind City-wide plan for all students, from birth to 21, has strong and beneficial partners with whom it can maximize opportunities and resources for Waterbury children.

Preschool Program Strengths

- A. The Pre K at Bucks Hill Annex has NAEYC accreditation. We continue to follow the standards set forth by this accreditation.
- B. Pupil personnel staff (school social workers, school psychologists) support social/emotional development for all Pre K students through small group work targeting personal-social skills set forth by Early Childhood Outcomes (ECO) within the classroom setting.
- C. All paraprofessionals and teacher assistants hold a minimal educational level of a CDA certification.
- D. The PTC at the Pre K at Bucks Hill Annex has continued to grow. The parent school collaboration has supported the school/family connection through school based family activities. Fundraisers have also supported student activities throughout the school year.
- E. Bucks Hill Annex at the Pre K continues to partner with unified sports to continue the Young Athletes Program. This collaboration provides opportunity for students with developmental delays to participate in sports activities with their non-disabled peers.
- F. The Pre K continues to work closely with Waterbury School Readiness to provide support and positive outcomes for all Waterbury Pre K students.
- G. Waterbury Public Schools continues to provide preschool programs and class options in order to successfully meet the needs of all Pre K learners (those with special education needs, those typically developing, and for those at risk).

Elementary School Strengths

- A. Increased use of technology in classrooms via SMART Boards, SMART Tables and increase in the number of computers in classrooms
- B. Use of Fountas and Pinnell LLI to supplement instruction through SRBI process
- C. Development of sensory integration therapy rooms in building that house BDLC programs

Middle School Strengths

- A. All Special Education teachers and support staff have actively participated in an assigned Data Team in their building. Through this process annual goals and objectives have been written for the Middle School Special Education students to better meet their needs.
- B. There has been an increase in technology such as SMART Boards and SMART Tables district wide to support student learning. TOUCH Math and Fountas and Pinnell are program that were purchased to increase math and reading skills
- C. In August 2010 and January 2011 a review of the new LD guidelines was presented by the State Department of Education to all special education certified staff district wide.

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High School Strengths

- A. All Special Education teachers and support staff have actively participated in an assigned Data Team in their building. Through this process annual goals and objectives have been written for the High School Special Education students to better meet their needs.
- B. Special Education Supervisor and Special Education Department Heads presented to all the Special Education teachers a workshop on interpreting results of achievement evaluations.
- C. All Special Education teachers and support staff have actively participated in an assigned Data Team in their building. Through this process annual goals and objectives have been written for the High School Special Education students to better meet their needs.
- D. Monthly, all Special Education certified staff lead a group of students in which the focus is to provide social/emotional measureable and targeted support.
- E. District wide school counselors provide a six session counseling group to identified students who are in need of social/emotional and academic support.
- F. There has been an increase in technology such as SMART Boards and SMART Tables district wide to support student learning. TOUCH Math and Fountas and Pinell are programs that were purchased to increase math and reading skills
- G. In August 2010 and January 2011 a review of the new LD guidelines was presented by the State Department of Education to all Special Education certified staff district wide.

See supplement – special education department charts

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See supplement – special education department charts

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See supplement – special education department charts

See supplement – special education department charts

OTHER EDUCATION DEPARTMENTS

Chief Operating Officer

Paul Guidone

Budget and Finance

- Continued to control costs and achieve a year end budget surplus in the second year of a no-growth budget.
- Prepared a third consecutive no-growth budget with little negative effect on educational programs offered to our students.
- Received a completely “clean” audit report void of any findings or comments.
- Successfully implemented Federal Stimulus grant programs totaling \$13 Million dollars.
- Continued measures to contain overtime costs despite difficult winter weather conditions.

School Construction

- The new Gilmartin School opened on schedule and under budget.
- Overcame the unexpected problems with Duggan School; construction is progressing successfully and the school will open this year, under the revised budget.
- Obtained State funding approval for the additional costs associated with Duggan School.
- Acquired properties and commenced construction for our new Jonathon E. Reed Elementary School
- Began design for a new high school, and a new Carrington Pre-K to 8 School, and will complete renovations to Wilby High School’s Science Suite.
- Continued to implement a complex redistricting plan for the Pre-K to 8 schools.

Operations

- Continued to improve the conditions and cleanliness of all our schools, including an extensive lead paint abatement program.
- Conducted numerous capitol project improvements, including the installation of a new roof at Driggs Elementary School.
- Prepared building for accreditation visit for Kennedy High School.
- Conducted numerous and thorough investigations resulting from allegations regarding the School Inspector’s Office and took responsive personnel actions.
- Oversaw purchase and installation of SMART Boards to all grade 4 and 5 classrooms and throughout the middle and high schools.
- Implemented first phase of Tools-for Schools program.
- Obtained impressive new five-year transportation contracts adding improved services at reduced costs.
- Significantly expanded the fresh fruit and vegetable program district-wide, as well as, a breakfast offering at all high schools.

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Educational Grants

Linda Riddick-Barron, Supervisor

I. GOALS

A. Accomplishments of Goals 2010-2011

- The Title I ARRA (American Recovery and Reinvestment Act) was successfully spent on a district level. This included the hiring of tutors near the CMT testing season and an increase in Professional Development.
- Title IID ARRA funds were used to assist district staff in final training for the new Data Warehouse, as well as Progress Book, Assessment Update and a new technology based curriculum software for U.S. History on the secondary level.
- The Title IIA funds continued to assist principals, supervisors and central office staff with teacher training including mentoring.
- The financial and educational assistance for the state and federal consolidated grants continued through monthly meetings, handouts and site based visits.
- Parent involvement activities were tailored to the needs of the school based on the partnership with the State of Connecticut.
- The NCLB's School Choice and SES (free tutoring) was reduced due to the one time ARRA funds. Parents on the waiting list were offered educational support during the last quarter and for the summer.

B. Goals for 2011-2012

With the new District Improvement Plan, the first goal is to continue financial support for the goals and tiers listed in the 2011-2014 plan.

With the successful completion of purchasing and increasing program with the onetime ARRA funds, using the federal request to ensure sustainability, the second goal will be to maintain as many programs and equipment as possible without the ARRA grant.

Our ongoing goal is to provide assistance to the schools, parents, community and students using the federal and state entitlement grants, and staff to contribute to student achievement goal.

II. HIGHLIGHTS

- Hiring an accountant for the office to communicate to the School Business Office and assist our office in retrieving reports as needed.
- NCLB Expo and continued coordination of requirements
- Collection of required forms for evaluation purposes
- Training parent liaisons to review school CT Report and align parent activities with assessment data
- Increase and align purchases of materials and training to Private Title I schools
- Decreased remaining balances for private schools, particularly with Title IIA (teacher training funds)
- Continuing Safe School and Technology support for the private schools although the grants have ended
- Continuing the PBIS support although the grant has ended

III. STRENGTHS

Continued open lines of communication, financial and educational support and guideline information to the public schools and private schools, providing a systematic uniformed approach to school and district allocations.

Building capacity for parental involvement, knowing that effective parent involvement is a partnership between the Superintendent of Schools, Council, Supervisor of Educational Grants, Title I schools, principals, teachers, parents, students, program supervisors, parent liaisons and the community.

Smooth process of NCLB parental notification/eligibility letters updating parents on the achievement levels for school district, schools and students performance.

Providing NCLB Public School Choice program eligible families – the choice and opportunity to transfer students to schools not identified “As in need of improvement”.

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Office of Competitive Grants

Louise Allen Brown, J.D., M.P.A., Grant Writer

I. Goals

- A. During the 2010-2011 year, the Competitive Grants Writer aggressively pursued competitive grants and discounts for Waterbury Public Schools, submitting grants applications to federal and state government agencies, and to private foundations. Given the economic climate and the extraordinary delays in finalizing both the State and Federal Budgets, numerous grant programs announced competitions later than usual, or have not yet announced them. The following lists detail competitive grants awarded to Waterbury Public Schools in this fiscal year, *and* competitive grant applications submitted during this fiscal year.

COMPETITIVE GRANTS AWARDED To Waterbury, 2010-2011

➤ USF (e-rate) telephone service discounts (FCC) 2010-2011	\$155,886.
➤ Improving Literacy Through School Libraries – USDOE	\$600,000.
✓ Primary Mental Health Grant – Brooklyn School & W. Cross– (SDE)	\$ 24,500.
✓ Know How 2 Go (African American Affairs Commission (AAAC, 09-10)	\$ 5000.
✓ Linford & Mildred White Charitable Foundation	\$1500.
✓ Support for Pregnant and Parenting Teens	\$315,974.
✓ 100 BEST Communities (ING, America’s Promise)	\$1000. (City Award)
TOTAL GRANTS AWARDED 2010-2011	<u>\$1,103,860.</u>

Additional Competitive Grants SUBMITTED in 2010-2011:

➤ Know How 2 Go (2010) - (AAAC)	
○ Amount of Request: \$ 5000.	PENDING
➤ USF (e-rate) telephone service discounts (FCC) 2011-2012	PENDING
○ Amount of Request: \$172,332.	
➤ Improving Literacy Through School Libraries – USDOE	PENDING
○ Amount of Request: \$ 600,000.	
➤ 100 BEST Communities (ING, America’s Promise Alliance)	PENDING (City Appl.)
○ Amount of Request - \$2500.	
➤ Mentoring for Youth with Disabilities (U.S. Dept. of Juv. Justice)	PENDING
○ Amount of Request - \$900,000.	
➤ State Afterschool Grant Programs (SDE)	PENDING
○ Bunker Hill Elementary School	\$300,000. (2 yrs)
○ Enlightenment Program	\$135,240. (2 yrs)
○ Hopeville Elementary School	\$256,688. (2 yrs)
○ North End Middle School	\$300,000. (2 yrs)
○ Wilby High School	\$189,990. (2 yrs)
➤ Primary Mental Health Program Grant (SDE)	PENDING
○ Amount of Request - \$22,135.	
➤ 21 st CCLC After School Grants (SDE)	Not Funded
○ Crosby High School	\$339,609.-5 yrs
○ Enlightenment Program	\$335,491.-5 yrs
○ State Street	\$850,000.-5 yrs
○ Gilmartin/WOW	\$595,000. -5 yrs
○ River Baldwin/Berkeley	\$552,785.-5 yrs
➤ Full Service Community Schools Program Grant	Not Funded
○ Amount of Request \$2,000,000.	
➤ Swindells Charitable Foundation (PBS Program)	Not Funded
○ Amount of Request - \$3,000.	

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➤ Elizabeth Carse Foundation (PBS Program)	Not Funded
○ Amount of Request - \$5000.	
➤ Long Foundation (PBS Program)	Not Funded
○ Amount of Request - \$5000	
➤ Sipolin Children's Fund (PBS Program)	Not Funded
○ Amount of Request - \$2500.	
➤ CVS Caremark (PBS Program)	Not Funded
○ Amount of Request - \$4,900.	
➤ Connecticut Community Foundation (PBS Program) (Also Leever Fdn. and Naugatuck Savings Bank Fdn.)	Not Funded
○ Amount of Request - \$30,000.	
➤ Leever Foundation	Not Funded
○ Amount of Request - \$15,000.	

In addition to grants submitted by Waterbury Public Schools as applicant, the Grant Writer facilitated the review and approval of several grants by the Board of Education, with Waterbury Public Schools as a participant.

B. In the next year, the Competitive Grants Writer will:

1. Continue to aggressively pursue competitive grants and discounts for Waterbury Public Schools.
2. Continue to assist teachers and administrators to develop the ability to pursue grants for their schools, through workshops, technical assistance sessions, other consultations, and/or newsletters.
3. Continue to actively pursue opportunities to collaborate on grants with other school districts, other educational entities, universities, businesses, community collaboratives, and community-based and/or faith-based organizations.

II. Highlights/Accomplishments

- A. As of June, 2011, the total of competitive grants awarded to Waterbury Public Schools is \$1,103,860. The amount of competitive grants sought for Waterbury Public Schools during the 2010-2011 fiscal year totals \$7,969,144 with \$2,883,885 still pending.

The Competitive Grants Writer strengthened Waterbury's working relationships with numerous community organizations, universities, and businesses during 2010-2011. She also developed new working relationships with additional community organizations and with additional divisions of previous partner organizations on behalf of Waterbury Public Schools. By developing and nurturing institutional relationships Waterbury continues to position itself well to take advantage of future competitive grants opportunities.

Additionally, this year the Competitive Grant Writer was elected to the Waterbury Bridge to Success (BTS) Community Council, where she was also elected chairman of the BTS Governance Committee. This type of hands-on involvement with other youth serving providers in the community builds capacity within the educational and general community to seek and secure funds necessary to meet the goals of the Waterbury Public Schools. Bridge to Success plan is a comprehensive community youth plan that includes the Waterbury District Improvement Plan (DIP).

- B. The Competitive Grants Writer met with teachers and administrators throughout the year by appointment to facilitate the development, writing, start-up, or continuation of competitive grants. She also assisted grant program staff with budget revision requests and other grant-related matters.
- C. The Competitive Grants Writer facilitated consideration by the Superintendent and Board of Education of numerous grant funded projects in which Waterbury teachers and students were invited to participate. In this way Waterbury teachers and students were able to benefit from many additional grant funded programs.

III. Strengths

Competitive Grants continue to fund programs to support the District's four Goals concerning improving student achievement in literacy and numeracy, providing a safe/healthy environment, and involving parents/families

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in education. Grant projects were developed and proposed to improve teaching and learning in literacy and numeracy; to reduce truancy, absenteeism, drop-outs; and to involve parents in after-school programs. Through the use of USF Discounts obtained this year Waterbury has provided the City with substantial discounts for telephone service for the Education Department.

The continued pursuit of competitive grants by the Competitive Grants Writer will afford Waterbury teachers/administrators and students additional new opportunities to improve teaching and learning. In so doing, the Competitive Grants Office will continue to help Waterbury Public Schools to accomplish its mission of providing *all* students with opportunities "to maximize their skills and talents."

Information Technology Center

Will Zhuta, Administrator

ACCOMPLISHMENTS:

Data Warehouse/Business Intelligence

By the start of the new school year, Implementation of the Data Warehouse Project will be complete. Having a reliable source of information across all BOE agencies will allow for the Waterbury Public Schools to measure and monitor student progress in real time. This solution will present application data to users and provide a single point of access and analytical capabilities. It will allow for development of program specific performance management capabilities and performance dashboards so as to improve analytical capabilities by integrating program data and standardizing information modeling and reporting capabilities based on Local, State and Federal standards.

Virtualization of Servers

Virtualization of the District Servers will allow for higher utilization of hardware, which saves space, requires less power and reduces cooling costs; by reducing our server farm from 27 to 3. It will allow us to reduce dependencies on particular brands or generation of devices, simplifying upgrades, disaster recovery and planning; all while reducing Total Cost of Ownership. We will be able to roll out servers more quickly and efficiently, shift staffing resources from mundane operational tasks to activities that will yield greater value. Creating this dynamic environment, we will provide an opportunity to deliver organizational value, enabling rapid response to changing demands.

Redistricting: Developed New school boundaries and identified students that will be attending the new elementary schools, slated to open over the next few years.

- Create the availability of an existing small elementary school
- Eliminate need for existing rental properties
- Reduce transportation costs
- Spur neighborhood redevelopment/revitalization
- Some students will be required to change schools
 - School assignment will be based upon the home address

The criterion used to create the new neighborhoods was:

- Student safety
- School size
- Class size
- Simplicity
- Walk zones
- Transportation efficiency

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District Improvement Reports: standardized attendance and discipline reports, as called for in the DIP. These reports create a scorecard that allows school administrators and central office personnel to quickly assess current trends and establish benchmark for their school on a monthly basis, and/or year over year. The data points are used to provide comparison benchmarks for their school or other schools, in the district. The data is updated monthly and stored on the departments SharePoint directory for easy access.

Electronic Rubric Report Cards were created for the 6 Pre-K, Kindergarten and Elementary Schools. This has simplified the reporting process and has established a more efficient and effective procedure for creating this type of report card. Teachers can now prepare and store the rubric report electronically.

Automated Attendance Call- an automated attendance call is now made to every parent/guardian of every child that is absent from school. The procedure use data from the Student Information Systems and technology from the emergency call system to blast the homes of students absent from school.

Wireless Access Controllers: Cisco Aironet wireless controllers are being implement throughout the school district that allow for roaming profiles and LDAP authentication. This new technology allows us to control wireless access to the network and better control over rogue guests or hackers.

New Elementary School Technology specifications and build design: Working with the building architects and project managers, we have standardized school technology requirements. The newly adopted guidelines will be used in all current and future projects.

RESPONSIBILITIES AND STRENGTHS

Student Management

- ◆ Direct, plan, and coordinate the programming and operation
- ◆ Student Grade Reporting
- ◆ Student Attendance
- ◆ Personnel Support maintenance
- ◆ Discipline Compliance
- ◆ Honor Rolls, Grade Distributions, Failure lists and Promotion List for every Marking Period
- ◆ Ranking and Transcripts
- ◆ Student Mobility Maintenance
- ◆ Application Program development for Federal and State reporting
- ◆ Training and Professional Development of Central office and school personnel (administrators and secretaries)

District Administration

- ◆ Analyze, investigate, and advise the administration regarding purchase or leasing of suitable equipment and supervise feasibility and procedural studies
- ◆ Backup and Maintenance procedures
- ◆ Co- Chair District Technology Committee
- ◆ District Improvement Plan Committee
- ◆ Supervise the installation of routers, servers, computers, printers, controllers, and cabling of such equipment

Human Resources

- ◆ Teacher Attendance and Absence Call-In System are managed by this department, data is updated daily
- ◆ Teacher seniority, certifications and general information is maintained by this department.

System Administration

- ◆ Responsible for over 18,000+ network users - Security and data Integrity maintained
- ◆ Manages administrative computer and information technology tasks
- ◆ Web based student administration access to high school staff members

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Networking

- ◆ Setup and Maintain Internet Services, Proxy Servers, Domain Name Servers, Active Directory, MS Exchange, Antivirus and Firewall Services for all schools.
- ◆ Monitor, Troubleshoot and Maintain Internet and Intranet.
- ◆ Web Page Administration
- ◆ Network Administration: Security, User Rights, Groups, Configuration and User Policies
- ◆ Wide Area Network Design and Implementation

Computer Repair and Maintenance

- ◆ More than 800 on site computer repairs
- ◆ Install, repair , and maintain printers and faxes in the district
- ◆ Order and install parts for computer repairs
- ◆ Backup and restore documents on pc's
- ◆ In-house monitor repair
- ◆ Web site maintenance
- ◆ Technical support for school Administrative and teaching staff
- ◆ Inventory of the district equipment
- ◆ Warranty repair
- ◆ Network infrastructure maintenance and repair

FUTURE AND IMMEDIATE GOALS:

- ◆ Further Implement the Data Warehouse System to improve the storing and dissemination of student achievement data
- ◆ Continue redistrict elementary and high school boundaries for cost savings, ease overcrowding and simplify bus routes and ensure neighborhood schools
- ◆ Create the districts 2012-2015 Technology Plan
- ◆ Develop best practice procedures that will ensure continuity with technology integration
- ◆ Continue to enhance the district WEB site
- ◆ Integrate state reports in to the database for automation
- ◆ Continue to plan and coordinate Technology Professional Development activities that will enhance classroom computer literacy
- ◆ Continue to provide a high level of technical service to administration and school personnel on all computer-related aspects
- ◆ Train and support classroom teachers in the use of instructional software
- ◆ Refine middle school scheduling processes
- ◆ Computerize teacher and administrative certification
- ◆ Integrate CMT and CAPT scores in the data stores and perform cross analysis with grading, discipline and attendance data
- ◆ Collaborate with the Special Education department to ensure communication between the electronic I.E.P. system and the district Student Information System
- ◆ Develop Curriculum Management Data collection portals that will allow content supervisors to ease the burden of data sharing, between supervisors and subordinates.

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Research, Development, and Testing

Tara Battistoni, Supervisor

I.A.

Accomplishment of Goals 2010-2011

- Expanded department SharePoint site to include a special education portal
- Calculated starting AYP for each school/teacher to set attainable objectives for the year
- Provided test scores for incoming students by school/teacher to target instruction and increase chances of making AYP
- Continued to work on achievement management system implementation (data warehouse)
- Continued to meet with Principals regularly
- Continued to work collaboratively with schools and other departments, particularly special education, to ensure accuracy data

I.B.

Goals for 2011-2012

- Full scale initial implementation of the achievement management system (data warehouse)
- Use the previously created data verification form for parents to check student demographics prior to October 1
- Calculate starting AYP for each school/teacher to set attainable objectives for the year
- Provide test scores for incoming students by school/teacher to target instruction and increase chances of making AYP
- Continue to meet with Principals regularly
- Continue to work collaboratively with schools and other departments, particularly special education, to ensure accuracy data
- Visit all schools during CMT/CAPT to ensure secure and valid testing conditions

II. Highlights from 2010-2011

- Successfully applied/received the “Reconfigured School for Accountability Purposes” status from CSDE for Gilmartin school
- Analyzed Middle School Accelerated Academy data - these students outperformed students not enrolled in the program, most markedly in reading
- Provided extensive crucial data for an Office of Civil Rights audit
- Objective data resource for executive District Improvement Plan committee, Principals, and grant personnel
- Conducted/analyzed data for the Kindergarten Inventory, CogAT, DRA, SAT, AP, CMT, CAPT, and AYP
- Generated safe harbor data for all schools
- Computed proficiency for current subgroups based on prior year test data; gave schools and teachers a starting point to compare to AYP targets and identify gaps to be addressed
- Disseminated CMT and DRA data by prior/current year teacher
- Disseminated CMT/CAPT data by prior year teacher and further delineated by regular education, special education, ELL, and both
- Calculated AYP targets for all schools and subgroups
- Provided four sessions of training on how to administer the CMT/CAPT online using Measurement Incorporated Secure Testing
- Provided six sessions of training on changes to CMT/CAPT accommodations for 2011-2012
- Provided six sessions of training on how to retrieve/analyze CMT/CAPT data from the state test data website

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III. Strengths

- Relationships established with all school principals
- Contacts established at CSDE and other district and regional offices
- Technology – ability to merge several multifaceted data files to analyze the performance of a cohort of students over time; ability to replicate complex calculations by CSDE including AYP formulas
- Recognized by CSDE as a leader in the field: selected to represent urban districts at multiple committees/meetings for feedback regarding new state initiatives, allowed to preview files prior to statewide release to check for data integrity
- Experience with many years of CMT/CAPT administration
- Accuracy of information and attention to detail
- Established as an objective resource of data in the district
- Statistical expertise
- Knowledge of amendable No Child Left Behind legislation and how it impacts/will change the future of student testing
- Commitment to monitoring and improving the achievement of all students across all subgroups
- Collaborative work with other departments to ensure accuracy of all student data

School/Community Relations

Nancy Dzija Vaughan, APR, Coordinator

I. GOALS:

a. Accomplishment of Goals 2010-2011

Goal #1 – Improve school and district communication with parents

This year, the Waterbury Public Schools received a School Family Community Partnership grant that will enable the district to develop district and school action teams in all schools within three years. Each of the three years, selected schools will implement School Family Community Partnership action teams consisting of parents, school staff, and community members. In schools mandated to create School Governance Councils by November 1, 2011, these action teams will assist the school in educating parents about the councils and in holding elections for the parent positions. School action teams will also be responsible in all schools for developing a welcoming atmosphere and encouraging parents and community members to participate in the school.

As part of the District Improvement Plan implementation process, the School / Community Relations Coordinator serves as co-chair of the Goal #4 parent involvement sub-committee. As part of this process, the Co-Chairs met regularly with the Parent Liaisons to listen to their concerns and to provide tips for more effective communication with parents. Educational Grants Supervisor Linda Riddick-Barron (also a co-chair) provided funds from federal grant money to purchase one computer for each school to be designated for use by parents to access Progress Book. Use of this computer will be monitored by Parent Liaisons. All Parent Liaisons were offered training in Progress Book so that they could assist parents in accessing individual student records with the belief that this represents the most valuable form of family involvement (monitoring student progress).

The coordinator also periodically provided school administrators and staff with "communication tips" on such topics as improving communications with parents and how to improve school newsletters, and it encouraged schools to provide pictures and stories for the newspaper and district newsletter.

Goal #2 – Assist district in meeting its goals to improve student achievement, especially in literacy and numeracy

This year the School / Community Relations Coordinator not only worked to improve parent involvement as one key way to improve student achievement, she also worked with both the Brass Mill Center and Blockbuster Video on incentive programs for schools. The Coordinator also utilized video as a way to bring parents and the community into the classroom.

Goal #3 – Increase use of district web site in order to provide greater information to parents, staff and the community

The School / Community Relations Coordinator continued to play a major role in the district's web site by updating it regularly to allow visitors up-to-the-minute information on district news. One feature of the web site allows questions to be directed to one of five staff members, and questions about the school district or policies have

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been coming to the School Community Relations Coordinator for quick response. Communication coming into the district via this “contact us” page has continued to increase. Questions have ranged from school placement to the availability of special programs, such as after-school or tutoring assistance, and other concerns. Most responses are made within 24 hours of the original post.

Goal #4 – Improve communications between staff and district

The School / Community Relations office addressed this issue in several ways: it continues to feature staff accomplishments as part of the district newsletter and the educational access channel; it continues to regularly communicate with staff on issues identified as important in previous research, and it encourages staff to provide feedback to the office on various issues. In addition, the Coordinator provides information when requested to staff and parents and provides information on schools or education issues to community groups when requested.

Goal #5 – Improve on district’s positive image in the community

The School / Community Relations Coordinator continued to utilize various media sources to publicize new educational initiatives and to highlight district accomplishments, including newspaper, video, the district web site, the district newsletter, and word-of-mouth out to the community. This year, she also worked with the Connecticut Educators Association to host two public forums to determine public perception on education issues. Following the forums, the CEA utilized a grant to create several public service announcements which were then broadcast on area radio stations.

b. Goals for 2011-2012

Goal #1 – Improve school and district communication with parents

Goal #2 – Assist district in meeting its goals to improve student achievement, especially in literacy and numeracy

Goal #3 – Improve communications between staff and district

Goal #4 – Improve on district’s positive image in the community

II. HIGHLIGHTS

Working with Parent Liaisons and the District Improvement Plan’s Executive Management Team, the School / Community Relations Coordinator has developed a new monthly reporting format for parent liaisons that provides more extensive and detailed information than did previous reports. The new reporting format should allow for more consistent compilation of family involvement data across the district. This information will be compiled and analyzed on an ongoing basis.

After meeting with representatives of the Brass Mill Center mall, the School / Community Relations Coordinator introduced the mall’s new initiative, MY SCHOOL’S COOL, to the Board of Education and school administrators. Participating schools will have an opportunity to compete against each other to earn cash prizes from the mall in a shopping incentive program. Schools will have an opportunity to earn additional points by meeting school goals related to academic achievement or positive student behavior. Cash prizes will total \$20,000.

Nancy Vaughan is the designated coordinator for the new School Family Community Partnership district-wide initiative. She is working with Mary Ann Marold and Gladys Johnson Wright to facilitate development and training of district and school teams consisting of parents, staff and community representatives. Initially, the teams will be doing welcoming walk-throughs and developing goals and strategies to improve parent involvement based on their observations. The teams in the thirteen schools that need to develop Governance Councils by November 1, 2011, will also assist their schools in creating awareness of the council’s role prior to the election. Training and coordination of school teams will continue over a three period with assistance from the Connecticut Parent Information Resource Center then revert to the district. There was an initial \$7,000 grant, received this school year, to provide funds in support of the initiative.

Finally, the coordinator is working with Blockbuster Video to let schools know about a new / renewed program to help schools encourage good grades. The program provides a free rental to students who bring in a report card with good grades on it. This program will be available next school year as well.

With district assistance, the Connecticut Educators Association hosted two focus groups in Waterbury on public perception and support of education. The first focus group included community leaders, while the second group included parents. The CEA then created a series of radio advertisements on public education in Connecticut following these focus groups and others conducted in Bridgeport.

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III. STRENGTHS

Nancy Vaughan, who has achieved her Accreditation in Public Relations from the Universal Accreditation Board, has been elected Northeast Region Vice President for the National School Public Relations Association. The region includes Connecticut, Delaware, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, New Brunswick, Newfoundland, Nova Scotia, Eastern Ontario, Prince Edward Island and Quebec. She has an outstanding knowledge of communications and public relations.

Personnel Department

Ron Frost, Director

In fiscal year 2010-2011 the office of Education Personnel supervised the recruitment, selection and appointment of 74 highly qualified teachers to replace teachers that resigned, retired, were non-renewed or were promoted to higher positions. The average salary level for these new teachers was \$47,676 and came in under budget.

Each new teacher was partnered with a trained and certified mentor teacher through an enhanced mentoring program. Numerous mentor teachers were recruited, trained and certified through district initiatives and incentives. New Teacher Orientation acclimates new hires to proper school procedures from Attendance Policy to Dress Code. Additionally class management and special education procedures and policy are included in the three day orientation. Feedback from attendees has been positive regarding the orientation. The number of non-renewal recommendations from building Administrators and Supervisors has decreased the last two school years, we think this is a reflection of the orientation. All staff were evaluated and supported in accordance with the Waterbury Guidelines for Teacher Evaluation and Professional Development. Only teachers who demonstrated the potential for excellence were offered contracts for the 2011-2012 school year.

A survey of Connecticut school districts was conducted to determine whether doctorate degrees were a requirement for the superintendent in other districts and the current compensation package for existing superintendents, to assist the consultants with their search for a Superintendent replacement.

Our continuing efforts to monitor and control absences resulted in a reduction in paid sick time of 7.1%. This has reduced our expenditures for substitutes and temporary assignments by approximately \$150,000. Our absences due to injuries on the job continue to decline from 2007-2008 levels.

Under direction from the Superintendent and the Chief Operating Officer, the Director of Personnel completed investigations into allegations of misconduct, both on and off the job, by Education employees. The investigations resulted in disciplinary actions, including suspensions and terminations of Education employees.

Eleven administrative vacancies occurred for 2010-2011 as a result of retirements, resignations, transfers, promotions and expansion positions. All of these vacancies have been filled with qualified staff. The number of grievances reaching the Superintendent's office totaled fifty-six, eighteen reached the Board. Four have been submitted to arbitration by the WTA.

We also received three CHRO complaints and three unfair labor practices complaints. All have been dismissed by the CHRO and/or the Department of Labor

As part of our recruiting efforts, we participated in thirteen career day fairs and two on-site campus interview sessions, including a "Teacher Fair" held at Rotella Magnet School, where candidates interested in employment with the Waterbury School District attended. Applitrack, an on-line application system, was fully implemented during the 2010-2011 school year. In addition to creating a paperless application process – which saves space and paper costs, the system advertises Education's vacancies – thus saving advertising costs, enables immediate access to candidates' applications directly by our Administrators – providing convenience and saving time, provides immediate confirmation of receipt of application to the applicants – saving calls and postage, thus increasing the efficiency of the Personnel Office.

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2010-2011 Teacher Hires By Subject Area

School/Department	Subject/Grade	# of New Teachers
Bilingual	Bilingual/TESOL	2
Elementary	Grades Pre-K through 5	15
Elementary	Library Media	3
Elementary	Literacy Facilitator	1
Elementary	Music	2
Elementary	Physical Education/Health	3
Elementary	Reading	2
High School	Allied Health	1
High School	Dance	1
High School	English/Language Arts	3
High School	FCS	1
High School	Foreign Language	2
High School	Literacy	1
High School	Mathematics	9
High School	Music	1
High School	Science	3
High School	Tech Ed	1
Middle School	English/Language Arts	1
Middle School	Literacy	3
Middle School	Mathematics	4
Middle School	Reading	2
Middle School	Science	1
Middle School	Social Studies	1
Middle School	Tech Ed	2
Special Education	Vision	1
Special Education	Speech	1
Special Education	Self-Contained or Resource	7
	Total	74

Teachers Hired With Durational Permits (DSAP)

In certain circumstances, the Connecticut Department of Education, Bureau of Teacher Certification will issue temporary teaching certificates in subject areas where a school district is experiencing a shortage of suitable certified candidates. In order to qualify for a DSAP the applicant must: (1) successfully complete all three components of the Praxis I teacher examination or qualify for a waiver; (2) certify, through official transcripts, that he or she has successfully completed certain required undergraduate and/or graduate coursework in the content area for which the DSAP is sought; and (3) demonstrate that he or she is enrolled in a teacher preparation program to complete the remaining coursework and/or testing for teacher certification and new as of 7/1/06 DSAP candidates must pass the Praxis II in their content area. Furthermore, a school district must "sponsor" a DSAP applicant by demonstrating that no suitable certified applicants in the subject area could be hired despite reasonable recruiting efforts.

For 2010-2011, 11 new teachers were hired through the DSAP. This represented 3% of all new teachers hired in 2010-2011. DSAP teachers were hired in the content areas listed below.

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Certification Area	# of DSAPs		Difference
	09-10	10-11	
Special Education	1	1	0
Math (7-12)	0	0	0
Science (7-12)	0	0	0
Business	0	1	+1
Tech Ed	0	1	+1
Spanish	1	4	+3
Bilingual-TESOL	0	1	+1
Bilingual – Elementary	0	2	+2
Bilingual – Content area	0	1	+1
Biology	1	0	-1
Total	3	11	8
% of new teachers	3%	3%	

Relevant Salary Data for Teachers Hired During 2010-2011

66% of new teachers hired in 2010-2011 were placed at Step 1 of the salary schedule.

The average starting salary for teachers hired during 2010-2011 was \$47,676.

The budgeted salary for new teachers was \$50,000

Education Level of Teachers Hired During 2010-2011

Degree Held	# of New Teachers	% of New Teachers
Bachelors	23	31%
Masters	42	57%
6 th Year	9	12%
Doctorate	0	0%

2010-2011 TEACHER HIRES BY RACE/ETHNICITY

Race/Ethnicity	# of Hires	% of Total Hires
Asian	1	1.4%
Hispanic	4	5.4%
Black/African American	4	5.4%
Two or More Races	0	0%
White/Caucasian	65	87.8%
Total	74	100%

Approximately 12% of teachers hired during 2010-2011 were minority.

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2010-2011 Teacher Resignations/Deaths

School/Department	Subject/Grade	# of Resignations/Deaths
Bilingual	Bilingual/TESOL	1
Elementary School	Grades Pre-K through 5	6
Elementary School	Music	1
Elementary School	Library/Media	1
Elementary School	Literacy Facilitator	1
Elementary School	P.E.	1
Elementary School	Reading	2
High School	Foreign Language	2
High School	Mathematics	5
High School	Science	1
Middle School	English/Language Arts	2
Middle School	Literacy	1
Middle School	Mathematics	2
Middle School	Science	1
Special Education	Vision	1
Special Education	Self-Contained or Resource	3
Special Education	Psychologist	2
Special Education	Speech	2
	Total	35

2010-2011 Teacher Retirements/NonRenewals

School/Department	Subject/Grade	# of Retirements/ Nonrenewals
Bilingual	Bilingual/ESL	1
Elementary	Pre-K through 5	4
Elementary	Music	1
Elementary	Library Media	3
Elementary	District Instruction K-5	1
High School	Foreign Language	2
High School	Tech Ed	1
High School	Social Studies	1
High School	Science	1
High School	Psychologist	1
Middle School	Social Studies	1
Special Education	Self-Contained or Resource	4
Special Education	Speech	1
	Total	22

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ADMINISTRATOR HIRING

Eleven administrative vacancies occurred for 2010-2011 as a result of retirements, resignations, transfers, promotions and expansion positions. All of these vacancies have been filled with qualified staff.

POSITION	TRANSFER REQUESTS	INTERVIEW DATE	ANTICIPATED DATE OF APPOINTMENT
West Side Middle School Principal	None	2/8/11	Maria Burns 7/1/11
Driggs Principal	None	Not Applicable	Thomas Pannone 7/1/11
Duggan Principal	None	1/26/10	Patricia Frageau 7/1/11
Wallace House Principal	None	7/22/10	Cynthia Hammond 8/2/10
SVP at Generali	None	Not Applicable	Filomena Hudobenko 8/16/10
SVP at Driggs	None	Not Applicable	Diurca Tomasella 8/10/10
SVP at Carrington	One	Not Applicable	Karen Renna 8/23/10
SVP at Chase	None	Not Applicable	Matthew Calabrese 9/27/10
SVP at Rotella	One	Not Applicable	Ellen Paolino 8/10/10
SVP at Maloney	Two	Not Applicable	Diane Bakewell 8/10/10
Supervisor of Social Studies and FCS	None	8/17/10	Michael Harris 8/24/10
Supervisor – Fine Arts - WAMS	None	9/9/2010	Dana Manning 10/18/10

ELEMENTARY SCHOOLS

BARNARD ELEMENTARY SCHOOL

Thomas Pannone, Principal

I Goals

a) Accomplishment of Goals 2010-2011 from School Improvement Plan

Barnard School's 2010-2011 School Improvement Plan goals were consistent with the district's five major District Improvement Plan Goals. The goals are listed below:

1. To increase reading proficiency for all students by a minimum of 15% by the end of three years as measured by Developmental Reading Assessment (DRA), and Connecticut Mastery Tests (CMT).
2. To increase mathematics proficiency for all students by a minimum of 15% by the end of three years as measured by Connecticut Mastery Tests (CMT).
3. To reduce the number of school suspensions by 15% over three years as measured by district suspension data.
4. To reduce truancy by 15% over three years as measured by district attendance data.
5. To increase the involvement of families in the educational process by 15% over three years as measured by strategic district surveys and participation in school and district meetings, workshops, and events.

Goals 1 and 2 deal specifically with improving student academic performances in the major subject areas of literacy and mathematics. Barnard School did not make AYP requirements for both Mathematics and Reading. We are presently on the designated Year-Two In Need of Improvement list. Reading and Mathematics continue to be the highest priority instructional focus in all grade levels, K-5. A number of continuing initiatives were in place for the 2010-2011 school year. These include:

- Four monthly grade level common planning team or data team meetings-2 Math and 2 Reading, 40 minutes/week
- CFA, Development in Math and Reading/LA by grade level teachers and support staff
- 90 minutes minimum literacy block for all grades
- 45 minutes minimum math block for all grades
- Tier II Intervention Block 40 minutes a week – 3 times a week
- Tier III Intervention Instruction 30 minutes a week – 5 times a week
- Individual reading plan for all identified deficient readers
- Mathematics coach for all grades (2x month)
- Title I Literacy facilitator for grades 3-5 (2/week)
- TPTA After School for identified grade 2-5 students (3 sessions Gr. 4 & 5, 3 & 4; 2 & 3)
- ESH After School for identified grade 4-5 students
- Title I Tutors (2 tutors – 12 hours a week – 8 weeks)

Barnard School focused on one Tier Two Indicator on the 2010-2011 School Improvement Plan. The Tier Two Indicator is to utilize guided reading strategies along with literacy stations across the curriculum to increase all students' reading proficiency by a minimum of 15% by the end of three years as measured by the Developmental Reading Assessment (DRA) and the Connecticut Mastery Test (CMT).

Barnard School has implemented the following instructional strategies and initiatives to meet the objectives of the goal of the Tier Two Indicator:

- In anticipation of implementation of the Literacy Academy Instructional Model for the 2011-12 school year, Barnard staff will participate in Literacy Academy Training and site visits.
- Monthly assessment of reading fluency at grades 1-5
- Focus of reading instruction in all grades, K-5, driven by guided reading supported by flexible grouping strategies (continuation of year one 2008-09)
- Continued development and integration of literacy stations to support guided reading instruction, K-5
- Purchase and development of a comprehensive leveled reading library for all grades K-5
- Integration of non-fiction leveled reading texts to support Social Studies and Science curricular content
- All teacher evaluations for 2010-11 focused on integrating Science and Social Studies into the Reading/LA block.
- Average 30 walk-throughs per month

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- Bi-monthly grade level CFA to drive instruction
- Bi-monthly grade level Data Team analysis of student reading performance
- CMT scores will be reviewed at August 2011 PD
- Review of DRA scores indicated a significant decrease in primary grades (K-3) students scoring substantially deficient and increase in percent of students scoring in the proficient range
- Gr. 5 students showed continued significant growth in percentage of students scoring at proficient level

Goal 3

Barnard School maintained a very safe and secure learning environment for students and staff. No out of school or in school suspensions were recorded all year. Outstanding teaching practices and classroom management were a major contribution to this factor. School rules were enforced consistently and fairly. A total of 33 discipline referrals were processed. Bus discipline reports accounted for 9 of that total.

Goal 4

The district attendance policy was strictly adhered to by all Barnard staff. Through the collaborative efforts of the principal, secretary, teachers, parent liaison, and attendance counselor, home communication regarding student absence was well maintained. As of this date, 3 Barnard students have exceeded the 18 unexcused attendance thresholds. No attendance appeals have been held with parents to date. The IRIS emergency notification system also helped in parent communication.

Goal 5

Through the outstanding effort of our Parent Liaison and entire staff, Barnard School maintains excellent parent communication and parental input. Parents were active in the School Improvement Plan, School Environment Committee and Grants Committee. The PTO membership remained steady.

b) Goals for 2011-12 (from School Improvement Plan)

Barnard Elementary School is scheduled to close its doors on June 20, 2011. Barnard and Brooklyn Elementary School will be merged into the newly renovated Pre-K – 8 Duggan Elementary School. Approximately one-half of the present Barnard School student population will be attending Duggan School, while the rest will be enrolled at a number of other Waterbury Public elementary schools. At this time, there is no School Improvement Plan planned for the 2011-12 school year for either Barnard or Duggan School.

II Highlights of 2010-11 Program

a) ICAN (Identifying Countries and Nations) Project - \$1,500 General Grant Project

The ICAN program represents a very innovative framework of activities, when merged, serve to foster the interest of first grade students to embrace reading, improve overall reading proficiency, and introduce them to other civilizations of our world. Through utilization of the book entitled, *How to Make an Apple Pie...and See the World*, first graders will virtually tour several countries and territories, learning about their cultures, languages, and foods. Musical compositions generic to each site will be integrated into the learning and exploration activities that will aurally contrast the distinguishing natures of each place visited. The ultimate outcome sought will be the encouragement, enjoyment and importance of reading for each young learner.

b) K.N.IT. (Kids Need Interests, Too) Project

This project, funded through a \$1,300 General Grant award, involved 50 fourth and fifth grade students in a learn to knit project. Students participated before, during, and after school hours learning the basic fundamentals of knitting. As students skills increased, the complexity of project increased. Students learned to follow simple and complex directions, along with making a variety of patterns and designs.

This project received newspaper coverage and exposure on our local community access stations, *Spotlights on Schools* program. This allowed for an outpouring of community support and volunteers to assist in this project.

c) Improving Literacy Through School Libraries Grant - Global Sharing "Getting to Know You"

The second year of a 2-year grant cycle designed to develop communication between 5th grade students in Waterbury with other students abroad. Our connection was with the students from Toulouse, France. Each elementary school received a portion of this \$500,000 grant. Barnard School benefitted from the following new resources in both technology and print format: 1 SMART Board, 2 laptops, 2 Flip Video cameras, and many books. The focus of the books is the State of Connecticut.

All 5th grade students were required to complete a project about the state of Connecticut in order to teach their French friends about our state. Projects were developed by the School Library Media Specialists and co-taught with 5th grade teachers. The end project consists of a research packet containing a written portion about the history, geography, and tourism of Connecticut, an illustrated state map, art work, and a letter to France, a short lesson on French vocabulary, and a bibliography.

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III Strengths of the Educational Program

The strengths of the educational program at Barnard are tied directly to a very dedicated, caring, compassionate and professional staff of teachers, paraprofessionals, and related support staff. The overall number one mission of our school is to provide our students with not only the basic skills and knowledge for academic success, but to help foster a lifelong quest for learning. Collaboration among staff is exceptional. Grade level teams work very well together and a variety of co-teaching models are used with all support staff. Excellent behavior management techniques and strong classroom management by all staff has minimized classroom disruption.

IV Statistical Data

- a) Number of students transferred into Barnard School
within system in 72 out 36
outside system in 56 out 38
- b) Superintendent Award 1
- c) Student of the Month 250
- d) Honor Roll 165
- e) Perfect Attendance 18

BROOKLYN ELEMENTARY SCHOOL

Dr. Patricia Frageau, Principal

I. Goals

A. Accomplishment of Goals 2010 - 2011

- Converted the school into a literacy Academy.
- Offered Extended School Hours (ESH) for a third year.
- Designated CPT (grade level) meeting to monitor and analyze student work.
- Differentiated instruction to meet diverse learning styles for all.
- Offered TPTA for at risk students in the area of Reading.
- Used results of district assessments to adjust instruction and curriculum pacing.
- Continued the Primary Mental Health Grant project for at risk K-Grade 3 students.
- Utilized the IRIS phone system as a means of contacting parents.
- Conducted parent outreach through classroom teacher, parent liaison, guidance counselor, social worker and principal.
- Implemented a School Improvement Plan Committee (SIP) in order to take a closer look at student data.

B. Goals for 2011 – 2012 – Duggan School

Data will be collected in each goal area and analyzed to determine the Effective Teaching Strategies to be used to improve student achievement. Data Walls will be created for teachers, students, and parents (Data Driven Decision Making). Weekly Common Planning Time (CPT) will be used to discuss students' progress and analysis of student work. Professional Development will be planned and implemented based on the data analysis and the needs of the school and the students.

Goal #1 Literacy

- Continue Literacy Academy.
- Increase percentage of all students who are reading at grade level by 15% at the end of three years.
- Increase percentage of all students scoring proficient or higher on district wide formative assessments in reading.
- Decrease percentage of all students who are above substantially deficient by 20% as measured by the DRA's in grade 1-3 over a 3 year period.
- Increase the percentage of all students meeting the Kindergarten Exit Criteria in standards in reading to 90% To add additional collaborative time blocks to each teachers daily schedule.

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Goal #2 Numeracy

- Increase by 15% the percentage of students scoring proficient or higher on district assessments over a 3 year period.
- Increase the number of students attaining grades of “C” or higher at the end of each marking period to 70%.
- Grade level Common Planning Time is used to review student work and performance in mathematics.
- Add additional collaborative Math time blocks to each teachers daily schedule.

Goal 3# Safe and Secure Teaching and Learning Environment

- Reduce the number of discipline referrals by 15% over 3 years
- Increase the use of Prevention Services Team (attendance counselor, parent liaison and other support staff).

Goal #4 Parental Involvement

- Increase to 100% the number of parents who sign and return the Family School Compact.
- Increase communication on parent notification of NCLB requirements using school newsletter, website, and display in the main hallway of the school.
- Increase family involvement in the educational process by 15% over 3 years.

II Highlights from 2010 - 2011

- A. Brooklyn School implemented the Literacy Academy mode in grades K – 5.
- B. Brooklyn School staff volunteered after hours to implement several educational family events, including a reading, math, CMT, and science night that were successful and grew in attendance as the year went on.
- C. Monthly and weekly PBS celebrations conducted.
- D. An end of the year field day was held.

III Strengths

- A. Teachers work collaboratively on school-wide and grade level projects to improve student achievement and strengthen character virtues.
- B. Teachers have been trained in DDDM (Data Driven Decision Making), and a team has been established to analyze data in reading, writing, and math. Brooklyn School participated in the WBE Data Showcase, and Data Walls have been created: one for the teachers, one for the parents (located in the main hallway), and one outside each classroom. The classroom Data Walls provide a data display for the students in the class to observe how they are doing in reading, writing, spelling, and math.
- C. Primary Mental Health Grant (Just For Me) project for at risk K-3 students
- D. Girl Scouts/Boy Scouts Lunch Bunch---the Girl Scout program for kindergarten to fifth graders increased its participation and completed its fourth year and the Boy Scout program for third to fifth graders also increased its enrollment and completed its third year.
- E. After School YMCA Program for Brooklyn, Barnard and Tinker students—completed its third year in existence with increased enrollment.

IV Statistical Data

- Number of students receiving various kinds and types of awards.
 - Superintendent’s Award (1)
 - Tiger of the Week (960)
 - President’s Award for Educational Achievement (110)
 - Average percentage of students attending monthly programs (85%)
 - Just For Me (48)
 - Citizenship Award (10)
 - Superlative awards (8)
 - Olympics of The Mind, grade three and grade five team (12)
- Number of students transferred in and out of your building
 - Within system in 37 out 37
 - Outside system in 26 out 20

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BUCKS HILL ELEMENTARY SCHOOL

Ann M. Begley, Principal

I Goals

A. Accomplishment of Goals for 2010-2011

Goal #1 Bucks Hill School will attain high academic achievement for all students in literacy and numeracy.

Bucks Hill became a Literacy Academy in October. The expectation of Literacy Academy is that there is at least a two hours block for Literacy. During this time, there is twenty minutes of whole group and at least one hundred minutes of small group instruction. There is an assessment binder that maps out all of the expected assessments. The structure of Literacy Academy has allowed the teachers to address the specific needs of the students. Grouping is done by data and includes groups for immersion, basic and accelerated students. The immersion class includes additional support staff including reading, special education, speech, and ELL.

District Math Benchmark assessments have guided Bucks Hill to plan appropriate instruction.

Bucks Hill has continued to use grade level meetings and collaboration time to analyze data using the Data Driven Decision Making process.

Goal #2: Bucks Hill School will provide a safe and secure teaching and learning environment through the implementation of school-wide Positive Behavior Support program to affect discipline data in individual classes and at Bucks Hill.

Data shows that there continues to be a decrease in referrals to the office and out-of-school suspensions. This has been the trend at Bucks Hill for several years. The implementation of in-school suspension in the District has given us another strategy to address behavior.

The PBIS committee continued to get direction through the district wide training initiative. The training helped refine the procedures already in place at Bucks Hill.

School-wide rules and expectations have been developed and were explicitly taught beginning in September.

Specific lessons were given to teachers in August to ensure that all staff was teaching the explicit expectations for all areas within the school. The team helped teach expectations in areas outside the classrooms such as the lunchroom and recess.

The committee continued to meet monthly and work in the school using Positive Behavior Support.

Initiatives implemented in prior years were continued, but the committee worked to change things a little to keep the students motivated.

The implementation of identifying Tier III students who have repeat problems in school was a new focus for the team. Use of a process called 'check-in/check-out' was begun late in the school year. Time of implementation did not allow for an analysis but the process will be continued next year beginning in September.

B. Goals for the 2011-2012

Goal #1 Bucks Hill School will attain high academic achievement for all students in literacy and numeracy.

Continuing Literacy Academy initiative will be the primary goal for the school year. Day one will have students placed in literacy groups based on the data.

Implementation of the specific goals of the School Improvement Plan (SIP) will have the Bucks Hill staff teaching explicit scientifically based reading research strategies to improve student achievement. The teachers will continue to create Common Formative Assessments and follow the Data Driven Decision Making steps to analyze student work when planning instruction. Grade-level meetings and faculty meetings will continue to allow teachers to collaboratively review and score student work while identifying instruction needed.

Goal #2: Bucks Hill School will provide a safe and secure teaching and learning environment through the implementation of school-wide Positive Behavior Support program to affect discipline data in individual classes and at Bucks Hill.

The school will continue its Positive Behavior program. The team will turnkey the procedures to the staff and students. Teachers will be required to explicitly teach the expectations to the students.

Improved strategies will be implemented to involve students in the school to work to increase their feeling of ownership. This can make a difference in the climate of the school. The students will be used to look at what they feel can make a difference in the school. They shared a concern about some students' behavior and the environment in areas including the bathroom and the cafeteria. Meetings and surveys will be used to look at their feelings.

The peer mentor program will continue in September. This will also allow students to be involved in the behavior of their peers.

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II Three highlights or outstanding accomplishments for 2010-2011

Implementation of the District Literacy Academy initiative has been a highlight at Bucks Hill this year. The initiative uses all the SRBI strategies learned through the Reading First Grant that was at Bucks Hill for 7 years. Literacy Academy has given us an explicit structure to use the strategies. Teachers are now able to address the needs of children with a more laser like focus. Those students who have the greatest needs are in classrooms with the classroom teacher and additional adult support. The continued use of DDDM and collaboration days has allowed us to identify and target students. Disaggregating data was a focus this year that went to the next level. Staff was able to identify students who were making progress and sustaining proficiency. Students' areas of need were targeted. Teachers were able to talk about student progress by student name. The projections for Safe Harbor for CMT were very good based on this data.

This school year has been highlighted by some very successful activities. New ideas were tried for parent activities. Family nights included our fall BINGO with a full house. New activities included a speaker who is a Waterbury native and author. The parents were very impressed with Felix Rodriguez and enjoyed their breakfast. Mr. Rodriguez also spoke at our fifth grade promotion. Our Annual Spring Concert and Art Show had a tremendous turnout. A pot luck supper was a great addition to this event and will be added to most events next year. Student activities this year included our spring student/staff basketball game which is always great fun. Our first annual school-wide 'Dance Party' had every child in the school performing to music. Increase in the number of students who 'stayed on the green' was a highlight for Bucks Hill. More students were involved in the mid-year and end-of-year celebrations. PBIS continues to make a difference at Bucks Hill.

III Strengths of Bucks Hill

The implementation of Literacy Academy is a strength at Bucks Hill. Language Arts and Math blocks have been fine-tuned this year and ran smoothly. Support staff, including SPED, SLP, ELL, and paraprofessionals, have been scheduled daily in the Literacy block to work with our immersion students. Data has been used to guide these strategies. Common planning time was used extensively to discuss and plan for student instruction and included collaboration time for all staff. The staff continues to embrace the strategies presented to them through Reading First as they develop their teaching styles. They truly care about the students and work hard so that each and every child gets the best possible education.

Developing the Parent Involvement Team has brought several parents and staff together to address the goals for Bucks Hill. This has broadened the scope of what can be done for the school. It is the first step towards the soon-to-be required Governance Board for the school.

This year saw different staff getting involved in the happenings at the school. Staff has been making suggestions regarding classroom needs and school-wide needs. It is evident that the staff is coming together as a team. There has been a tremendous amount of professional development to address a wide variety of school issues. These included comprehensive literacy, writing, behavior management, CFA, CMT strands, and DDDM. Co-Teaching and EIP trainings have allowed Bucks Hill to advance its ability to educate all children and enhance small group instruction. The data team worked together with our technical assistant from CALI to ensure that we are using data to plan instruction.

IV Statistical Data

Number of students transferred in and out of Bucks Hill

- (a) from within system in 128; out 115;
(b) from outside the system in 127; out 73

Number of students receiving awards, etc. from within the school:

- Student of the Month - 270
- Reading Every Night – about 125 per month
- Silas Bronson Poetry Contest - 1
- Superintendent Award – 1
- MSA - 10

Number of students receiving awards from outside the school :

- Olympics of the Mind – 6 (third place for grade three)
- CAS Art Award – 2
- Presidential Awards:
- Excellence – 9
- Achievement - 23

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BUNKER HILL ELEMENTARY SCHOOL

Brian Goggin, Principal

This elementary school, with the present enrollment of 483 students, starts instruction at the Pre-K level and continues through Grade 5. Teaching assignments are by grade level.

The assignments are as follows:

- 1 Pre-K
- 6 Full Day Kindertartens
- 3 First Grades
- 3 Second Grades
- 3 Third Grades
- 3 Fourth Grades
- 3 Fifth Grades
- 1 Title I Center
- 2 Behavioral Disorder Learning Centers

(Intermediate)

- 2 Resource Rooms
- 1 TESOL Class
- 1 Speech
- 1 Reading

Physical education in grades Pre-K is 30 minutes per week. Physical Education for Kindergarten through Grade 3 is 40 minutes per week. Grade 4 receives 45 minutes of physical education each week, and Grade 5 receives 50 minutes of physical education per week. Students in Grades Pre-K through Grade 3 receive 35 minutes per week in the Media Center. Students in grades 4 & 5 receive 40 minutes of media center instruction per week. Vocal music is provided biweekly for 60 minutes. Art education is provided biweekly for 60 minutes per class. Instrumental music is provided weekly. Students may select to play drums, saxophone, violin, clarinet, trumpet, etc.

I Goals

GOALS FOR 2010-2011

Goal #1: To increase reading proficiency for all students by a minimum of 5% as measured by the Development Reading Assessment (DRA) and Connecticut Mastery Tests (CMT).

Bunker Hill Elementary School achieved AYP for the 2009-2010 academic year and is presently striving to do the same for the 2010-2011 school year. To that end, a 10% increase in Literacy proficiency is a major component of the school's Action Plan for attaining AYP status this year.

The 2008-2011 Bunker Hill Elementary School Improvement Plan's Tier II Indicator is to implement explicit, small group instruction to increase student' reading proficiency by a minimum of 15% by the end of three years as measured by the Connecticut Mastery Test (CMT). The following school-wide gains were realized in Literacy:

- School year 08-09 – **19%**
- School year 09-10 – **11%**

The aggregate increase for this two year span out of the three year School Improvement Plan is **32.3%**.

Goal #2: To increase the efficacy of the PBS program and to enhance compliance with the school rules and regulations we will include interventions for Tiers 2 and Tier 3 of the PBS Pyramid. Our out of school suspension rate will have a 5% decrease.

Bunker Hill	Actual	Actual	Actual
Years	08 - 09	09 - 10	10 - 11
Number of Suspensions	25	11	14
Total number of incidents	36	27	24
Percent of Enrollment Suspended	5.0%	2.3%	2.9%

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A. GOALS FOR 2011-2012

1. **Goal #1 - LITERACY:** To increase reading proficiency for all students by a minimum of 5% as measured by the Connecticut Mastery Test (CMT).
2. **Goal #2 – NUMERACY:** To increase mathematics proficiency for all students by a minimum of 5% as measured by the Connecticut Mastery Test (CMT).

II. HIGHLIGHTS

1. Achieved AYP status.
2. Maintained out-of school suspension rate of less than 3%.
3. Number of students with 19 or more unexcused absences: 9/483.
4. 97% daily attendance rate.
5. Installation of Lexia Reading Program.
6. Increase in parental onsite visits over 2 year span: 42.4%.
7. Continuation of family themed activities after school hours.
8. Continued use of Saxon Math curriculum K-2.
9. Established a multi-use conference room.
10. PBIS initiative: The SET score for Bunker Hill School has improved from 88% during the 2009-2010 school year to 100% for the 2010-2011 school year.

III. STRENGTHS OF THE EDUCATIONAL PROGRAM:

A. The average class sizes are:

Pre-K	20	Third Grade	24.66
Kindergarten	15	Fourth Grade	26.33
First Grade	24	Fifth Grade	24
Second Grade	25.33		

B. Targeted Prep Time Academy, small group tutorial after school program for identified students in grades 4 and 5.
 C. Extended School Hours - After-school Program with concentration in Language Arts was offered to grade 2 students.

D. State Department of Education After School program was offered to Grades 3 and 4 students, and will continue into the 2011-2012 school year.

E. Five Tutors, for grades 3, 4 and 5 worked closely with teachers and students in the areas of reading, small group explicit instruction in literacy and CMT Preparation.

F. TESOL: This program assists emergent English speaking students, by offering a small class setting and push-in services for improving their speaking, writing and listening skills in English.

G. Incentive awards, including Student of the Month, Attendance, Good Behavior, Homework Champs, PBIS Raffles, CMT/PBIS field trips to Quassy and on-site school wide pizza party, and Achievement Awards were given.

H. Title I Parent Liaison continued to act a resource and linkage person for parents.

I. Submitted proposal for new SDE After School Program Grant.

IV. STATISTICAL DATA

Awards were given for academic achievement, citizenship, and outstanding effort were given as follows:

Students of the Month	170
Superintendents Award	1
Presidential Award	8
Honor Roll	16
Citizenship Award	3
Attendance Champs	337
5 th grade Art Award	10
5 th Grade Music Award	4
Physical Education Award	3
Library Behavior Award	110
PBIS Incentive Rewards	750
CMT Rewards	460

Student Transfers (the numbers listed below are as of June 1, 2011):

Within System	IN	70	OUT	68	Total	138
Outside System	IN	59	OUT	56	Total	115

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CARRINGTON ELEMENTARY SCHOOL

Kevin Brennan, Principal

I. Goals

a. Accomplishment of Goals 2010-2011

Carrington School made significant progress in the achievement of the targeted goals for the 2010-2011 school year as indicated in the School Improvement Plan.

To improve students' performance in literacy Carrington School this school year instituted the Literacy Academy approach, which grouped students for their reading levels and targeted personnel to implement small group instruction. All teacher-teams collaborated to learn elements of the approach. Each grade level had three groups: proficient, middle, and immersion. English as a Second Language Teachers, Special Education Resource Teachers, and Paraprofessionals all contributed. This approach reduced the students-per-teacher ratio for literacy instruction. Reading subgroups averaged six per adult.

To improve students' performance in numeracy Continual assessment and data analysis led to mastery of mathematical objectives Carrington. Student performance on the CMT rose by 25% in the last three years in the proficient category. The teachers met in common planning time sessions to determine strategies to ensure learning.

To ensure a safe and orderly learning environment Carrington reduced the number of suspensions by faithfully implementing the Positive Behavior Incentive Support program.

To engage parents in the education process Carrington successfully engaged parents in many events throughout the school year. Carrington's PTA is an active, supportive group.

b. Goals for 2011-2012

The new Carrington School Improvement Plan focuses primarily on the areas previously cited: that students will improve performance in Literacy and Numeracy; that Carrington will provide a safe and secure learning environment; and Carrington School will engage parents in the educational process. On the last goal, Carrington will implement a School Governance Council by November 2011, to include parents, teachers, and community members in the advisory committee. To increase academic performance, Carrington will advance teachers' and students' use of recently-acquired SMART Boards in the classrooms that have them. Literacy Academy will become even more effective with more technology and advanced strategies.

II. HIGHLIGHTS from 2010-2011

Among highlights of the 2010-2011 school year are the following:

- The Literacy Academy approach was implemented;
- Four meetings of Bilingual class parents were held during school hours. The Bilingual Department staff led sessions for the parents to build their awareness of strategies that they could use to help their children learn.
- The PTA organized and hosted several school-wide family events, including the Family Reading Night, Harvest Festival, Breakfast with Santa, Parent-Child Read Together Book Club, and the 8th Annual PTA International Dinner;
- Medical interns from Waterbury Hospital conducted a series of health, anatomy, and medicine-related sessions for Carrington 4th graders;
- Thanks to the sponsorship of the Exxon-Mobil service station on Bunker Hill Avenue, Carrington School was able to purchase \$750 in supplies to support students' learning of Science and Mathematics.
- Carrington 5th Graders researched figures of Black History, and then acted as their characters in a video production.
- Carrington has a sister school, a partnership, with Qingdao Experimental Primary School in Qingdao, China. Students exchanged pen-pal letters with their Chinese counterparts.
- Chinese Acrobat Troupe performed in the Carrington School café-gymnasium for the 4th and 5th grade students.
- The 21st Century After School Learning Center added to Carrington's community connections.

III. STRENGTHS of Educational program

- In the realm of health, science, and geography, Carrington teaches about nutrition in an edible way. Carrington School completed its fifth year of the Fresh Fruits and Vegetables Program (FFVP). Principal Kevin Brennan was the first Waterbury principal to be awarded the program for Carrington School in the first year of the FFVP's existence.
- The Literacy Academy approach, as mentioned herein previously, has been a highlight of this school year.

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- Three Carrington teacher-teams, Kindergarten, Grade One, and Grade Two, were awarded grants through the Generali Foundation. Among the purchases were Braidys, which are three dimensional doll-like figures with addable and removable parts that represent the parts of story structure. These awards helped to build students' literacy performance.
- The Carrington Current weekly newsletter highlighted the performance of educational work by students and teachers. The stories in the newsletter included routine as well as exceptional work, for students learn from both.
- Norwalk Maritime Center brought live marine animals, models, and exhibits to Carrington School for all grade levels to learn from and to discuss.
- Carrington's 6th Annual Math Contest built academic enthusiasm among students of grades 3, 4, and 5.
- Fifth graders performed a Chinese folktale at the district's Language Arts Festival.

IV. Statistical Data

Students Receiving Awards (by type, number)

Carrington's 3rd Graders won the district-wide Olympics of the Mind competition.

Carrington's 3rd Grader Braeden Gorman achieved the highest score of all Waterbury 3rd Grade students;

Carrington's Fifth Graders won the silver medal in the divisional competition of the Olympics of the Mind;

Carrington 3rd Grade student Nicole Rotella won top prize at the Statewide Invention Convention.

Of more than 2,100 entries to the Connecticut Higher Education Trust (CHET) contest about what students will be in the future, the contest selection committee recognized Julie Vieira of the 2nd grade class of Ms. Boutote. Julie, quite an artist, depicted herself in the future being an artist.

Number of students transferred

within system in 100 out 80

outside system in 145 out 76

CHASE ELEMENTARY SCHOOL

Celia Piccochi, Principal

1. Goals

A. Accomplishments of Goals (from the Chase School Improvement Plan) 2010-2011

- Implementation of Positive Learning Community (PLC) philosophy
- Implementation of SMART Board Technology and Training in all grades and classes
- Create a weekly time schedule for first through fifth grades
- Provide computer technology support
- Implemented Guided Reading Blocks in K-5 classes, supported by Learning Centers using meta-cognitive comprehension strategies
- School-wide Word of the Week challenge
- Reading Tutors for Grades 3, 4, and 5
- Establish a Safety Team to ensure mandatory safety procedures
- Science and Social Studies weekly newspaper to support and enhance curriculum
- Integrate and utilize Discovery Education websites in daily lesson plans
- Implemented Blue Ribbon CMT Prep to monitor reading growth – grades 3-5
- Use of Individual Reading Plans to target students' instructional reading levels
- Continued with school-wide inclusion and co-teaching models
- Formative and Summative tests given in Reading and Math
- Weekly collaborative meetings K-5 with administrative support
- Written communication to parents in English, Spanish, and Albanian
- Parent Liaison working with all parents on a regular basis
- More effective grade level meetings using 5-step data process
- EIP system more effective with monthly team meetings scheduled
- Continued with Truancy Clinic with Probate Judge on site once a week
- School wide Positive Behavior Support system used by all staff and students

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B. **Goals for 2010--2011**

- Implement daily intervention block times for grades K-5
- Implement Direct Instruction Phonics/Reading Program in grades K-5
- Coordination of instructional programs with emphasis on Computer Technology
- Provide professional development for technology requirements
- Establish daily use of laptop and SMART Board in lessons
- Continue to facilitate good teaching practices through BEST model
- Regularly scheduled walk-throughs by administrators in classrooms
- Continued use of District wide agenda/minute forms used at all meetings
- Teacher weekly self-assessment to monitor guided reading groups/learning centers in classrooms
- Update SIP Binder regularly with pertinent data related to SIP
- Encourage positive home-school relationships
- Include monthly teacher presentations with Learning Centers on rotation basis done at staff meetings
- Establish Literacy Academy grades K-5
- Administer DSA grades K-5 for Literacy Academy data
- A-Z computer licenses for grades K-5
- "Cicero" Social Studies computer software grades K-5
- Continue to foster PBIS motto – Respectful, Responsible, Safe, and Caring
- SIP to meet 5 times after school this year

II. **Highlights from 2010-2011**

- PLC implementation school wide-commitment goals from all staff
- Blue Ribbon CMT Prep Program grades 3-5
- Computer technology instructor in lab
- Use of computer lab weekly by all grades
- Installation of SMART Boards in classrooms
- Laptop given to all teachers for technology integration
- Team goals and norms established based on PLC philosophy
- Safety team established needs and goals
- Monthly newsletters for school parent communication (English, Spanish and Albania)
- PBIS program used school wide
- PBIS Carnival with family and student participation
- Purchased a book for every student to encourage summer reading
- Provided 2 part-time reading tutors working in grades 3, 4, and 5
- Partnership with University of Bridgeport for grades 3 and 4 utilizing reading strategies to increase comprehension skills
- TPTA for grades 2-5 after school program focusing on math/reading skills
- Supplemental School Services available this year on site: SMARTIES,
- Implementation and integration of Discovery Education and Streaming Video
- CALI (Connecticut Accountability of Learning Initiative) available for technical assistance five times on site
- Intervention Blocks for Tier 2 and Tier 3 students (grades K-5)
- Utilized word of the week to improve vocabulary knowledge

III. **Strengths of Educational Program**

I have observed the strengths of the educational program to be following:

- Caring, responsible, and involved teaching staff.
- Goals for all staff to achieve (PLC) for student learning
- Teachers that are willing to take risks and experiment with technology (SMART Board)
- Willingness to form committees and work toward their common goals
- Very involved School Improvement Team which effectively manages and recommends remedial and enrichment activities to teachers who need support.
- Thorough documentation of Basic Skills, Special Education and FOCUS student progress.

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- Technology Literacy Time utilized for continuation of reading focus and specific decoding lessons
- Staff is able to deal with difficult situations and resolve conflict
- Implementation of successful school wide Positive Behavior Support Plan
- Positive teacher expectations
- Learning environment that supports positive inter-racial contact
- Integration of multi-cultural texts within curriculum in Language Arts and Social Studies

IV. Statistical Data

Fifth Grade Awards	
Superintendents Award.....	1
Citizenship Awards.....	26
Presidential Awards.....	26
Art Awards.....	1
Perfect Attendance.....	4
TOTAL	58
Transfer In *As of (09/01/10)	
Within Waterbury System.....	72
From Outside of Waterbury System.....	47
TOTAL	119
Transfer Out *(As of (09/01/10)	
Within Waterbury System.....	55
From Outside of Waterbury System.....	45
TOTAL	100

WENDELL CROSS ELEMENTARY SCHOOL

Joseph Amato, Principal

I. Goals

A.

Wendell Cross School’s number one concern and initiative continues to be the improvement of CMT scores. Our hard work and efforts were realized when we did make AYP via Safe Harbor. A continuing problem is the performance of new students transferring into the building especially with the redistricting that occurred as a result of the opening of Gilmartin School this year. These students are not coming in prepared for the rigors that are part of the Literacy Academy. Many of these students have not been exposed to the material, nor have they had the quality/level of instruction that our students have received over time.

Wendell Cross has had the responsibility of training many of the district’s schools as they become Literacy Academies. We have hosted many school visits from staff and have also visited other schools as part of this initiative. Our third year as the Literacy Academy has been a success. We continue to fine tune and make changes to the program as necessary.

B.

Goal 1:

Implement co-teaching to provide differentiated instruction to the immersion group at each grade level.

Goal 2:

Integrate science and social studies instruction during reading blocks utilizing leveled non-fiction reading texts.

Result Indicators:

- Teachers’ lesson plans submitted weekly referencing CMT objectives, COW, Curriculum Guide pages, in CPR format
- Administrators’ walk-through observation data, grades K-5
- Weekly analysis of open ended responses (Science and Social Studies) and Literacy Academy data during grade level common planning time meetings

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- Use of Reading A-Z and Science A-Z for small group instruction and the integration of Science and Social Studies in literacy blocks
- Student assessments continue to show an increase in content vocabulary
- Use of purchased theme leveled guided reading texts materials to integrate science and social studies into guided reading/small group instruction, in combination of hands on instruction
- Teach only those concepts in grades 3-5 that support *Curriculum on the Wall* Science and Social Studies objectives.
- DSA Assessments (Haskins) (Grades K, 1 & 2)
- Administer Winter & Spring DRA 2

II. Highlights

1. Wendell Cross continued to receive training from Literacy How (Haskins Laboratories) during the 2010-2011 school year. Using only scientifically/research based strategies and methodologies to teach reading, we were able to have grade 3, grade 4, and grade 5 teachers receive advanced training this year. As in the past four years, teacher training was accomplished by releasing teachers from the second scheduled monthly staff meeting to meet, be trained, and observed utilizing the strategies taught. The facilitator also modeled these strategies weekly in their classrooms. The school now has 100% of its teachers trained.

2. Wendell Cross completed its third year as the Literacy Academy. As such we have been able to continue to immerse students in literacy, especially those students who are at risk. We increased our reading block from ninety minutes to 120 minutes daily and was able to increase grades K, 1 and 4 an addition 20 minutes each day for the 2010-2011 school year. Each quarter, twenty students identified as in need of more intense remediate were provided thirty minutes of Tier III remediation daily. This intervention was extremely successful and teachers reported that in most cases students were able to progress adequately in the classroom without further remediation needed. Our new report card was also expanded this year and used by other Literacy Academy schools in the district this year. It now explains in detail how their child's grade was achieved in each subject and has been very successful in every way.

III. School Strengths

As always, our greatest strength at Wendell Cross School is the professionalism and competency of our teachers and support staff, along with our exceptional student body. Our staff continues to go above and beyond and, as a result, always exceeds expectations. Teachers continue to embrace Data Driven Decision Making and the PLC model. They utilize many forms of data to drive their instruction. With the continuation of the Literacy Academy, the teachers and staff have been able to provide expert literacy instruction in a manner that meets the needs of all students regardless of their ability and learning style. Each grade level meets as a team with administration during Common Planning Time. It is at these meetings that data is analyzed and, as a result, educational decisions are made based on the data.

Our second strength continues to be our level of parent support. We have seen a lot of improvement in this area this year. We are convinced that can make even more improvement in the participation of the parents. Our PTA continues to fund many of our activities including the improvements made to our Library/Media Center. For the third consecutive year, we have several minority members on our PTA executive board including President. Our PTA also received an award from the national PTA for increasing the PTA membership in excess of 10%.

IV. Statistical Data

Number of students receiving various kinds and types of awards.

- 1 student received the Superintendent's Award
- 1 student participated in the Gettysburg Address recitation competition
- 1 teacher was recognized as Wendell Cross School's Teacher of the Year.
- The PTA received an award for having increased their PTA enrollment in excess of 10%.

Number of students transferred in and out of building

- (a) within system, in 184; out 143;
(b) outside the system in 16; out 47.

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DRIGGS ELEMENTARY SCHOOL

Diurca Tomasella, Supervising Vice Principal

I. GOALS

a. Accomplishment of Goals 2010-2011

Literacy Academy -- Our School Improvement Plan for the 2010-2011 academic school year continues to focus on improving reading performance in order to make Safe Harbor. The introduction of the Literacy Academy Model enabled us to better target students' specific learning needs through small group instruction. This allowed us to address the needs of our Tier 2 and Tier 3 students. In addition, this year Driggs School was selected to pilot AIMS Web which allowed us to further zone in on the academic needs of our students. In January we were able to progress-monitor students that, according to AIMS Web, fell in the "needs support" category. This also helped us with the documentation for the identification of EIP students.

Parental Involvement --- Our goal to increase Parental Involvement continues and has strengthened with the implementation of the Driggs School Action Team. Teachers, parents, community members, and the principal worked together to set goals for the 2011-2012 academic school year. PTO continues to meet and has planned successful activities for our students to enjoy. Our Parent Safety Team continues to service our school with daily arrival and dismissal procedures to ensure the safety of our students.

b. Goal for 2011-2012 :

For the 2011-2012 academic school year, Driggs will continue with the goal of increasing student performance in Reading and Math in order to make Adequate Yearly Progress. In regards to discipline, Driggs will conduct centers to teach behavioral expectations for students at the beginning of the 2011 school year. The PBIS Team will model for students "Blue Behavior". Driggs will also continue to utilize in-house suspension to decrease out-of-school suspensions. The CPI training on de-escalating will also be taught to staff at the beginning of the 2011 school year.

II. HIGHLIGHTS from 2010-2011

During the course of this year, parental involvement continued at many school sponsored events. Parents were instrumental in the success of the planned events and consistent meetings with the PTO and Parent Liaison. The Action Team was implemented and team members developed many wonderful ideas to better supervise the safety of our children. Parents and teachers participated in rich discourse about events for the upcoming school year. This year for the first time, our parent volunteers were honored at a Parent Volunteer Dinner sponsor by CAS at the Aqua Turf.

A highlight that we are very proud of this year is the outcome for our students participating in the Olympics of the Mind. For the second consecutive year, Driggs placed third for the West Division in the third grade category. This was a truly special honor.

III. STRENGTHS of the Education Program

This school year Driggs benefited from the assistance of instructional tutors who supported the newly introduced Literacy Academy Model. These tutors focused on increasing reading performance. In addition, an intervention block was added to our master schedule. During this block, students needing interventions in the area of reading were targeted. New this year was the introduction of marble notebooks where students answered CMT based reading questions based on specific reading strands. A rubric was set up to help score the responses. Administrators wrote positive comments on student notebooks on a weekly basis. Student responses clearly demonstrated improvement.

IV. Statistical Data:

Students Receiving Awards (by type, number)

The awards to be presented are as follows:

1.	Student PBIS Award (One student per class)	Total= 20 Awards
2.	Most Improved (One student per class)	Total= 25 Awards
3.	Specials Award/Art Elks Poster Contest	Total=3 Awards
4.	Student of the Month Awards	Total= 225 Awards
5.	Principals Award (One student for entire school)	Total= 1
6.	Olympics of the Mind Grade 3 West Division	Total=5

Number of students transferred:

Within system in 193 out 163

Outside system in 23 out 50

GENERALI ELEMENTARY SCHOOL

Kathy Stamp, Principal

I. GOALS:

a. Accomplishments of Goals 2010-2011

Although we did not make Adequate Yearly Progress on the 2009-2010 CMT, we have made steady growth. The general goals for the 2010-2011 school year at M. M. Generali School are the continuation of life-long learning, the functioning in our society as responsible citizens, and the continuation of growth and productivity. We analyze test scores and meet with grade level data teams on a weekly basis. We discuss our strengths and weaknesses. We review student work and portfolios. We use our data to drive our instruction to differentiate that instruction to meet the diverse needs of our students.

The specific goals of M. M. Generali School are as follows:

1. To improve reading
2. To improve math
3. To improve health, safety, and discipline
4. To Improve parent involvement

b. Goals for 2011-2012

We will continue to work on the four School Improvement Goals and to embrace the Literacy Academy model at our school.

We will revise our School Improvement Plan after analyzing our data

CMT improvement will once again be our primary focus. We would like to improve our CMT scores, integrate science and social studies into our reading and math curriculum, and raise responsible and successful future citizens.

II. Highlights:

- Our Extended Day Grant provides us with an After School Enrichment Program.
- Our TPTA –After School Program was an academic program providing assistance to students in grade three and grade two. The DRA scores of our students showed growth after attending the program.
- Literacy Now Initiative 2010-2011 was extended to our kindergarten and second grades addressing the phonemic awareness needs taught to all grade one students. Professional development was offered for staff after school as well.
- Our Science Fair was a huge success. It included all third, fourth, and fifth grade students.
- Science Fair Family Night was held to assist the families with the projects.
- Kindergarten Orientation was held on June 8, 2011.
- We had our annual Field Day to promote healthy living and the parents were invited to participate.
- We held two Family Literacy Nights and one CMT night where students, parents, siblings, and staff members and their families come together to enjoy some community spirit.

III. Strengths of the Educational Program:

- Parent Involvement is a strength at Generali School. Children need consistent effort both at home and at school. Parental Involvement is important to the success of the students. We have a Parent Friendly School where parents are welcome and encouraged to come in often. Parents volunteer for in-school assistance
- Our professional staff is a strength. Generali has a motivated and experienced staff of teachers and paraprofessionals. The prime goal of instruction is to enhance student learning.
- Instruction is given fully utilizing all aspects of the curriculum. The staff was involved in Positive Behavior Support Training for SERC. Two school-wide positive behavior programs are utilized at the school. The parents are also notified daily of their child's behavior by a color chard calendar that must be signed daily as part of the calendar. A positive, safe environment promotes excellent instruction. Many teachers take professional courses. All are involved in professional developments. Teaching practices that incorporate cross discipline learning are utilized in class.
- We encourage the development of a culture that supports traditions and responsible behaviors. The "Student of the Month" wards provided recognition for personal accomplishment.
- Another strength of Generali School is the wide cultural diversity of our student body. This brings a resource for leaning to every day experiences. By learning about each other Generali students learn about the world.

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IV. Statistical Data

a. Awards

Superintendent's Recognition Award	1
Student of the Month	270
Perfect Attendance	----
Good Citizenship	27
Improvement	27
Math	27
Language Arts	27
Reading	27
Social Studies	21
Science	21
Spelling	27
Penmanship	5
Art	23
Library	23
Vocal Music	23
Physical Education	23
Henry Capozzi Memorial Award	2
M. M. Generali Award	1
Highest Academic Award	2
Principal's Award	6
Vice Principal's Award	6
Grade 5 United States Department of Education Awards for:	
Excellence	3
Achievement	12
Citizenship	4

b. Number of Students transferred in and out:

a. Within the system	in: 69	out: 148
b. Outside the system	in: 89	out: 92

GILMARTIN PRE-k through 8 SCHOOL

Dr. Donald R. Burzler, Principal

I. Goals

a. Implementation of our School Improvement Plan (SIP) 2010-2011

Gilmartin School returned to the Wyoming Avenue site for the 2010-2011 school year. This involved a major redistricting and restructuring of the grade levels such that the State of Connecticut classified the school as officially reconfigured. This was based upon the data that indicated that over 60% of the students were new to the school for the 2010-2011 school year. Gilmartin School is also transitioning to a pre-kindergarten to grade eight school adding grade 6 into the configuration for the 2010-2011 school year with the expected addition of grades 7 and 8 over the next two consecutive years. The School Improvement Plan implemented for the 2010-2011 school year is an extension and adjustment of our previous plan which directly addressed the City of Waterbury District Improvement Plan (DIP). The primary focus was on the improvement of reading instruction with maintenance efforts in the areas of writing and mathematics. District improvement initiatives also called for emphasis in parent involvement in the school as well as creating a safe and supportive learning environment.

B-weekly data team meetings were held in the area of reading instruction. At these meetings Common Formative Assessments (CFAs) were identified and/or designed. Strategies to be used in the classrooms to improve reading instruction were identified and designed. Targeted small group reading instruction was implemented in all classrooms. These procedures were evaluated and assessed by walk-through observations and examination of written teacher lesson plans. Our Targeted Prep-Time Academy (TPTA) and our Extended School Hours (ESH) Programs addressed specific student needs in the areas of both literacy and numeracy.

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Parent involvement significantly increased for the 2010-2011 school year at our new facility. A Gilmartin Parent Teacher Group (GPTG) was established and regular monthly meetings were held. At these meetings parent concerns were expressed and programs and activities were planned for our students. The State and Federal Safe Routes to Schools initiative was addressed at each meeting. Some of the planned activities included holiday family events, book bingo, and an end-of-the-year awards ceremony. This group also produced a major musical production (School House Rock Live Jr.) which was a huge success and was significantly attended for each of the three planned performances.

We experienced some difficulty adjusting our previous Positive Behavior Intervention Support (PBIS) Program to our new setting. Eventually we did get the formal version of PBIS implemented in the school. Regarding the safe and secure learning environment component of this DIP goal, we met with a high rate of success. The number of out-of-school suspensions for the 2010-2011 school year was significantly reduced from the previous year. These data are of greater significance when the fact that the number of children in grades 1 to grade 5 doubled from the previous year. Therefore not only was the number of out-of-school suspensions significantly reduced from the previous year, it was done with a school population that had twice as many upper grade students.

b. **Implementation of our School Improvement Plan (SIP) for 2011-2012**

The 2011 results of student performance on the Connecticut Mastery Test (CMT) will play a major role in shaping our School Improvement Plan for the 2011-2012 school year. Major emphasis at both the school level as well as the district level is expected to be in the content area of literacy. We are currently planning for a Literacy Academy for next year. This involves establishing a two hour literacy block for each classroom as well as professional development around the elements necessary for this program. It is expected that our regularly scheduled data team meetings will directly address issues related to implementing the Literacy Academy. To support this program in addition to professional development, qualitative walk-through protocols will be utilized in conjunction with examination of teacher lesson plans. We also anticipate some continued assistance from the Connecticut Accountability for Learning Initiative (CALI). As in previous years, we anticipate numeracy and parent involvement to remain district goals as well as ensuring a safe and effective learning environment in each school.

II. Highlights from 2010-2011

a. Although we did not make Adequate Yearly Progress (AYP) on our 2010 Connecticut Mastery Test (CMT), we were cited as a Success Story School by the Connecticut Coalition for Achievement Now (ConnCan). We ranked number two in student performance on the CMT in the State of Connecticut for schools that made significant growth in the areas of reading, mathematics, and writing and also had a significant minority and low socio-economic population. This is surely a tribute to the quality of instruction at Gilmartin School. Gilmartin School has a continued trend for actively engaging students in the learning process such that they perform admirably on summative measures of achievement.

b. Gilmartin School opened as the first neighborhood pre-kindergarten to grade 8 school in our district. This year, we added sixth grade with seventh and eighth grades planned over the next two years. Not only was this a smooth transition to a new facility and structure, but we witnessed some significant improvement over previous years. Parent involvement significantly increased as witnessed by attendance at our parent-teacher group (GPTG) meetings. All special activities were well attended by students, parents and teachers. There was also a significant reduction in the number of out-of-school suspensions this school year. This is particularly meaningful, given the increased number of upper grade students in our new facility from the previous year.

c. We received continued assistance with our data team meetings from the Connecticut Accountability for Learning Initiative (CALI). Given our new structure which added an additional grade at each level, collaborative planning was a major focus for this year. Our data teams met with such a high level of success that they were recommended by our representative from CALI to be used as a model to assist other schools with emerging data teams.

III. Strengths of the Educational Program

a. Gilmartin School has a predominantly veteran staff that works cooperatively toward school (SIP) and District (DIP) goals. This was evidenced this year by our highly successful use of teacher collaborative time at our regularly scheduled data team meetings. Many of our teachers were working at new and/or different grade levels this year due to structuring issues related to our transition to the new school. Formal sharing at data team meetings, productive use of common planning time, and attention to district curriculum goals created a high quality learning environment at Gilmartin School.

b. There can be little doubt that parent, teacher, and student enthusiasm for our new facility played an important role in making this school year highly productive and rewarding. Due to redistricting and the new facility

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parent involvement became a significant factor this school year. A parent teacher group was established and they working cooperatively with staff provided high quality extra-curricular programs and activities for our students. This parent group effort culminated in a very ambitious and highly successful student musical performance at the end of the school year. Teachers assuming leadership roles in our Targeted Prep Time Academy and our Extended School Hours programs provided education for our struggling students outside the regular school day. These efforts truly address the district goals of our new community based pre-kindergarten to grade eight schools. It is hoped that future ventures with the Gilmartin Community Club and State and Federal Initiatives such as Safe Routes to Schools will expand upon the successes of our first year of operation.

IV. Statistical Data

Students Receiving Awards at our Awards Ceremony on June 14, 2011

- 2 Students are receiving scholarships (sixth grade) Nicholas G. Dukas Awards
- 14 Students are receiving class attendance awards
- 6 Students are receiving perfect attendance awards
- 14 Students are receiving classroom reading awards
- 14 Students are receiving classroom mathematics awards
- 14 Students are receiving classroom citizenship awards
- 14 Students are receiving excellent effort awards
- 1 Student is receiving the FOCUS reading award
- 1 Student is receiving a sportsmanship award
- 4 Students are receiving future artist awards
- 2 Students are receiving Library Media awards
- 2 Students are receiving Most Improved Reader awards
- 2 Students are receiving Most Improved Second Language Awards
- 2 Students are receiving Music Awards

Number of students transferred:

Within our system:	in 63	out 51
Outside our system:	in 8	out 28

HOPEVILLE SCHOOL

Maria Moulthrop, Principal

I Goals

a) Hopeville School's goals for the 2010-2011 school years reflected the district and the school improvement plan. We collected baseline data in the goals addressing student achievement in literacy, and numeracy, providing a safe and secure teaching environment, and increase in parent involvement in the educational process. Data analysis from formative and summative assessments have driven instruction and implementation of flexible teaching groups throughout the Hopeville School curriculum. At grade level meetings, assessments (CMT, DRP, Writing Samples, Signatures, Trophies, and Open ended guided reading questions), student portfolio reviews, classroom performance, and grade level exit criteria's are analyzed and instructional practices are modified to meet the student's instructional needs.

b) Hopeville School goals for the 2011-2012 school year will continue in the improvement of academic achievement in literacy and numeracy, parental involvement in the educational process and a safe and secure teaching environment. Upon the receipt of the spring 2009 CMT's, 2010-2011 suspension data, and end of the year parent and student climate survey, analysis will begin by student, class and grade level, results will then drive Hopeville School's instruction and school improvement plan objectives. Instructional and assessment trends will be analyzed and the information incorporated into our data analysis, which will be reflected in the instructional and strategies and materials utilized to reinforce, re-teach and teach students.

II Highlights

Hopeville School's highlights for the 2010-2011 school year included literacy activities for parents and students, after school programs for students in grades 2-5 that contained a CMT focus, numeracy activities for parents and students which included small group instruction, computer classes for parents and students that were held at the end

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of the school day for the connivance of the parents, multicultural activities that reflect the many customs, countries and foods that the Hopeville students and families represent. Integration of community and private sponsors of activities into the curriculum, continuing to maintain a safe teaching environment through school based programs such as Lesson 1 skills for life, positive behavior celebrations, school-wide behavior plan, individual and classroom behavior plans, student recognition activities like student of the month. Parent participation in the classrooms and special events, such as the parent-initiated event called "A Taste of Hopeville," is just one example of parent participation in the school. Attendance at PTO and environmental committee meetings continues to improve as well.

III. Strengths

Hopeville School's strengths lie with the dedication of the staff and support personnel. Hopeville School's curriculum incorporates the district COW, CT frameworks, and Best Practices. Over the past several years, four additional research based programs have been integrated within the core curriculum, Direct Instruction, Saxon Math, Empowering Writers, and Lesson 1 Skills for Life. These programs have incorporated additional reinforcement and instruction of skills and strategies through the implementation of materials that are appropriate for a Bilingual Center. In addition, practices such as guided reading, flexible grouping, educational centers, and individualized / modified academic and behavioral plans encourage success. During the 2011-212 school year we will include a focused infusion of vocabulary development at each grade level. Through a teacher initiative, Hopeville School provides an organized recess, in which teachers and students have learned games that are fun, safe and controlled. Through the opportunities that are available through the organized recess students are able to choose their activity and they are actively engaged throughout the recess period.

IV. Statistical Data

Number of students transferred
Within system in 78 out 41
Outside system in 87 out 63

KINGSBURY SCHOOL

Pamela K. Baim, Principal

I. Goals

A. Accomplishment on 2010 –11 Goals

Goal 1: Kingsbury School will attain high achievement for all students in literacy and numeracy.

Accomplishments for the above goals are as follows:

- Upon making Safe Harbor for the second year in a row Kingsbury School was immediately removed from the AYP list of Failing Schools.
- Kingsbury School is now officially a School of Choice.
- Tier III implemented for grades 1 – 5 for Reading.
- Tier III SRBI Smart Goals matrix introduced and implemented.
- Intervention Log done on a daily basis by interventionists.
- Intervention Enrichment Program with the Specialists for Kindergarten – grade 5 students.
- Olympics of the Mind Citywide winner for 5th grade.
- Olympics of the Mind North Division winner for 3rd grade.
- Progress monitoring sheets filled out by interventionist.
- SMART Board training given to all staff.

B. Goals for 2010 – 11

Goal 1: Kingsbury School will attain high achievement in literacy and numeracy for all students.

Kingsbury School's goals will remain the same for the 2011 – 2012 school year.

Kingsbury School's Tier II and Tier III interventionists are to implement explicit small group instruction. These interventionists gather data from the students' latest DRA to direct the tiered instruction. They pick an objective from the five pillars and may focus on a few areas for each objective. Research has proven that explicit small group instruction has positive effects on student achievement.

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II. Highlights

- Kingsbury School made Safe Harbor again this school year, thus we are now officially off of the In Need Of Improvement list with the Federal Government.
- Citywide Olympic of the Mind winners for 5th grade.
- Citywide Olympic of the Mind winners for the 3rd grade in the North Division.
- Waterbury Neighborhood Council Education of the year award.
- Family Math Night servicing 97 families.
- Literacy Night servicing 120 families.
- Hometown Champions for the Rock Cats baseball league for the teachers dedication to their students' success both in and out of the classroom.
- Palace Theater field trip to see Junie B. June for our 3rd graders funded by Target.
- Quisenberry Arcari Grant given to Kingsbury grade 3 students to attend field trip.
- Watermark Retirement Community Award given to deserving 2nd grade student.
- Norwalk Maritime Museum Grant for field trip to the museum for 3rd grade.
- Japan fundraiser from the Kingsbury Family given to the Red Cross \$292.00.
- Tanglewood Marionettes for the Kingsbury School students funded through pasta fundraiser.
- Jump Rope for Heart fundraiser totaling more than \$3,400 raised by Kingsbury students.

III. Strengths

Intensive, targeted planning and instruction are what assisted us in making Annual Yearly Progress, a federal No Child Left Behind benchmark. Kingsbury, we are very proud to report, was one of a very select group of elementary schools throughout the state that came off the federal government's "In Need of Improvement" list. We are very proud of this fact, and it comes from constantly assessing data on student performance and targeting their instruction to help them achieve to their fullest potential. Teaching reading skills to our students is still our greatest challenge, but we are getting this accomplished. Kingsbury staff strictly adheres to our School Improvement Plan. Our Professional Development plan is highly regarded and is guided by the need of our teachers. Small group instruction is held on a daily basis with the implementation of our Tier II and Tier III programs.

IV. Statistical Data and Awards

Students of the Month	240
Fifth Grade Awards for Presidential Certificates	30
Michael Mobilio Math Award	1
Diana Colon ESL Award.....	1
Number of students transferred into Kingsbury	
Within System	241
Outside of System	79
Total	320

MALONEY INTERDISTRICT MAGNET SCHOOL

Donna Cullen, Principal

I. GOALS

A. Accomplishment of Goals –

During the 2010 – 2011 school year our goals focused on 1.) literacy and numeracy achievement, 2.) a safe and secure teaching and learning environment for students and 3.) an environment that ensures parents are actively engaged in the educational process.

Many factors have contributed to the accomplishment of our School Improvement Plan:

- Alignment of instruction in K-5 to CMT objectives, district curriculum, and state standards
- Teacher collaboration on grade level data teams to analyze scores, identify areas of strengths and weaknesses and individualize instruction according to needs

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- Intervention block was incorporated into the master schedule to offer Tier 2 and 3 support and to also offer enrichment activities
- Literacy and numeracy blocks
- S.Q.U.I.R.T. yearlong at-home reading program (grades 3-5)
- MIMS at-home summer reading program (Pre-K – grade 4)
- School-wide SSR program in twelve week intervals
- After School Academic Program: October – February (grades 3-5)
- Direct Instruction Program (grades 1-2)
- Corrective Reading Program (grades 3-5)
- Positive Behavior Intervention Support Program
- DRP swap (grades 3-5)
- Instructional Reading tutors to offer additional small group instruction

The Language Arts teacher leader, Mathematics teacher leader and Writing teacher leader positions continue to be the driving force behind our Collaboration and Co-Teaching Program. These teachers concentrate on CMT objectives while they assist classroom teachers with direct student instruction, model exemplary teaching techniques, and provide the latest information about national, state, and local standards and teaching strategies. The teachers also instruct student in flexible groups based on CMT needs as well as through co-teaching models such as parallel, station, and alternative teaching.

During the 2010 -2011 school year our goal to increase parental involvement was accomplished through the following initiatives:

- Our Parent Liaison has been very successful with continuing to maintain contact with parents, organizing parent activities and supporting all school initiatives.

- Parent Information Board
- Student/Parent Handbook

Initiatives that contributed to increased parental involvement include:

- Book Bingo Night
- CMT Parent Informational Luncheon
- Various curriculum informational workshops for parents
- Japanese Parent Visits
- Parent membership on Parent Advisory Committee
- Parents as guest readers, presenters at International Conference, Career Day and chaperones
- Japanese New Year Celebration

During the 2010-2011 school year, our diversity goals to foster understanding and appreciation for cultural similarities and differences among students, parents, and staff were accomplished through the following:

- Meeting the CSDE requirement for a minimum of 30% interdistrict enrollment in order to secure continuation of the Interdistrict Cooperative Grant. This year we maintained a 35% interdistrict enrollment. This was accomplished through a continued collaborative partnership with our participating school districts, an Interdistrict Advisory Committee, a comprehensive recruitment plan, a spring New Student Orientation, and a strong instructional program that encompasses innovative magnets.
- Consistently providing opportunities for students to validate and celebrate their uniqueness and abilities. Samples of such programs include: Student of the Month Program, American Citizenship Award Program, Morning Announcer of the Day Program, Publishing Authors Celebration, Forever Wave, and PBIS Celebrations

The Student Council served its twelfth year as a service organization to the school and community. Its activities included: Induction Ceremony, Operation of School Student Store, Host to American Citizenship Award Ceremony, Host to Orientations Day in May for New Students, Donation of over 1,000 items to the troop overseas, School wide collection to support the Red Cross Japanese Relief Effort, Food Drive, Donation to Student Scholarship Fund, and school-wide reading incentive to support Heifer International.

This year's residency programs not only strengthened diversity but also enriched and supplemented our language arts and social studies curriculums. They are described as follows:

- During the grade 5 "Journey Into American Indian Territory" residency program with a cultural anthropologist, students experienced the lives of the Plains and Woodlands Indians. Through interactive

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group experiences, students learned about cooking, pottery, and games and even constructed a longhouse and 50 foot tipi.

- Lou DelBianco, (artist/musician/storyteller), completed his third year-long residency program for grades PreK and Kindergarten. His workshops teach self-expression, improvisation and creative movement through skits based on the multicultural curriculum. For example, students studying Europe and medieval history performed fairy tales based on the story of King Arthur. Six week workshops for both grade levels culminated with performances of skits for parents.
- Author Stephen Swinburne was here in May to guide the grades 3 and 4 classes in writing poetry about nature. He worked with the students to create a “Writer’s Tool Bag” filled with similes, metaphors, alliteration, fun words description and verbs which can be applied to writing, especially narrative story which is the focus in grade 4.
- Living Rhythms Residency with Bill Scheidt was a program for grades 1 and 2 students that introduced students to Caribbean culture through hands-on experience in music, dance and poetry.

B. Goals for 2011 – 201

Our goals for the coming school year are to: (1.) focus on instructional improvement with an emphasis on improving our grades 3-5 CMT scores; (2.) foster an appreciation and acceptance for the similarities and differences among others; (3.) strengthen parental involvement while building a strong school community; and (4.) provide a safe and secure teaching and learning environment. To meet these goals we will:

- Continue to address instructional improvement through ongoing assessment, curriculum alignment with local and state standards, CMT collaborative team planning, and meaningful professional development
- Continue co-teaching in Math, Writing and Reading in grades K-5
- Continue inclusion and EIP
- Continue to maintain CSDE requirements including a minimum 30% interdistrict enrollment.
- Continue to offer students a variety of multicultural programs and activities.
- Continue Parent Liaison Program
- Continue to strive to maintain NCLB requirements that all students meet AYP
- Continue to emphasize PBIS as a school-wide initiative.
- Continue implementing the intervention block, which includes enrichment as well as support

II. HIGHLIGHTS FROM 2010 - 2011

- We continued to meet the magnet school requirements set by the CSDE. The interdistrict enrollment for 2009-2010 was 35%.
- Our CMT scores continue to be among the best in the city and our ERG.
- Domenica Zurlo, fifth grade teacher, was recognized as the Maloney Magnet School Teacher of the Year.
- At the OOM competition in May, Maloney 3rd graders were the west division champions. Maloney 5th graders also placed second in the west division.
- Throughout the year many of our students received special awards and recognition not only on the district level, but also on the community and state levels.
- In recognition of our success as an interdistrict magnet school, we continue to keep alive the Maloney Student Scholarship Fund. This year’s \$500 scholarships were awarded to Elena Ramos and Shareza Jalaludin all college bound graduates of Kennedy High School and Wilby High School respectively. We are proud to continue this special tradition and are grateful to the sponsors whose donations have made our scholarship fund a reality.
- Fourth and fifth grade students had the opportunity to travel to New York City to attend the Broadway show *Wicked*.
- Our annual Student Publishing Celebrations were held in grade two through five to celebrate the publishing of poems and books. The Writing Teacher Leader, in collaboration with the classroom teacher and the writer in residence, guided the students through the narrative writing process. Writing was read aloud to parents and peers in the programs.
- Grade 1 Japanese Spring Festival in conjunction with Wilby High School students.
- International Education Student Conference brings together our 4th and 5th grade students with parents and community members who share their wealth of knowledge on cultures and diversity.
- Career Day for students in Kindergarten – grade 5
- Participation in the city wide Literacy Festival at the Palace Theater

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- Maloney greenhouse back in operation and two species of plants grown by faculty and students

III. STRENGTHS OF THE EDUCATIONAL PROGRAM

Maloney's Summer Reading Program provides students in grades PreK – 4 with summer reading packets and activities designed to maintain reading comprehension. Students receive a book and activity related to open-ended questions. Students are encouraged to work with their parents and return the assignments in September.

Maloney Interdistrict Magnet School is completing its sixteenth year of operation. The school, with its multicultural curriculum, serves students from Waterbury as well as students from ten surrounding districts. The school offers a multicultural curriculum approach to reading, language arts, mathematics, social studies and science to children from pre-kindergarten to 5th grade. Rigorous academic skills are integrated into a program that assists students in understanding, appreciating and respecting themselves and their classmates, through reinforcing character traits such as loyalty, caring, and empathy. The school provides an all-day pre-kindergarten program and both regular and bilingual classes for kindergarten through grade five. The school also offers a pre-school special education and co-taught special education program for children with special needs. Students with hearing impairments are offered both a self-contained and regular education program staffed by specialized teachers and assistants.

The children benefit from a cooperative approach to classroom learning through collaborating on learning tasks and learning the importance of working with others in fair, considerate, and responsible ways. The teachers approach classroom management and discipline from an emphasis on intrinsic motivation rather than rewards and punishments. This assists each child to develop responsibility and competence in their speech and behavior, with an overall emphasis on critical thinking.

The school was involved in three residency programs this year that reflect our mission for diversity and our goals to improve student academic achievement.

Maloney offers the following programs to its students:

- Before and After School Program
- Japanese Language and Culture Program
- A 24 station computer lab with the Channel 8 computer weather system
- Science/Math technology
- A breakfast and lunch program
- All day kindergarten
- Pre-Kindergarten Program
- Hearing Impaired Program
- Bilingual Education
- Multicultural Curriculum
- Developmental Guidance Program
- State of the Art Equipment

The programs/activities are all closely coordinated with the Multicultural Curriculum and some benefit from assistance from parents and other community involvement.

Clear and Shared Focus – the school is moving forward under the principal's guidance, with a vision to utilize staff capacity and create a collaborative professional environment where responsibility is shared for raising student achievement.

High Standards and Expectations for All – a culture of success pervades each classroom. Our entire school community takes pride in and celebrates student achievement. Teachers are expected to assure daily successful experiences for every child so that self-esteem grows from concrete academic accomplishments. The principal ensures all student expectations are clear: students are expected to achieve and behave.

The Science Technology program offers students in Grades 1 through 5 the unique opportunity to explore the wonders of science and technology while utilizing many process skills that are introduced in their regular classroom. Students begin original experimentation while given the opportunity to utilize problem-solving techniques in meaningful real life ways. The class is held one hour per week.

The Japanese Language and Culture Program offers students in Kindergarten through Grade 5 Japanese language instruction three times per week for 25 minutes. Pre-K instruction begins in January. Students are exposed to a variety of thematic units. Within these units, certain essential vocabulary, structures, and cultural topics are reviewed and expanded upon while giving new students a comfortable entry point. The program offers students many opportunities to experience Japanese culture through activities such as student and parent "Japanese Luncheon with Sensei", student celebration of World Languages Week, Undokai Festival (Sports Day in Japan),

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and Japanese Spring Festival (a partnership with Wilby High School Life Management Students and Grade 1 students).

In addition, Maloney is a modern facility, with a clean, bright and cheerful atmosphere. It has state-of-the-art electronic capability and the building is totally handicap accessible.

IV. STATISTICAL DATA

1. Students receiving awards:

Students of the month – 300

Forever Wave Service – 10

American Citizenship Award – 30

Writer of the Month Award – 38

Artist of the Month Award – 38

Reader of the Month Award – 38

Mathematician of the Month Award – 38

Superintendent's Award – 1

Fire Prevention Contest – 2

Elk's Drug Awareness Poster Contest – 1st place winner

2. Students Transferred In/Out Building

a. Within system

IN: 81 OUT: 2

b. Outside system

IN: 49 OUT: 14

REGAN ELEMENTARY SCHOOL

Noreen Buckley, Principal

I. Goals: 2010-2011:

- Regan School Students will attain high academic achievement for all students in literacy. The 2010-2011 DRA scores indicate that Grade One students increased the percentage of students who were above substantially deficient 9.2%. Grade Two students demonstrated a .3%, Grade Three students demonstrated a 4.1% increase, Grade Four students demonstrated a decrease of 11.4% and Grade Five students demonstrated an increase of 2.2%.
- Regan School Students will attain high academic achievement for all students in mathematics. The CMT scores from 2010 for Grade three demonstrated that in the area of mathematics, student decrease of .6% earning a score at/above goal, and an increase .8% at/above proficiency. The CMT scores from 2010 for Grade Four demonstrated a 3.5% increase of students at/above goal and .6% increase at/above proficiency. The Grade Five CMT scores from 2010 demonstrated a 3.6% increase in students at/above goal and a 1.9% increase in students at/above proficiency.
- Regan School will provide a safe and secure teaching and learning environment. Regan School follows all BOE policies and procedures for all students, staff, parent, and community. The front doors are locked at all times, a doorbell intercom system is installed, a camera of front door is on all day to view visitors arriving at the front door, a sign in procedure is posted upon entering building informing all visitors to report to office and sign in.
- Regan School will ensure that parents are actively engaged in the educational process. Regan School's parent liaison's data demonstrates contacts through home visits, written communication, phone contacts as well as parent functions.

B. Goals for 2011-2012:

- Students in all grades will increase literacy ability by 5%. The school will implement the literacy academy model, students will be scheduled to receive three instructions in Language Arts, conduct weekly data team meetings, and monitor all students' progress. Students requiring Tier 2 instruction will be identified and monitored.

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- --Students will increase mathematics proficiency in all grades as measured on the CMT. School will analyze CMT scores for 2010 and implement Tier intervention block based on CMT scores, district assessments, and bi-weekly data team meetings. School continues to subscribe to CMT Test Prep Fun software program. Students are scheduled to attend computer lab one time per for 45 minutes.
- --School will continue to decrease number of out of school suspensions by 5%. Through analysis of data provided by SWIS, the PBIS team will continue to implement and monitor school wide behavior at weekly data team meetings.
- --School will increase parent involvement by 5%. Parent liaison will continue to plan family involvement activities both at the school and in the community to encourage parents become involved in student's school life.

II Highlights from 2010-2011:

Regan School implemented Tier 2 school wide intervention block in the area of literacy. Regan School continued to use safety patrol.

Other Highlights:

- September – Welcome Back to School Ice Cream Social
 - Implementation of Testprep Fun for CMT
 - Distributed Family-School Compact
- October - Scholastic Book fair
 - Open House Night
 - Student of the Month Reward (every month)
 - PBIS Reward Activities (bi-weekly every month)
- November – Salvation Army Food Drive
 - Yearbook
 - Family Art Decorate a Turkey Project
- December – Holiday Store
 - PTA Fundraiser CoCo Key Family Event
- January – Planned activities were canceled due to weather
- February – Planned activities were canceled due to weather
- March – CMT Kick Off Dance
- Shamrock Family Project,
- April – 2nd Open House Night
 - Donation to Alabama Tornado Victims
- May – Book Bingo Family Night
 - Junior Achievement Activity Day
 - Field Day
 - Participated in Olympics of the Mind
 - School Instrumental and Vocal Concert
- June – Kindergarten Orientation
 - Kindergarten Graduation
 - 5th Grade Promotion

III. Strengths of Educational Programming

Weekly data team meetings were held to develop pre and post CFAs, discuss and monitor all students advancement in Tier 1 instruction, identify students requiring Tier 1 through use of data, identify students requiring EIPO, PBIS information, Title One tutor delivered Tier 2 and Tier 3 instruction. The literacy academy model was informally implemented. All classrooms K-5 had a scheduled, non-interruptive language arts block in which all certified and non-certified staff anticipated in. Student requiring additional Tier 2 instruction after school participated in TPTA. An ESH program took place in which students participated in community organizations such as Boy Scouts, Flanders Nature Center, YMCA, and Boys and Girls Club.

IV. Statistical Data

Number of students transferred within the system is	in 105	out 17
Number of students transferred outside system is	in 33	out 57

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ROTELLA INTERDISTRICT MAGNET SCHOOL

Gina Calabrese, Principal

I. Goals

A. Accomplishment of Goals 2010-2011

According to results of the 2010 Connecticut Mastery Test, Rotella made AYP in reading, mathematics, and writing. Working as a Professional Learning Community, Rotella teachers continue to focus on improving small-group differentiated instruction in reading, supported by literacy work stations. SRBI has been fully implemented in math and reading in kindergarten through grade 5. Grade Level Data Teams meet weekly to analyze assessment results and plan future instruction utilizing the 5-Step Data Process. We continue to maintain a low student suspension rate by utilizing effective classroom management techniques, Positive Behavior Intervention and Support (PBIS), individual student behavior plans, and functional behavioral assessments. Our student attendance rate remains among the highest in the district. Our School-Family-Community Team, in compliance with NCLB, Section 118, meets regularly to discuss academic programs and school and district policies. We host numerous well-attended student performances which are free to parents, families, and the general public. Our Parent Liaison and our teachers have provided evening workshops and other fun activities to ensure that parents and families have plenty of opportunities to actively participate in the life of the school.

B. Goals for 2011-2012

Rotella School Improvement Plan Goals for 2011-2012 are to achieve 89% reading proficiency on the 2011 CMT in grades 3, 4, and 5 and 55.9% reading proficiency on the DRA in grades 1, 2, and 3; to achieve 91% mathematics proficiency on the CMT; to reduce the number of school suspensions by 10% as measured by district suspension data; to reduce truancy by 10% as measured by district attendance data; and to increase the involvement of families in the educational process by 10% as measured by strategic district surveys and participation in school and district meetings, workshops, and events.

II. Highlights from 2010-2011

Rotella was named a Magnet School of Excellence in 2009, 2010 and 2011 by Magnet Schools of America (MSA). Principal Gina Calabrese was named Principal-of-the-Year for Region 1 of MSA (New England States) as well as MSAs National Magnet School Principal-of-the-Year. For the eighth consecutive year, Rotella was awarded a combined grant from Capitol Regional Educational Services (CREC) Pupil Partners Program and Area Cooperative Educational Services (ACES). The Connecticut Coalition for Achievement Now (ConnCAN), an advocacy organization dedicated to closing Connecticut's worst-in-the-nation achievement gap, identified Rotella as a 2010 Success Story School because the achievement of our Hispanic students on the 2010 CMT ranked third in the state, despite the fact that the school has a combined minority/low-income population of at least 75%. Rotella's third and fifth grade teams each came in first place among East Division schools in the district's annual Olympics of the Mind competition.

III. Strengths of Educational Program

Our students consistently achieve at high levels as evidenced by their performance on the Connecticut Mastery Test and other state and district assessments. Rotella Magnet School follows Waterbury's Curriculum on the Wall, based on CSDE and USDE curriculum standards. By integrating the arts with all areas of the curriculum, we foster the acquisition of important life skills and modes of thinking that are intrinsic to high achievement. Students exercise visual-spatial abilities, reflective thinking, and self-criticism with the willingness to experiment and learn from mistakes, skills not measured by standardized tests. They are encouraged to see beyond initial perceptions and make accurate, detailed observations of elements in their environment; form mental images internally and use them to guide actions and solve problems; and make clear connections between their schoolwork and real life outside their classroom walls. Students learn to effectively manipulate and interact with the materials, media, and equipment used in the creation of various art forms. They also take field trips to local museums; attend local symphony and theatrical performances; gain an awareness of historical and cultural connections among bodies of artistic work; and master academic skills through thematic units that reference broad aesthetic concepts common to all cultures.

IV. Statistical Data

A. Students Receiving Awards

A poster submitted by one of our fifth graders won first place in the Magnet Schools of America (MSA) National Poster Contest in the elementary division and later went on to be named MSA's National Poster Winner. A third

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grader won first place and a fifth grader won third place in the Waterbury, Conn. Elks Club City Wide Drug Awareness Poster Contest. Another third grader's poster was chosen as a winning entry by the city's Litter Commission in the poster contest for the new anti-litter campaign entitled "Don't Trash Waterbury". Another fifth grader won second place in the Gettysburg Address Oratorical Contest that was held in May at the Waterbury Arts Magnet School. Another third grader won first place in the Silas Bronson Library's 3rd grade poetry contest.

B. Number of Students Transferred

To date, 124 students transferred into Rotella Magnet School from within the Waterbury public school district and 5 students transferred into another district public school. The number of students transferring into Rotella from outside the system was 22. Transfers to schools outside the system numbered 25.

SPRAGUE ELEMENTARY SCHOOL

Donna W. Perreault, Principal

I. A. Accomplishment of Goals based on SIP

The Literacy Academy at Sprague School began in August 2010 after training with Wendell Cross School. Our teachers assessed students for groups in reading skills and worked together in Data Teams weekly to drive their instruction. A Literacy How mentor assisted in kindergarten classes each week with strategies for reading. She modeled lessons and left practice for the teachers to continue. Our Literacy Facilitator also analyzed scores and participated in grade level meetings to make informed instructional decisions.

Students in grades 4 & 5 implemented a new math series with resources for grouping, troubleshooting, and differentiating lessons. Grade 3 began using this math series in April after the Connecticut Mastery Test period. Teachers in grades K, 1 & 2 use Saxon math in their daily lessons. All grades give district designed math assessments that are closely examined after the data is input onto Sharepoint. The math coaches participated in grade level math data meetings as well.

Through our Positive Behavior Intervention Support plan, we expect students to be respectful, responsible and safe. Lesson plans for dismissal, the cafeteria, recess and hallways were explicitly taught and reviewed. Students earned eagles for PBIS and by the end of the school year 169 students earned rewards for having no referrals for discipline. Our Parent Liaison made many calls to parents and helped them with requests for assistance with uniforms, medical attention and school supplies. She put together a wonderful Kindergarten Orientation in early June complete with presentations by the math coach and literacy facilitator, as well as a tour of the kindergarten classrooms and a short bus ride. All of our parents had many opportunities to attend activities and family events by class, grade and whole school through the use of our monthly newsletter and the IRIS phone system.

B. Goals for 2011-2012

Our Literacy Academy will examine the data for student growth in reading and reading skills. Our school wide focus is on guided reading and the explicit teaching of reading. The Immersion classes at each grade level will have support staff to meet student needs. Data Teams will focus on Steps 4 & 5 with instructional strategies and results indicators. Focus in numeracy will include continued support with Saxon Math for K-2 and the new Math series for Math Expressions for grades 3, 4 & 5. Teachers will also use the new district data warehouse for logging student assessment results. Our Positive Behavior Intervention Support team will continue to fine tune the expectations and help teachers start off strong in becoming Sprague Eagles.

II. Highlights of 2010-2011

Parents were invited in the spring before mastery testing to come and practice test examples in reading comprehension and math with their child. Classes participated in field trips, sponsored by the Parent-Teacher Organization, and student contributions. They traveled to the orchard, Mystic Seaport, Stew Leonard's, and the Mattatuck Museum. We also had in-house visitors from CCSU Engineering students with their professor, Shakespeare Theatre Productions, The Maritime Center in Norwalk and Felix Manuel Rodriguez, an author. We had Field Day in the spring with a picnic lunch provided by Food Service and popsicles from PAL. Teachers have used the computer lab on a regular basis with their classes. We participated for the third year in the Truancy Clinic. TPTA (Targeted Prep Time Academy) was offered for 3 sessions to students in grades 2 and 3, while our 2nd through 5th graders also had the 21st Century After School Program available. Twenty 2nd & 3rd students participated in the Sprague Unity Network (SUN Program) with a social worker once a week to discuss strategies for their at-risk behavior. This was through a grant that will continue. Additionally the SUN Program had an 8 week family night (FAST Program) component with dinner and activities for 9 families who participated with staff.

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III. Strengths of the educational program

All of our teachers have applied their knowledge of literacy to make data driven decisions regarding their students. Their assessments are prescriptive with students' academic growth in mind. Our Spring DRA2 results indicated that all students either improved or remained the same as the winter assessing. We saw great growth from many students at all levels. The ESL teachers, Special Education, Basic Skills, Reading, Speech & Language teachers and the specials' teachers support the classroom teachers regularly in the Literacy Academy. The staff integrates social, behavioral, and academic goals into daily lessons utilizing supplemental materials to expand skills for mastery in content areas. In addition to the numeracy and literacy goals in our educational program, the staff took responsibility for planning family events at Sprague. From our 11th First Day Celebration, the Harvest Celebration, CMT Informational Session, International Sharing Day, and our Klutz Build a Book night, we had families participate in activities. Finally, due to the work of the Truancy Clinic and our Attendance Counselor, we continue to decrease the number of students missing 19 days or more unexcused.

IV. Statistical Data

◆ Student Body: 326 = Kindergarten - Grade 5; 86 = Pre-Kindergarten; 412 = Total Student Body

	Within System	Outside System	Total
◆ Transfers in	126	24	= 150 in
Transfers out	91	43	= 134 out

◆ Awards

- One fifth grader represented Sprague School in The Gettysburg Address speech contest

- One fifth grader received the Superintendent's Recognition Award

Other Recognition Awards

- Two teams from Sprague School, one at the fifth grade level and one at the third grade level, participated in the Olympics of the Mind competition.
- Student of the Month – a student from each class is recognized monthly for effort, citizenship, behavior or academic achievement.
- Six fifth graders performed in the City Wide Chorus and four students played their instruments in the city-wide concert.
- We held our annual Summer Reader's Celebration in September with students earning certificates.
- We celebrated our custodial staff with Custodian Appreciation Day in June. We celebrated our nursing staff and teachers in May; and our secretary and office staff in April.
- A veteran teacher was named Teacher of the Year at Sprague School.
- 30 students earned a trip to Wilby High School for Positive Behavior Intervention Support field day activities. 50 additional students earned a trip to Quassy Amusement Park for their positive behavior activities. We also honored the remaining students who could not attend these trips with an afternoon reward on the school grounds – this was another 89 students. All of these students earned a certificate from Nardelli's Grinder Shop for a free grinder. Each of these 169 students had no office referrals and demonstrated appropriate behavior in the classroom and other areas of school for the entire year. They are Sprague Eagles and follow our expectations of being respectful, responsible and safe.
- Four of our fifth graders were accepted into the Middle School Accelerated Academic Program at North End Middle School and one student was accepted to this program at West Side Middle School.

TINKER ELEMENTARY SCHOOL

Lauren Elias, Principal

I. GOALS

a. I have set goals for our school to increase student achievement, community involvement and improve the educational environment.

The first goal was to attain high academic achievement in Literacy.

Academic Enrichment block continued this year. Students in grades Kindergarten through fifth receive 45 minutes of reading intervention/ enrichment a day. Students were grouped according to their DRA scores and the focus of

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the Tier 2 groups was comprehension and fluency. Support staff worked with classroom teachers to provide further Tier 2 instruction. Additional materials were purchased to provide Tier 3 instruction to those students requiring it.

The second goal was to attain high academic achievement in Numeracy.

Teachers in grades K-2 continued to use Saxon Math as a supplemental source for math instruction. All teachers used district wide assessments and monitored growth and further needs for instruction on SharePoint. Kindergarten teachers also monitored exit criteria for levels of grade level mastery. Grade 3 teachers received a new math program for instruction.

The third goal was to provide a safe and secure teaching and learning environment.

We began our third year of PBS, and it was again very successful. Monthly assemblies were held to reward students with good choices. Prizes were given out quarterly for no infractions and for perfect attendance. Students recited the motto each morning and were taught expectations in all areas. The overall number of suspensions this year was 37, ten less than last year. Only 10 special education students were suspended this year, down from last year's 13. The school was set up into committees that met once each month to address building issues, PBS, attendance, technology and school improvement. Our Attendance Counselor also was monumental in tracking and solving any issues.

The fourth goal was to ensure that parents are actively engaged in the educational process.

We started a Parent Advisory Committee this year and had staff, two parents and the Parent Liaison involved on the team. They met monthly and discussed activities planned for the month for families. Calls were made at the beginning of the month to each household using the IRIS system informing families of monthly happenings. Many family activities were planned throughout the school year to increase parent involvement.

b. Upcoming Goals for 2011- 2012

The goals for the upcoming 2010- 2011 school year are as follows:

1. To further reduce the number of suspensions in the school
2. To continue to attain high academic achievement in Literacy and convert to a Literacy Academy
3. To continue to attain high academic achievement in Numeracy
4. To continue and expand the PBS program

II. Highlights from 2009- 2010

The three main highlights were:

PBIS- Tinker Tigers continued to follow the ROARS (Respectful, Organized, Academic, Responsible, and Safe) model. Many prizes were handed out and a culminating activity was held at Kennedy High School for a celebration. Classes earned rewards for cafeteria, playground, class, and hallway behavior. The number of suspensions as well as number of students suspended for both regular education and special education students were down from last year.

SchoolHouse Rock, Live! Jr.- our eleventh annual school musical was the best ever. Approximately 90 students participated in the production held on April 15, 2011 at Rotella School. It involved students in grades 1 through 5 and rehearsals were held after school from Monday through Friday.

Academic Enrichment- teachers had great success in the first full year of implementation of this initiative.

III. Strengths of Tinker School's Educational Program

I feel that our strengths at Tinker School continue to be:

1. **Parental Involvement-** Again our PTA was very involved this year. Some things offered this year were book fairs, Open House, Halloween party, BINGO night, picture day, McDonalds Night, Kindergarten Lunch Bunch, Roller skating Night, Safe Haven programs, Arithmitickels, puppet shows, and academic nights. Our PTA continues to remain strong and support teachers and families. Our IRIS system was also used to notify parents of monthly events being held at the school and as a reminder for meetings.
2. **The Staff-** our staff are very involved in the daily routines and happenings at Tinker School. Staff attendance has improved this year. They are truly dedicated to each student and committed to their successful achievement. They volunteer for activities outside of their school day and are interested in withholding the excellence that Tinker School stands for.

IV. Statistical Data

A. Students Receiving Awards

- 96 students were recognized and received certificates for participation in the 2010 Governor's Summer Reading Challenge.

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- Six students from the 5th grade were selected to attend the CAS Leadership Conference at NVCC on January 13, 2011
- Two students were honored at the CAS Festival of the Arts at the Aqua Turf in Southington on February 7, 2011.
- One student in our fifth grade was awarded the Superintendent's Award on May 25, 2011 at KHS.
- Thirty three students participated in the Language Arts Festival at the Palace Theater on May 13, 2010.
- Seven students were honored for perfect attendance this year.

B. Number of students transferred

Within the system: 39 transferred in and 73 transferred out
Outside of the system: 26 transferred in and 60 transferred out

WALSH ELEMENTARY SCHOOL

Erik Brown, Principal

I. Goals

Goal A

Walsh School students have accomplished considerable growth on the LAS links test, DIBELS, DRA and math assessments in all grades. In the common formative assessments post test students have consistently met the 82% or above proficiently rate. We are also very proud of the fact that 82% of Walsh School ELL students passed the LAS links federal test.

Through our Data Teams, we have been able to identify and use proven strategies in order for students to succeed in school. It is the goal of Walsh School to continue academic growth on school based, district and state assessments.

Goal B

Walsh School has been very successful in the implementation of Data Teams and using Data to drive instruction. Data Teams meet weekly with Administrators, Literacy coach or math coach. During meetings, pre-tests are analyzed and common strategy is discussed and implemented by teachers for a period of time. A post test is then given. Results are analyzed and students who do not meet proficient status are targeted with extra support.

This year Walsh School implemented the Literacy Academy. Students were grouped homogeneously for Reading, Language Arts, Science, and Social Studies. The Literacy Academy has been instrumental in providing support to students in need of improvement as well as students who are high achieving. Direct Instruction has been added to every grade. This should result in an increase in our standardized testing.

II. Highlights

At Walsh School we celebrate cultural diversity. Throughout the school year, community leaders of multicultural backgrounds join us for our daily morning meeting to share information and stories that strengthen our school community. Walsh School is very proud that staff members are speakers of languages other than English. These languages include Spanish, Italian, Portuguese and American Sign Language. We pride ourselves in the fact that students from our Basic Skills class are welcomed not only in our classrooms but in all of our school activities. We at Walsh have hosted many events including: School-Wide Spelling Bee's, Read-A-Loud Activities, Award Ceremonies and Arts Gala to name a few. Walsh School is very welcoming to parents: they are invited daily to morning meeting and are hosted to a welcoming breakfast at the beginning of the school year as well as a parent picnic at the end of the year. Walsh school is very proud of the special events that are organized at our school; community day and block party, State of the WOW Community and Political Debates. We have also formed a partnership with Naugatuck Valley Community College to assist parents in getting a College degree. We also added the Fatherhood Initiative.

III. Strengths

Walsh School prides itself on the extent of parent and community involvement. We provide many social events for parents such as Arts Gala, Winter and Spring Concerts, both vocal and instrumental, Spelling Bee, student of the month, math and reading night, science night and we also have many parent volunteers that assist our staff with special projects. Our community involvement includes departments such as Police department, The Department of Children and Families, Waterbury Community Center, local religious organizations, Probation Court,

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WOW, NOW, PAL, some of which provide after school and Saturday programs along with extended teams with service agencies that support Walsh families, social, emotional and psychological well-being. Because of our strong community involvement, Walsh School along with these agencies was the originator of the block party: an activity that is entertaining as well as informative.

Our parents lead an empowerment group for girls, FEMALE, in fourth and fifth grade. Other parent led activities are Boy Scouts, cultural events, picnics and the 5th grade Prom. Morning meetings are held daily. Participants include all students, staff, community leaders and parents. This serves as a venue for the Pledge of Allegiance, affirmation of Walsh School mission statement, morning announcements, student recognition, and guest speakers who provide words of encouragement to students. This event strengthens the school by setting the tone for the day.

IV. Statistical Data

The Walsh School parent organization facilitates a monthly award ceremony to recognize student achievement both academically and socially. Good character improvement in behaviors and academic certificates are awarded to students regularly.

The following are the type and number of awards given this academic year.

Character Award 540

Participation Award 540

Improvement Award 540

Perfect Attendance – an average of 15 per class per month.

Number of students transferred,

Within system: transfers in 63 transfers out 35

Outside of system: transfers in 7 transfers out 45

Walsh School's Improvement Plan focuses on reading. The following are DRA Score comparisons for the years 2008-2009 and 2009-2010.

	2009-2010	2010-2011
Kdg. Proficient	12.5%	32.4%
Basic	72.2%	53.9%
S. Deficient	14.8%	4.0%
1 st Grade		
Proficient	6.6%	13.8%
Basic	69.2%	41.4%
S. Deficient	24.2%	44.8%
2 nd Grade		
Proficient	35.7%	18.3%
Basic	38.1%	55.9%
S. Deficient	26.2%	25.8%
3 rd Grade		
Proficient	31.7%	28.7%
Basic	31.7%	29.9%
S. Deficient	36.6%	41.4%
4 th Grade		
Proficient	16.00%	11.4%
Basic	21.3%	14.8%
S. Deficient	62.7%	73.9%
5 th Grade		
Proficient	10.4%	13.7%
Basic	19.5%	27.4%
S. Deficient	70.1%	58.9%

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499 students were tested in 2009-2010 versus 536 students tested in 2010-2011. It is evident that considerable gains were made in some grades. We will continue to use data to drive instruction. We will continue to support students who fall in the basic and substantially deficient categories. We are confident that with all supports in place, we will continue to make considerable gains.

WASHINGTON ELEMENTARY SCHOOL

Roxanne Augelli, Principal

I Goals

The accomplishment of the “immediate” 2010-2011 goal has been:

1. The goal of school cadres facilitating and guiding the staff through implementation of action plans was facilitated through school-wide collaborative effort. Each cadre; curriculum, PBIS, and Family/School Climate, utilized monthly professional development time to evaluate, adjust and design current curriculums. Every staff member had a voice in the redesign of the expectations for students, family and staff. Staff examined the city and state standards, as well as discussed the Common Core, while designing curriculum.
2. School cadres, in collaboration with the University of Connecticut, will investigate, evaluate and implement “best practices” school wide. Cadres designed best practice binders to provide a sequence and focus for student instruction. The curriculum and PBIS cadres utilized a conceptual plan which provided for unpacking and supporting the standards. A portfolio was established containing grade level expectations, grade level vocabulary, strategies and best practices to support spiraling curriculum. The Parent/School Climate cadre developed a parent feedback and created a parent resource center; implemented changes to the physical setting based on parent feedback, and rerated a parent involvement resource manual that was shared at a state wide conference.

Goals for the 2011-2011 school year

1. A collaborative school-wide effort will be implemented to enhance current curricular changes to align to common core standards by developing CommPACT Curriculum maps.
2. ASPIRE (Assets, Skills, Professions, Interests, Relationships, Environment) Inventory will be utilized in the ongoing effort to capitalize on parent talents and interests to increase parent involvement and commitment to their child’s education and the overall atmosphere of Washington School.

II Highlights of the 2010-2011 school program

- A. **Special Visits:** Two legislative forums held at Washington School, Masters of Ceremony included Senator Richard Blumenthal, and a visit to Washington School by internationally renowned marathoner, Rod Dixon.
- B. **Family/Student Engagement Activities:**
 - Back-to-School Ice Cream Social
 - Clothing Swap
 - Kindergarten Orientation
 - Student of the Month
 - Winter Carnival
 - Hispanic Heritage Night
 - Shakesperience Theater Production
 - Daily CMT motivators/Perfect Attendance Reward Party/CMT Celebration
 - Grade 3 Author’s Tea
 - Science Fair/Jungle Book
 - Fun Day – Family Fun Night
 - Safety Night/Smoke House
 - Family Dance
 - Polar Express
 - Spring and Winter Concerts
 - Ned’s Yo-Yo Show
 - Rock Cats game for exemplar behavior
 - Holiday Shopping Store
 - Wolf Bucks and Wolf Den Store
 - 5th and 4th Grade Dress Code Adherence Dance – “Kings and Queens of Washington”
 - Black History – “One Giant Step”, school-wide

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C. Community/School: The persistent pursuit of community members resulted in several exciting endeavors:

- Food Drive
- Christmas Angel
- Reading Night
- Community Officer – presentations on gangs
- Energy Conservation presented by C L & P
- Spring & Winter Concerts
- Visiting Author
- Maritime Aquarium of Norwalk
- Math Night
- McDonald’s Night
- Chili’s Night

III. The Strengths of the Educational Program at Washington School

- A. Pro-active team (parent liaison, social worker and attendance counselor) to increase attendance and parent involvement and decrease behavior issues, parenting classes, home visits and the implementation of a “parent resource center”.
- B. A staff committed to the experimentation and discovery of programs by designing, testing and implementing evidence based practices as a result of communicating about and reflecting upon the school’s challenges.
- C. PBIS Development. All staff, family, students’ experienced behavioral expectations through a “stations” experience. A wolf pledge, wolf bucks and Wolf’s Den (store) support the reinforcement of meeting expectations.
- D. Teachers pursue a variety of avenues to provide students with life experiences that they may not otherwise have an opportunity to enjoy by applying for grants, providing for community service activities and taking students to destinations such as the Norwalk Maritime Aquarium. The Cultural Center as well as hands on exploration of ocean/sea life.
- E. School and staff commitment to inclusive practices is further demonstrated by involvement in Special Olympics by coaching, fundraising and establishing unified partners.
- F. Support Staff full committed to school community – Physical Education teacher trained students for nationally recognized KidMarathon, as well as a Walk For Juvenile Diabetes.

IV. Statistical Data

1. Number of students who achieved honor roll status (first and second honors for all marking periods.) 16
Total number of students selected by their teachers as Student of the Month. (Sept. - May) 160 students.
Students who received special awards at the grade 5 promotion ceremony:
- | | |
|---|-----------|
| Presidential Award for Academic Excellence | <u>3</u> |
| Presidential Award for Academic Achievement | <u>13</u> |
| Superintendent’s Award | <u>1</u> |
| Memorial Award | <u>6</u> |
2. Number of students transferred in and out of the school during the 2009/2010 school year as of June 1, 2010.
- | | |
|--------------------|---------|
| Within System | In: 62 |
| | Out: 21 |
| Outside the System | In: 8 |
| | Out: 26 |

WILSON ELEMENTARY SCHOOL

Robin Henry, Principal

GOALS

We have set goals for our school based on our SIP which is to increase student achievement, community involvement and improve the educational environment.

The first goal was to attain high academic achievement in Literacy.

We have implemented a Direct Instruction / Enrichment Block this year which began in October and ended the third week in May. Students in grades Kindergarten through fifth received 45 minutes of reading intervention / enrichment per day unless we were having an early dismissal. Students were grouped according to their DRA scores and quick assessment in the DI Program. Students performing above level participated in Enrichment Groups which also focused on needs. Some students participated in Readers Theater to build their fluency and oral skills, others participated in a research project that focused on a Science concept and required research, writing, technology, arts, and communication skill. Paraprofessionals were an integral part of this project. We also fully implemented Tier II and began Tier III interventions in and out of the classroom.

The second goal was to attain high academic achievement in Numeracy.

Teachers in grades K-2 continued to use Saxon Math as a supplemental source for math instruction. All teachers used district wide assessments and monitored growth and further needs for instruction on SharePoint. Kindergarten teachers also monitored exit criteria for levels of grade level mastery.

The third goal was to provide a safe and secure teaching and learning environment.

We began our third full year of PBIS and had a change in coaches and administration. We started in full implementation of all our goals and objectives but as the year progressed and we all became busy, some of our incentives were forgotten. We did implement a new coupon system handing out PAWS tickets when observing students following the expectations and we had a weekly raffle. Teachers and students were excited about this implementation and teachers saw students trying to earn the tickets. Unfortunately, our discipline increased this year, but we believe with the new system we will implement next year we will see a decrease. We also implemented an in-house suspension which was utilized often instead of out-of-school suspensions. Although we had some students whose behavior required that I speak to their parents, we did not have any bullying incidents.

The fourth goal was to ensure that parents are actively engaged in the educational process.

We are fortunate to have a Family Resource Center which brings in parents weekly but we also have an excellent Parent Liaison. She has monthly meeting with parents to educate and inform on various topics. We also started a Family Partner Action Team. It consists of five teachers, three community members, five parents, and the principal and Parent Liaison. We hope this is a start to implementing a Governance Council next year using these members. We also use the IRIS System bi-weekly to monthly to inform our parents of upcoming events.

Upcoming Goals for 2011- 2012

The goals for the upcoming 2011- 2012 school year are as follows:

- To further reduce the number of suspensions in and out of school.
- To continue to attain high academic achievement in Literacy through Direct Instruction and the Enrichment period.
- To continue to attain high academic achievement in Numeracy.
- To discontinue using the color change system and move to a full ticket reward system.
- To have grades 2-5 using Blue Ribbon Program to progress monitor students in reading, writing, editing revising, and math.

Highlights from 2010- 2011

PBIS- Wilson Wolves hosted a ribbon cutting for our gym which was renovated by NEJ Company owned by Ed Mascolo. Teachers and students participated in a basketball game for those students who continued to follow the PAWS Expectations Model. Classes earned rewards for cafeteria and hallway behavior.

Gettysburg Address Participant – Pedro did not win but did an excellent job!

21st Century Afterschool program – We had 5 students compete in the CT Invention Convention at UCONN.

Enrichment Block- Students in grades K&1, 2 & 3. 4 & 5 presented their project to their peers and the end of the school year!

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Library Grant – Our 5th grades participated in a communication project with France with culminated with a power point presentation and an event at WAMS.

Strengths of Woodrow Wilson School's Educational Program

I feel that our strengths at Woodrow Wilson are:

Direct Instruction and Enrichment Block – this was implemented this year and it really focused on the students' needs and strengths.

Daily Five and Café – teachers in grades K- 3 used this program during their L/A Block and it helps students to become a part of their learning and progress.

The Staff- our staff are very involved in the families at Woodrow Wilson. It amazes me to see the dedication and sacrifice they make each day giving up their free time and donations to the students and their families. They are truly dedicated to each student and committed to their successful achievement.

Data Bulletin Boards – This year we began using data bulletin boards that were interactive with the students and this helped students to progress monitor themselves.

V. Statistical Data

Students Receiving Awards

36 students were recognized and received certificates for participation in the 2010 Governor's Summer Reading Challenge.

One student in our fifth grade was awarded the Superintendent's Award on May 25, 2011 at KHS.

Nine students were honored for perfect attendance this year.

Five students were eligible to participate in the CT Invention Convention.

Number of students transferred

Within the system: 57 transferred in and 74 transferred out

Outside of the system: 28 transferred in and 36 transferred out

MIDDLE AND HIGH SCHOOLS

NORTH END MIDDLE SCHOOL

Michael LoRusso, Principal

I Goals

Accomplishment of Goals from the School Improvement Plan

Our goals for 2010-11 school year were focused on four areas as described in the School Improvement Plan (SIP)

- Numeracy
- Literacy
- School Safety
- Parent Involvement

We did show some improvement in our math scores. Although improvement was small, we are making progress. A comparison of standardized test score reports shows that since 2005-06, grade 6 students have gone up 17.7% in math. Grade 7 students have increased 15.6%. In reading, grade 6 students have grown 16.9 % since 2006 while grade 7 students have shown a 22.2% increase. Grade 8 students have grown by 10.7%. Our current grade 8 students increased their scores in reading by 19% in a single year. Math teachers continued their involvement in professional development throughout the course of the school year. They met with the Supervisor of Mathematics on a regular basis to discuss instruction. Specific areas of concern were addressed and a plan of action was implemented to correct these. Any issues around instruction and specific problem areas were discussed during Common Planning Time Meetings with building level administrators and our executive coach. Teachers also developed pre and post tests and discussed results during their meetings. We continued the use of quarterly assessments and have given each math teacher access to an excel spreadsheet that will help them to assess each student's individual progress and identify weak areas individually and as a class. The turnaround time for test results has been drastically reduced so that teachers can readily use the data to drive instruction. We have also begun to integrate the use of technology into the math curriculum. Each math class is now equipped with an overhead projector that is directly linked with student calculators through our current software program. Each math class is equipped with a "SMART Board" to work in coordination with the LCD projectors and our new math software. This allows teachers to work with an entire class but view the individual work from a laptop or desktop computer.

In 2009-10 we added a literacy teacher to each house and we continued with that format in 2010-2011. This has allowed us to provide a Tier 2 intervention for students that would benefit from short term, intense instruction. Students are identified with the help of reading –language arts staff and an examination of their CMT scores. Students are pre and post tested to establish a baseline and to determine progress. As their understanding improves, students may be exited from the program and new students enlisted.

We have made significant progress in the area of school safety. A 5% reduction in the number of out of school suspensions was a focus of our SIP for the 2010-11 school year. Our baseline data established in 06-07 was 1542 OSS. In 2008- 09 we had 904 out of school suspensions. (OSS) and in 2010 we have had 715 OSS. This was a reduction from the previous year by 189 suspensions. This accounts for a 21% reduction over 1 school year and was 183 less than our projection of 898. As of June 1, 2011, we have had 682 OSS, with a goal for the year 739. We are currently 57 suspensions below our goal. When reviewing data from the previous school years, we have had 23 and 44 OSS in June. If the pattern were to continue, we would meet our goal. I feel this is directly attributable to the work of our in-house prevention team, who has worked very hard to develop an atmosphere of trust with our students. The continuation of "In- School Suspension" has proven to be an effective deterrent to OSS. We have continued to increase our overall attendance. As of June 1, 2011 our average daily attendance is 93.4 %. More importantly, we had only a handful of students that exceeded the 18 day limit stipulated by our attendance policy.

Additionally, our PBIS Committee meets regularly and has been instrumental in promoting a positive school environment. Our parent involvement goal has moved forward slowly. We have tried hard to encourage our parents to become more involved. School information was made available to all parents via our school website, our Parent Liaison, and was sent home with students on a regular basis. Parents of our LEP students met twice during the year to celebrate their Hispanic heritage. Over 200 people attended the two evening events. Open House was well attended with over 600 people attending in October 2010. We continued to host our spring evening tours for parents and students that will attend North End Middle School in September.

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B. Goals 2010-11

The goals for North End Middle School for the 2011-12 school year will have their foundation in the District Improvement Plan, a global view for the school system and then be localized to the specific needs of North End Middle School. Our goals will be as follows:

- To increase reading proficiency for all students 15% by the end of three years as measured by the DRA, CMT and CAPT.
- To increase math proficiency for all students 15% by the end of three years as measured by the DRA, CMT and CAPT.
- To reduce the number of school suspensions by 15% over three years as measured by the district suspension data.
- To reduce truancy by 15% over three years as measured by the district attendance data.
- To increase the involvement of families in the educational process by 15% over three years as measured by strategic district surveys and participation in school and district meetings, workshops and events.

II HIGHLIGHTS

The major highlight for the 2010-2011 school year was the achievement of Safe Harbor. We instituted a number of instructional strategies aimed at improving instruction. We were able to identify specific students within specific sub groups that were in need of targeted instruction. Tier 2 interventions were then provided in math and literacy. For the 2010-11 school year we continued with the changes in our master schedule. While we remained in vertical housing for all our academic subjects we now travel to Unified Arts in a horizontal distribution. This allows us to meet in “Common Planning Time” (CPT) meetings on a weekly basis. These meetings are now built into the schedule for each teacher. Meetings are scheduled weekly at a specific time with an administrator. Teams meet to develop “Common Formative Assessments” (CFA) and examine the results of pre and post testing. There has been a significant improvement in the quality of work, including the development of assessments and the discussion focusing on student learning. All meetings are required to submit agendas and minutes for each meeting. Our PLC team has been solidly in place since the 2009-10 school years. Their influence was felt throughout the building from a painting on the entry wall of a PBS boat, inviting all to get “on board”, to our “RAMS Rule” of respect, attitude, motivation and success. In an effort to actively engage more staff in the PBS initiative, teachers were asked to display their personal commitment to PBS and to student learning by posting their pledge in the main entrance and above their classroom doors. Also to insure that students feel a greater connection to our school, we continued the “Our Time” program. Each month, students remained in their homerooms for the first period of the day to engage in a specific activity. The homeroom teacher and his / her partner were each assigned half of the class and spent the “Our Time” period getting to know each child and making a personal connection with students. Pre-planned activities, designed by our PBS team were used each month. Activities ranged from Getting to Know You Bingo to the development of personal folders that included standardized test scores and attendance data. Students took the time to set personal goals for the school year that were periodically reviewed for progress. This year we were able to complete the installation of a “SMART” board in every academic classroom. Additionally, literacy teacher Michael Pannoni was selected by SMART technologies to become a certified SMART Board instructor. This gives us the unique opportunity to have a staff member professionally trained to keep our staff updated. In addition, we provided professional development for the use of the boards and their integration into our curriculums. We continued with the improvements to our Media Center by adding more books to our collection and the continuation of our “Nutmeg Book Club” and our “Enlightening the Mind” book club. The redesign of our media center has helped make it a focal point of learning. The new computer lab and quiet reading areas have made our media and attractive place for students and staff. The Connecticut Association of School Librarians recognized North End Middle School as an outstanding library for 2011.

We continued our relationship with “Executive Coach” Mr. Harry Dumeer, (CAS). Mr. Dumeer and North End administrators use walk-through visits as a means to give teachers feedback on their instruction. This year we designed a teacher self-reflection page that each teacher would use to critique their own teaching. This was used as part of our evaluation process. We worked extensively to promote student engagement. Teachers used a variety of activities to make learning more interactive. The continued success of our athletic teams and the addition of volleyball, cross country and flag football give us an opportunity to reach students that have diversified interests.

III STRENGTHS

Our greatest asset is our staff. The involvement and commitment of our staff to our students is evident on a daily basis. They take pride in their work and strive to make our total school environment an exciting place to learn. The

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implementation of CPT and CFA have been well received and our vital to improving instruction. Our staff has been very receptive to our efforts to coordinate instruction between grades by meeting in vertical team meetings by house and content area groups for next year. Teams have begun to use the data that is available to them in a meaningful manner. It is no longer just meaningless information but is used to influence instruction. The cohesiveness of our administrative team has allowed us to move from crisis management to focusing on instruction. House Principals, James Simpson, Joseph Begnal Jr. and Jacquelyn Gilmore are unmatched in their dedication to our students. The staff at North End has made a commitment to excellence that helps us to create a positive learning environment.

IV Statistical Data

Number of students transferred in and out of your Building

(a) within system, in 93 out 74

(b) Outside the system, in 122 out 122

Student/Teacher ratio for school: 13:1

For academic subjects: 17:1

WALLACE MIDDLE SCHOOL

Donald Rapuano, Principal

I. GOALS:

Accomplishments of Goals 2010-2011

A) To improve the Academic Performance of our Students

During the 2010-2011 school year we used CMT Student Data and Common Formative Assessment data to drive classroom instruction. Teachers created CFAs specific to their content area and through their bi-monthly collaborative meetings analyzed results to determine strengths and weaknesses. Teachers planned instructional strategies to address student's deficiencies and reassessed to determine the effects of planned instruction.

B) The Implementation of Data Driven Instructional Practices

Academic Teams created and implemented a Tier 2 level of intervention for students in need of improvement. This occurred in the months of January/February and May. Each team completed a reflective questionnaire to assess effectiveness of intervention plan. The Leadership team reviewed the reflection questionnaires and provided feedback to the faculty.

C) To Improve and Maintain a Safe and Healthy School Environment

Our school community was successful in improving and maintaining a safe and healthy school environment for students and staff at Wallace Middle School via the Positive Behavior Intervention Support (PBIS) program. This yearly task begins in the summer with the PBIS committee and continues throughout the year with student and staff rewards and activities. Discipline data is reviewed at PBIS committee meetings to assess the PBIS activities.

Goals for 2011-2012

Our immediate goal for the 2011-2012 school year is to continue with our School Improvement Plan Tier II indicator of Data Driven Decision Making Practices specifically to provide a tiered system of intervention for students in need. To monitor the implementation of Data Driven Decision Making and tiered system of intervention, we will develop a progress monitoring system to create flexible groups for intervention and attempt to adjust the master building schedule to accommodate this need.

II. HIGHLIGHTS

Highlight #1 Hammond House

Throughout this school year, Hammond House teachers met weekly in their academic teams to discuss student academics, behavior, and teacher instruction. Each academic team met to create an intervention block using data to drive their instruction. Grades six, seven, and eight also utilized Ms. Formato, the House Counselor, as part of the intervention team where she created lessons using the Computer Lab.

P.B.I.S. was used as a reward system to create a positive atmosphere. For example, students were allowed to attend a Bingo Activity with pizza and prizes if 100% of homework was completed. Also, each day, students who did not receive any disciplinary referrals were given a raffle ticket. After two weeks, a raffle took place with gift

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cards. Finally teachers were given twenty tickets (P.A.W.S.) daily for two weeks. Teachers were required to give out a minimum of four tickets each period. At the end of two weeks, fifty names were pulled for an afternoon of Bingo, food, and prizes.

Highlight # 2 Yeshion House

This year the sixth grade social studies classes participated in a research project focusing on the tragedies that occurred on September 11, 2001. Although the children gained a wealth of information during this process, they most enjoyed the hands-on projects that they got to create as part of their grade.

The 6th grade Accelerated Academy continued to demonstrate the successes of the previous school year. With the addition of new content specific M.S.A.A. texts, computer lab, and SMART Boards, the teachers were able to establish a high-challenging academic environment. In October, the students went to the Waterbury Water Treatment Plant for a tour of the facilities as a culminating activity for our water unit. This visit was historic as the Academy was the first group of visitors allowed to tour the plant since the events of 9/11! Also, the Academy participated in the 28th Annual Connecticut Invention Convention. The first step was a local convention which was held here at Wallace. In April, the top 18 students represented Wallace Middle School at the CIC day in Hartford where our students met Governor Dannel Malloy and had a picture taken with him. The overall top 10 students, including 7 from the Academy, went on to compete at the state level at Gampel Pavilion in May.

Mrs. Rusnov, 8th grade science teacher, implemented creative hands-on lessons involving a DNA edible model building contest, an exceptional bridge design competition with guest judges from the CT DOT and a guest speaker who was featured in CT Magazine as a Top Doc for 2009.

In Miss Hansen's 7th grade science classroom, one of this year's highlights was experimenting with liquid nitrogen. Students watched several demonstrations with liquid nitrogen, including freezing apples and flowers, which become so frozen that they shattered on contact!

Highlight # 3 Huckins House

During the 2010-2011 school year, the Huckins House continued its pursuit of a culture of academic and behavioral success. Strict attention was given to data produced by the CMTs, CFAs, Benchmark Exams, and Collegial Discourse.

Utilizing the initiatives set forth by the Leadership Team, our curriculum was realigned and balanced by a careful review of the appropriate Grade Level Expectations, CMT strands and Content Standards. Our academic teams carefully disaggregated data collected by the various data teams as well their own data and as a result, they were able to further discuss the use of Effective Teaching Strategies in order to create learning opportunities for students. Furthermore, as the year progressed each academic team created dynamic Tier II intervention blocks to further target the academic challenges experienced by our students.

Classroom, Hallway and Cafe PBIS Lessons were used to instruct students on expected behavior at the beginning of the school year. Proper behavior was modeled by teachers and expected behavior was reinforced through Wallace's PAWS ticket program where students could receive awards throughout the school year via a raffle system. Furthermore those students who met PBIS criterion were allowed to enjoy PBIS activities such as movies, dances, and field trips.

III. STRENGTHS of the educational program:

- The faculty is committed to providing our students with appropriate instruction so that they can meet their academic potential.
- The Leadership Team activity drives the instructional practices of Wallace Middle School.
- The faculty is motivated and receptive to Professional Development opportunities.
- The administration and faculty is committed to the creation of a safe and healthy school climate.
- A varied set of activities were planned and implemented to encourage a safe and healthy school climate via the PBIS committee.
- The faculty is committed to providing a tiered system of intervention for students with diverse learning styles.
- The administration is committed to developing and maintaining open lines of communication with our feeder elementary schools and Crosby High School.
- By creating a cooperative relationship with parents, we are successful in addressing the needs and concerns of our students and parents.
- The IRIS phone system was used extensively to communicate to parents from the main office about a variety of school announcements.
- The Wallace PTO was extremely active in building an inviting community for parents through various activities including holiday bingo night and relay for life.

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IV. Statistical Data:

Student Awards:

Over two hundred fifty 8th graders received awards during our 8th Grade Awards Night ceremony. Students received awards for academic performance, attendance, and positive school behavior.

Additional awards presented to graduating 8th graders:

Dr. Michael F. Wallace Memorial Award	Anthony Bryk Award	Michael's Jewelers Award
Highest Honors Award	Perfect Attendance	Hardest Worker Award
Most Improved Award	Boy of the Year Award	Girl of the Year Award
Language Arts Award	Advanced English Award	Mathematics Award
Advanced Math Award	Reading Award	Science Award
Social Studies Award	Art Award	Foreign Language Award
Music Award	Technology Education Award	Theater Arts Award
Family and Consumer Science Award	Physical Education Award	Health Award
Scholar Athlete Award	Focus Award	Super Eighth Grade Award
PAWS Award		

Transfer Information:

Number of students transferred

Within system in 57 out 99

Outside System in 54 out 92

WEST SIDE MIDDLE SCHOOL

Charles Nappi, Principal

1A GOALS: Taken from our School Improvement Plan 2010-2011

Tier II Indicator #1: Implement a CommPACT School Model, partnering with the NEAG School of Education at UConn, school wide over the next three (3) years with the primary purpose to improve not only student achievement but through a shared leadership model.

How adults organize themselves to conduct business, interact with each other, coordinate their efforts, effects academic achievement, and other educational outcomes.

Strategies:

1. Implement a school wide Positive Behavior System that will address school climate and reduce school suspensions
 - PBS will be a standing committee at West Side Middle School.
 - The school wide positive support team will attend workshops at UConn with Dr. Sugai through April 2011.
 - In-Service will be presented four times a year to all West Side Staff by PBS Committee school wide during Collaborative meetings. Four PBS initiatives will be started by the 2010-2011 school year.
 - A school-wide positive behavior support system using tangible rewards certificates will be used by all staff to track and reinforce student behavior.
 - Data will be analyzed by the PBS committee monthly to evaluate effectiveness and plan for future PBS initiative.
 - PBS: Student recognition certificate (WAMPUM), will be tied into the school store and dance, weekly and monthly rewards.
 - PBS will work with guidance counselors to plan and implement classroom instruction for behavior and character.
 - PBS Committee will plan and oversee weekly and monthly rewards for students.
 - The Student Council will work directly with the PBS team to collaboratively develop student suggested rewards and strategies for positive behavior.
 - Suspensions have been reduced to 28% as of May 2011

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2. Continue to implement Data Driven Decision Making techniques at weekly content, grade level meetings through the analysis of Common Formative Assessment results and student work.
 - All teachers will receive training in the Data team process and be in-serviced on the use of developing CFA's as mini benchmarks all year.
 - Weekly Data Team meetings will be conducted across grade level and content areas to collect and analyze data and make recommendations on Common Formative Assessments and Instructional Strategies. (Beginning Sept. 2010-2011)
 - Collaboration with content supervisors to streamline curriculum materials and resources for instruction. (Beginning Sept. 2010-2011)
 - Administrators and Team Leaders will receive Professional Development on Common Formative Assessment by Sept. 2011, and PLC from Solution Tree.

3. Conduct events and activities to increase parent involvement, Web page, Channel 16, monthly newsletter, volunteer recruitment, school dances, kickoff celebration, leadership forum, school concerts, open house

1B: Goals: Taken from our School Improvement Plan (SIP) a major push to engineer the development of cadres was put in place through the re-adjustment of Unified Arts classes. With that process in place, the following component to vertical housing is now in place. The re-scheduling of Unified Arts was implemented as the result of input with teachers, our leadership data team, house principals, and recommendations from our Cambridge School Report. Simply put, having a Vertical and Horizontal Plan created more opportunities for staff to be viewed as a school (especially house principals working with children from all three (3) houses), without changing the Vertical House Philosophy. This simple switch of Unified Arts to meet by grade instead of by house provided us with a format that maximizes the flexibility for Grade Level and Content Level Data Teams during the school day. This was a grand-slam for the entire school. Now Grade Level meetings were able to be held alone with Content Level Assessment Training by the Central Office Supervisor during common planning time. This was a win-win in terms of negotiating with the Waterbury Teachers Association for having more time with teachers to discuss formative assessment, DDDM, PBS, and EIP goal met.

II Highlights: West Side Middle School named Safe Harbor as a result of academic achievement.

PBS Support Staff will attend three (3) two day training sessions with Dr. Sugai, at UConn by April 2011, PBS Support team will provide training and in-service for all West Side Staff two (2) times a year. Two major PBS initiatives will be put in place building-wide by June 2011 and data collected and analyzed to modify and evaluate the system. Student Council President will attend and participate in weekly PBS meetings. Teachers utilize data driven decision-making techniques through analysis of Common Formative Assessments and student performance at weekly content/grade level data meetings. Establish baseline for parent attendance who attends all school functions. Establish a baseline for parent involvement in specific committee memberships.

Goal Met:

- Open House (October 2010)-500 attendees
- Parent Conferences (weekly)
- PPT Meetings (weekly)-300 attendees
- Winter Concert (December 2010)-600 attendees
- Spring Concert (May 2010)-500 attendees
- Committee Meetings (Monthly)-20 Leadership Team meetings
- Parent Volunteers (Daily)-5 daily
- Grade 5 Welcome Night- 200 parents
- ConnCap-50 Parents
- School Dances (Sponsored by Parents-monthly)-20 Dances
- Data Team Meetings-50 Staff Attended
- 10 collaboration meetings held this year

III Strengths

PBS, Dr. Sugai (UConn) has personally visited West Side Middle School as a part of CommPACT. His research and results speak for themselves. This is year two of an ongoing process to improve our school climate.

SEM-R: A nationwide systematic approach to reading through the differentiation of teaching comprehension vocabulary and fluency. Dr. Reiss and Dr. Renzuli will conduct a major push for Reading at West Side Middle School, Grant Value \$100,000 free for Waterbury as part of CommPACT has improved our Reading (see attached)

Read 180: Scholastic Research Grant \$25,000 (free) for Special Education / ELL students was awarded to assess, and teach non-readers will be put in place in our school library. Results are attached as the highest in the city.

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Leadership Planning, Best Practices Put in Place

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Vertical House Plan	Vertical House Plan	Vertical House Plan	Vertical House Plan	Vertical House Plan	Vertical House Plan	SEM-R
	Data Driven Decision Making	Data Driven Decision Making	Data Driven Decision Making	Data Driven Decision Making	Data Driven Decision Making	R-180
		Data Teams	Data Teams	Data Teams	Data Teams	Steering Committees
			Grade Level Meetings	Grade Level Meetings	Grade Level Meetings	Cadres Work
			Block Scheduling for Reading	Block Scheduling for Reading	Block Scheduling for Reading	PLC
				Parallel U.A. Scheduling	Parallel U.A. Scheduling	CFA
				Common Formative Assessment	Common Formative Assessment	
				Positive Behavior Support	Positive Behavior Support	
				Professional Learning Communities	Professional Learning Communities	
					UConn CommPACT Schools	
					School Wide Enrichment Model	
					SEM-R UConn CommPACT	

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IV: Statistical Data

Students Receiving Awards for 8th Grade (by type, number)

Academics-181

Valedictorian/Salutatorian-2

Second Honors- 94

Athletics- 26

Soccer- 3

Boys' Baseball-3

Boys' Basketball- 3

Girls Basketball-3

Cross Country-3

Attendance-17

Perfect Attendance-17

Outside Program-14

CPEP-8

Michael's Jewelers-2

Domenic Mecca Award-1

Service-18

Good Citizenship-7

Student Council-4

Other Awards Given-6

Most Improved-6

Unified Arts-79

P.E.-12

Art-12

Tech. Ed-9

Chorus-6

Guitar-3

Numeracy-3

First Honors- 51

Individual Subjects-34

Cheerleading- 3

Girls' Softball- 3

Swimming- 2

Flag Football-3

Volleyball- 3

CT. Middle Level Scholar Leader Award-2

Waterbury Lions Club Art Poster Contest-1

Forever Wave-7

Health-3

FCS-9

Spanish-6

Band-3

Literacy-9

Number of students transferred

Within system in 101 out 99 Outside system in 140 out 146

WATERBURY ARTS MAGNET SCHOOL

Elizabeth S. McGrath, Principal

I.A. GOALS FOR 2010-11

1. Improve literacy by increasing percentage of students at proficiency or higher
 - Develop tutoring/mentoring opportunities to supplement CMT/CAPT Review; implementation of the 'push-in' model in Literacy and English classes
 - Implement CMT/CAPT prep classes in middle and high school
 - Continue to develop Common Formative Assessments to identify the needs of students
2. Improve numeracy by increasing percentage of students at proficiency or higher
 - Develop tutoring/mentoring opportunities in CMT/CAPT prep classes to supplement Review
 - Integrate problem solving into all academic areas
 - Develop Common Formative Assessments to identify the needs of students
3. Increase parent participation and involvement in all aspects of the school
 - Expand use of the school web-site and email communication by parents
 - Expand informational, training and social opportunities
 - Expand parent participation in school committees through guidance counselors and the parent liaison
4. Refine programmatic offerings
 - Create a cohesive, sequence of course offerings, supportive of rigor in both the arts and academic areas
 - Develop components for community service for students
 - Further develop apprenticeships within the community

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I.B. GOALS FOR 2011-12

1. Improve literacy by increasing percentage of students at proficiency or higher
 - Develop tutoring/mentoring opportunities to supplement current programs at the tier two level.
 - Refine CMT/CAPT prep classes in middle and high school
 - Continue to develop Common Formative Assessments to identify the needs of students
2. Improve numeracy by increasing percentage of students at proficiency or higher
 - Develop tutoring/mentoring opportunities in CMT/CAPT prep classes to supplement current programs at the tier two level.
 - Continue to integrate problem solving into all academic areas
 - Continue to develop Common Formative Assessments to identify the needs of students
3. Increase parent participation and involvement in all aspects of the school
 - Expand use of the school web-site and email communication by parents
 - Expand informational, training and social opportunities
 - Expand parent participation in school committees through guidance counselors and the parent liaison
4. Refine programmatic offerings
 - Begin development of electronic portfolios in order to chronicle and showcase student work in both the arts and academic areas
 - Develop components for community service for students
 - Further develop apprenticeships within the community

II. HIGHLIGHTS /ACCOMPLISHMENTS

- Initial accreditation by the New England Association of Schools and Colleges
- CMEA Highest Awards for Instrumental and Vocal
- Collaboration with UCONN in arts and academic areas
- Over 70 performances/Exhibits of Visual Art, Theater, Dance and Music at the Palace Theater, Apron Stage, Music Recital Hall, Atrium and in the community
- First place for Irish History Writing Contest and Veteran's Voices
- Participation in the National Honor Society
- Highest CMT and CAPT participation rate in the city
- Professional level student internships at the Palace Theater and the Republican-American newspaper
- Collaboration with Pilobolus Dance Company on dance residency and Shepaug Middle School on visual art city mural residency

III. STRENGTHS

- A. A culture of excellence and high standards and respect maintained by arts and academic staff, including criteria for student participation in performances and other special activities
- B. An extensive range of learning experiences for students – both in the school and beyond the school – in the arts and academic areas
- C. An extensive range of co-curricular experiences for students with the Palace Theater, Thomaston Opera House, Shakesperience Productions, Pilobolus Dance Company, and Mattatuck Museum
- D. Extensive collaboration with area institutions, including Workforce Initiative, Life Dance Company, Waterbury Symphony
- E. An ongoing commitment by staff to work above and beyond normal expectations, including support of an extended day program; new curricula in many areas; performances of Theater, Dance and Music; creation of numerous Art exhibitions; participation in a large range of additional activities
- F. School-wide, consistent, ongoing integration of students with special needs and English Language Learners into every aspect of the life of the school
- G. A strong connection between teachers, students and parents, with a strong PTSO and involvement of parents in many special activities and committees throughout the year.

IV. STATISTICAL DATA

Scholarships, Awards, Honors:

- (16) CAPT Scholars
- (2) CAPT Super Scholars

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- (12) Honor Society Inductees
- (49) Departmental Award winners
- (2) President’s Education Award winners
- (5) Student Certificates of Achievement from the Center for Creative Youth
- (1) Thomaston Opera House Scholarship Winner
- (28) Senior College Scholarships from outside agencies
- (1) National Association of Secondary School Principals scholarship winner
- (2) CAS Arts Leadership Award winners
- (2) CAS Scholar-Leader Award winners
- Ten (10) student interns working at the Palace Theater
- Eighteen(12) student writers serving as Palace reporters for Children’s Theater productions at the Palace
- (2) National Merit Scholarships
- (2) Connecticut Community Foundation Alexion Scholarships
- (1) Good Citizenship Award Placie King Education Dept. of Goodwill Lodge and Clock City Temple of Elks
- (1) University of Connecticut Presidential Scholars Award
- (2) Michael’s Jeweler’s Award
- (1) WAMS Theater Booster Club Award
- (1) WAMS Vocal Scholarship Award

Number of students transferred (as Middle School and High School, projected through the end of summer 2011):
 within system: 103 IN, 38 OUT outside the system: 54 IN, 31 OUT

Graduation Information:	Number	Percentage
Graduates	107	94
Entering four-year college	69	64
Entering two-year college	32	30
Entering vocational training	2	2
Entering workforce	1	1
Entering military	1	1
Unemployed	0	0
Undecided	2	2
Not graduating	7	6

CROSBY HIGH SCHOOL *Dr. Louis Padua, Principal*

I. GOALS:

a. Accomplishments of Goals 2010-11

To improve the Academic Performance of our Students:

During the 2010-2011 school year, we used CMT/CAPT student data and Common Formative Assessment (CFA) data to drive classroom instruction. Teachers created CFA’s specific to their content area. Through bi-monthly collaborative meetings, teachers were able to analyze CFA results to determine students’ academic strengths and weaknesses. Utilizing this information, teachers were able to plan instructional strategies to address students’ deficiencies. Students were periodically reassessed to determine the effects of classroom instruction. The administration along with content level supervisors monitored classroom instruction by completing teacher evaluations, reviewing teacher lesson plans and conducting Walkthrough observations.

b. Goals for 2011-2012

Our immediate goal for the 2011-2012 school year is to continue to implement and improve our efforts in promoting a school culture that embraces the Data Driven Decision Making Process. We plan on conducting several professional development workshops for our teachers in the Data Driven Decision Making process. Our goal is to use student achievement data to develop and implement instructional strategies that improve student achievement. Also, the administration will continue to improve the monitoring of the Data Driven Decision Making process by developing a school-wide universal teacher evaluation goal and by conducting more frequent walkthrough

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observations of our data teams. Additionally, the administration will continue to require Data Teams to maintain bi-weekly agendas and minutes for periodic review by the school administration and content level supervisors.

II. HIGHLIGHTS

Crosby High School recently received full accreditation from the New England Association of Secondary Schools and Colleges (NEASC). Many commendations were cited in our report. Highly praised was our new Media Center. Additionally, several recommendations were made for improvements. We have named a NEASC Follow-Up Committee to begin to work on the recommendations identified in the NEASC report.

Our English, Math, Science, and Social Studies Departments all developed and administrated Common Formative Assessments as part of our Data Driven Decision-Making Initiatives. The student data results were used to provide prescriptive classroom instruction to meet the academic needs of students in each of the content areas.

Throughout the school year, students had the opportunity to meet with college representatives. A college and career fair was held in April and June for juniors and seniors. Speakers from "Making It Count" spoke to students about college and career planning. A Financial Aid Information Night was held in October and was well attended by students and parents. Representatives from NVCC and CONN-TAC program assisted individual students and their families in completing financial aid forms.

III. STRENGTHS

- The faculty is committed to providing our students with appropriate instruction so that they can meet their fullest academic potential.
- The faculty is motivated and receptive to Professional Development opportunities.
- The administration and faculty is committed to the creation of a safe and healthy school climate.
- The faculty is committed to providing differentiated instruction for students with diverse learning styles.
- The administration is committed to developing and maintaining open lines of communication with our entire school community and our feeder middle schools.
- Students are offered additional educational opportunities through our Career Academies, Culinary Arts and Jr. ROTC Program.
- Monthly newsletter, the school's website and the Progress Book system provide parents and guardians with the necessary information to actively participate in their child's education.

IV. STATISTICAL DATA

Transfers Within System 114 in, 93 out

Transfers Outside System 78 in, 126 out

High Schools:

1 Graduation Information	Number	Percent
a. Seniors	315	
b. Entering 4-year college	75	24%
c. Entering 2-year college	114	36%
d. Entering vocational training	19	6%
e. Entering work force	48	15%
f. Entering military	12	4
g. Unemployed	0	0
h. Not graduating	47*	15%

(*includes 7 Special Ed students retained to continue programs)

2. Scholarship/Awards/Honors

Nearly 70 awards/recognitions were given out to 79 seniors on Senior Awards Night students.

Members of the Class of 2011 received acceptances to the University of Connecticut, Central Connecticut State University, Southern Connecticut State University, Western Connecticut State University, and University of Notre Dame Johnson & Wales, Lincoln College of New England, Post University, Andrews University, Gateway Community College, Mercy College, Quinnipiac University, Universidad Adventista de las Antillas (PR), Southern Adventist University, Springfield College, Washington Adventist University, Fairfield University, Stone Academy,

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Wells College, Tuskegee University, University of Bridgeport, Pace University, Lincoln Technical Institute, Holy Cross College, and Naugatuck Valley Community College

Total scholarships, grants, and loans awarded from colleges and other sources totaled over \$1 million for over 100 seniors.

JOHN F. KENNEDY HIGH SCHOOL

Michael Yamin, Principal

I. GOALS

Accomplishments of Goals 2010-2011

1. Goal #1 & Goal #2: regarding literacy and numeracy: In progress/TBD.
2. Goal #3 to reduce out of school suspensions. Goal accomplished.

II. HIGHLIGHTS 2010-2011

1. The highlights for the Kennedy High School Science Department for the 2010-11 school year focused on a Reading for Information initiative, continued Common Formative Assessment (CFA) Implementation, New Course Offerings, Formation of a new Robotics Club, Lab Safety, and the implementation of SMART Board Technology.
2. Kennedy High School has successfully partnered with Naugatuck Valley Community College (NVCC), to teach a Human Biology and Environmental classes at Kennedy. Mr. Walker and Mr. DelDebbio will begin these courses in the fall.
3. Student Council held International Day, Club Day, and a Blood Drive.
4. The Robotics team had a great 1st year up at the Hartford Convention Center. They learned a great deal and were extremely competitive. The KHS Robotics Team was the proud recipient of a \$1000.00 cash prize the first day of the contest and the support from parents, teachers, and sponsors was overwhelming. On Saturday there were representatives from JC Penny, 3 different engineers who had volunteered time with this year's KHS team; approximately 12 different parents, and a number of teachers and administrators from Waterbury involved. The team has grown to almost 35 members strong.
5. Created a CAPT prep position and re-aligned teaching assignment and reduced the size of ninth and tenth grade English classes.
6. PBIS marking period rewards included raffles, a movie, and a concert/hip-hop dance ensemble. The Kennedy PBIS students and various KHS clubs/groups also helped at the May 25 PBIS End of the Year Celebration for the elementary students.

Science Department:

1. 14 students took the AP Biology test this year. In addition, 30 students participated in the SEARCH monitoring of Hop Brook water. The number of students taking the AP Biology exam will increase next year, since an additional AP Biology class has been added for next year.
2. 27 students took the AP Environmental Science Exam. This was over two times the number of students who took the test in 2010 (12).
3. 21 students took the AP Chemistry Exam this year. This number will also increase since we have also added a second section of AP Chemistry.
4. The Science Dept. transitioned from overhead notes to using SMART Board power point. All science teachers are using their SMART Boards daily, and it continues to enhance student learning.
5. The Science Department successfully implemented a fundraiser program to help raise money for the Science Academic Awards at the end of the year. The Science Department will be handing out 18 Academic Awards in June.

Social Studies Department:

1. For the 12th straight year, Advanced Placement US Government and Advanced Placement Comparative Politics Courses participated in the Global Ed Project. An Internet-based international relations program directed by UCONN which requires students to use the art of diplomacy as they role play the countries of Iran and Mexico.
2. For the second straight year, students in the American Studies class collected over 30 boxes of supplies to send to troops in Iraq and Afghanistan during the Christmas Holiday.

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3. American Studies continues to use its own On-Line Web page at Wiki-Spaces.
4. Online texts were used in five US History Courses. The success of the Online Program has resulted in a six year commitment to the E-Text.
5. Students in American Studies participated in the Center for First Amendment Rights Essay Writing Contest.
6. Students in US History II and World History classes attended a field trip to the Holocaust Museum in New York City.
7. The school resource officer was invited to speak to US History courses on the topic of police involvement in peaceful assemblies.
8. Stock Market Game: Each student was given \$10,000 to buy three stocks (one financial, one tech, one other) and follow their progress over 10 weeks. Students were also required to sell / trade stocks at least twice over that time. Winners were given prizes.
9. Obituaries of current and past leaders: Students had to write obituaries of current and past world leaders from the six countries studied (Tony Blair, Margaret Thatcher, Vicente Fox, Vladimir Putin, etc.). This project forced students to create a legacy for these leaders including accomplishments and failures of foreign and domestic policy.
10. US History II students used the Internet to find propaganda from WWI and then produced their own posters gathering support for the current War on Terror. This was done with the goal of helping them meet our student expectations as Effective Communicators that is expressed in our Mission statement

Mathematic Department

- Dave Peruta named Teacher of the Year
- Nicole Deveau and George Flaherty piloted a new co-teaching model successfully
- Vin Balsamo was part of the resurrection of the Robotics team
- Vin Balsamo had his high school Calculus teacher in as a guest speaker to his classes
- Gail Tibbals did a project connecting math to real world careers where students gave a visual and oral presentation on the connections they found

English Department

Journalism Awards

Students won four more awards, bringing their total to 44 awards since 2004. Honors included the 2011 New England Scholastic Press Association Feature Writing Award, Feature Photography Award, and Highest Achievement for a High School Award (featuring literacy work from August 2010 through the present). The fourth award was the 2011 Connecticut Daily News Journalism Award, which was presented in March at the Hartford Courant building featuring state newspaper CEOs and the University of Connecticut interim President Philip Austin.

AP English 11

Students read 15 novels, wrote nightly analytical essays, and to celebrate Dr. Seuss and Read Across America Day, dressed and spoke as a character from one of the novels. Each novel was represented. Students also created food, beverage and props relating to their character, and a photograph ran in the Waterbury Republican-American featuring their project.

World Language Department:

1. Dr. Paolino represented Kennedy High School World Languages at a conference at Central Connecticut State University.
2. The Spanish Club collected money for the Japanese tsunami Relief fund.
3. Italian Club donated food baskets/canned goods through New Opportunities, Inc. at Christmas time.
4. Italian Club/Spanish Club/ French Club volunteered in the PBS celebration and organized games for the fifth graders that visited our school.
5. Italian Club participated in UNICO Annual Day of Community Service on April 29th Non-perishable food drive to benefit Greater Waterbury Interfaith Ministries.
6. Won Grant for Personal Finance-H@R Block-Dollars and Sense- 4yr software program-Knowledge Matters-Virtual Business
7. Successfully completed a Carl Perkin Review with the State

Business Department:

1. Field Trips: Business Law: Waterbury Court House Visitation Program-CBA
2. Personal Finance: CT Youth Financial Education Conference-CCSU
3. University of New Haven for Accounting Conference with accounting class
4. DECA Conference Field Trip to Six Flags New Jersey
5. Business Law: Attorney John Gorman, City Attorney

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- Judge Juliet Crawford-Criminal Court
- Law Day Activities-Supreme Court
- Jammy Davies-Jury Outreach Program
- Kate Scordino-Support Enforcement
- Julia O'Leary-Juvenile Probation

6. Accounting: Richard J. Dumont from Post University
Money Smart Program – Kim Curry from Thomaston

Family Consumer Science Department:

1. ECE I and ECE II

Certified in Infant/Child CPR through collaboration with Red Cross and Naugatuck Valley Community College. Students toured the child care labs and attended a presentation by the admissions department about career planning.

2. ECE II

Job shadowing: NVCC Child Care Labs and art teacher.

Waterbury Public Schools Prekindergarten Program at Sprague School

Waterville Recreation Prekindergarten Program

3. Eagle's Nest Preschool

Serviced 12 preschoolers from the city of Waterbury

- Held a preschool graduation ceremony for the children, their relatives and all students involved in the program.
- UConn, ECE I and ECE II students provided child care for both Kennedy parent nights.
- The H.O.P.E. club continues to make a positive difference in our community. The students in the club participated in the "Relay for Life" camp out on June 4-5, 2011. They also collected money for the American Cancer Society with raffles, cookie and candy sales and the Cutest Baby Contest, tutored students at the North End Recreation Center, volunteered at local convalescent homes, served dinner and handed out clothing to less fortunate people at the W.O.W. Recreational Center on Thanksgiving Day and collected stuffed animals for distribution at a local hospital in Waterbury.

Talented and Gifted

Mock Trial: Kennedy defeated Valley Regional High School in this year's mock trial competition. Attorney Charles Stango shared his legal expertise each week from November to May on a voluntary basis. Attorney Stango is a Kennedy alumnus, class of '88 and currently works as a state prosecutor in Milford.

Sign Language: Students in grades 10 and 11 studied the basics of American Sign Language. Mrs. Holly Johnson, a sign language interpreter and Kennedy High School alumna, offered instructions in vocabulary and usage. Twenty students shared their new found language skill during the PBIS Celebration Day. One hundred and sixty students rotated through this mini-workshop in which high school students were paired with a fifth grader. At the end of the session, the fifth graders were able to sign their names and favorite animal and food signs.

Peer Tutoring: Students in the gifted program provide tutorial services for any student who needs additional help in all subject areas. Peer tutoring is available after school or during study halls. Students who are having difficulty in classes and/or are in danger of failing are referred by the guidance department for peer tutoring.

Harvard Model United Nations: Kennedy High School was invited to attend the Harvard Model United Nations in January. Kennedy is one of only eight schools from Connecticut who participate in this program. We represented Djibouti at the Model United Nations General Assembly in Boston and Cambridge, Massachusetts.

PBIS Program:

The PBIS Program at Kennedy continued to reward students each marking who attained PBIS status.

The PBIS criteria for the 2010-2011 school years:

1. A student must have nothing more than a discipline warning.
2. A student cannot have more than 2 unexcused absences during the marking period.
3. If a student reaches 18 days being absent, he or she will not be eligible to receive a bracelet for the remainder of the school year.
4. Students who do not demonstrate appropriate behaviors or violate school rules will lose their bracelets but may re-earn them the following marking period if their behavior warrants it.
5. A student must be passing all classes.

III. STRENGTHS of Educational program:

John F. Kennedy High School KHS promotes academic excellence and individual opportunities for real-life application of knowledge. The administration and faculty ensure that all students have the opportunity to meet state and city exit criteria for graduation. Students are offered math and English lab courses to meet state standards as

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defined by the Connecticut Academic Performance Test (CAPT). KHS offers fourteen Advanced Placement (AP) courses and 17 cooperative classes with local colleges. Teachers acknowledge our culturally diverse student body by incorporating lessons to prepare our students for postgraduate education as well as real world situations. "Individual opportunity" is a common goal among the staff, reflective in the various opportunities available to KHS's students through athletic teams, Student Theater, civic clubs, and electives. KHS offers individuals the opportunity to participate in courses such as clothing, music, art, physical education, computers, automotive, construction, graphics communication, video production, and child development. There are also programs available to students such as Allied Health, Students of Academic Renown (SOAR), Project Lead the Way and Working with Children. Throughout the year, many KHS students participate in programs, clubs, or extracurricular activities which provide community service opportunities. Students in the SOAR Program are required to perform at least 10 community service hours per year. National Honor Society applicants are required to perform 40 community service hours by their junior year. Renaissance Committee provides dinners for needy families during the holiday season. Key Club collects donations for UNICEF, Toys-for-Tots, and the American Cancer Society. HOPE Club serves meals at the St. Vincent de Paul's Soup Kitchen, helps Habitat for Humanity, and raises money for the Ronald McDonald House. Student Council sponsors a Red Cross Blood Drive, raises money for Cystic Fibrosis, and supports a holiday can/food drive. DECA Club sponsors the "Fill-a-Bus" toy drive and holiday parties for elementary school students. KHS's clubs, extracurricular activities, and athletic teams provide students the opportunity to pursue individual interests and foster social development. Within these groups, students assume leadership positions, work cooperatively, enhance interpersonal relationships, and develop personal responsibility.

IV. Statistical Data:

Number of students transferred				
Within system	in	132	out	93
Outside system	in	150	out	155

Graduation Information:	Number	Percent-approx.
Graduates	285	91%
Entering four-year college	144	50%
Entering two-year college	75	26%
Entering vocational training	31	10%
Entering work force	30	10%
Entering military	8	2.5%
Unemployed	4	1.5%
Not graduating	27	10%

Scholarships, Awards, Honors **203**

Academic –Achievement-Attendance-Business-English-CAPT-Community Service-English-Excellence-History-Journalism-Media-Music-Art-Drama-FCCLA-Technology-World Language-Special Education-Physical Education & Sports-Science-Technology-

College Grants/Scholarships:	\$904,000.00
Loans	\$280,000.00
Which over 4 year's totals:	\$1,184,000.00

Scholarships have been award to students from the following Community Organizations or Individual Families:

1900 Club	American Legion of Post 165
ASPIRA Club	Delta Kappa Gamma International
AHEPIA	Caesar Batalla Capitol Scholarship
Camille Perugini Charitable Trust	Grace Cummings Community Service Award
Connecticut Community Foundation	Crime Stoppers
Daughters of the American Revolution	DECA
Frank Lombardo Memorial	Italian American Club (Italian Heritage)
James and Phyllis Tracy Scholarship	F. Curtis and Susan B. Thrall Scholarship
Julia Ashe Memorial	Kennedy Foundation

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Lia Pescetelli Scholarship
Maloney Inter-district Magnet School
Olympian Club
Ted DeLauro
UNICO
Waterbury Retired Teachers
U.S. Marine Scholarship
National Merit Scholarship
President's Award
Good will Lodge of ELKS 1325
Waterbury Jaycees
Waterbury School of Nursing
Yale Book Club
St. Michael Book Club
Alexion Scholarship
Ct. Society of Certified Public Accountants
CIAC Award of Excellence
Society of Women Engineers

St. Mary's School of Nursing
St. Mary's Hospital
UCONN Leadership Scholarship
Waterbury Bar Association
Waterbury Sportsman
Anita Dewry Memorial Scholarship
Citizenship Scholarship
Frank Perrella Award
U.S. Army Scholarship
Waterbury Hispanic Firefighters Scholarship
Kennedy PTSA
Harvard Club
University of Rochester
Michael Jewelers
Aspira
National Marketing Award
J.F. Kennedy Class of 1968

KENNEDY HIGH SCHOOL CLASS OF 2011: COLLEGES & UNIVERSITY Acceptances

Albertus Magnus College
Belle Academy of Cosmetology
Berkeley College (NJ)
Boston University (MASS)
Clemson University (South Carolina)
Connecticut School of Broadcasting
Earlham College (Indiana)
Elon University (North Carolina)
Evangel University (Missouri)
Fordham University (New York)
Georgia State University
ITT Tech
Kapiolani College (Honolulu, HI)
Long Island University (New York)
Mt. St. Mary's College (NY)
Newbury College (Massachusetts)
North Carolina Central College
Pace University (NY)
Porter and Chester
Providence College (Rhode Island)
Southern Connecticut State University
St. Joseph's University (PA)
Suffolk University (Massachusetts)
Tuskegee University (Alabama)
University of Connecticut
University of Massachusetts (Amherst)
University of Rhode Island
Western Connecticut State University
American International College (Massachusetts)
Bentley University (Massachusetts)
Boston College (MASS)
Central CT State University
Colby Sawyer College
Coppin State University (Maryland)
Eastern Nazarene College (Massa)
Emmanuel College (Boston)
Fairfield University
Gateway Community College
Gettysburg College (PA)
Johnson and Wales University (RI)
Lincoln Technical College
Mitchell College
Naugatuck Valley Community College
North Carolina Agriculture and Technical State University
Northeastern University (MASS)
Police Academy
Post University
Sage College of Albany (NY)
St. John's University (NY)
Stone Academy
Trinity College (Hartford)
University of Bridgeport
University of Hartford
University of New Haven
Wentworth Institute of Technology (Massachusetts)

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WILBY HIGH SCHOOL

Robyn Apicella, Principal

I. GOALS:

a. Accomplishment of Goals 2010-2011

The Wilby High School Improvement plan is modeled after the District Improvement Plan. The School Improvement Team and staff assessed and interpreted results from calibrated CAPT format, benchmark and common formative assessments in both Literacy and Numeracy. This information was analyzed during department meetings and PD days, increasing collaboration between department and content teachers and enhancing instruction and learning. The following programs; English Writing Portfolios, Reading Apprenticeship, My Access Writing Lab and Read 180 program for 10th grade continue this year as assets in improving student achievement. This year, freshman and sophomore students submitted over 5,000 essays through My Access in preparation for the CAPT. All core content departments continued Cali training and were involved in the construction and use of common formative assessments within their collaborative teams. This year a student advisory program was implemented where every faculty member and student meet once a month in an informal setting to discuss pertinent life lessons. This year also marks the second year of our Cyberchallenge grant where freshman students meet with industry representative to collaborate on problem solving.

b. Goals 2011-2012

Wilby High school will continue to identify and utilize best practices for maintaining a safe learning environment through our advisory program, conflict resolution and a collaborative approach with staff, students and parents to ensure intervention prior to referral. Our AP program has been successful in altering our school culture to the extent that students are willing to challenge themselves with AP courses. This year we will concentrate on maximizing student AP exam pass rates through after school tutorial sessions and Saturday prep sessions throughout the year. This next year a selective team of freshman and sophomore students will participate in the final year of our grant to collaborate on problems in industry. Wilby will expand vertical teaming between Wilby and North End Middle School and start dual enrollment opportunities with Naugatuck Valley College. Wilby will continue to attain high achievement in Numeracy and Literacy with calibrated assessments and differentiated instruction using SMART Boards, laboratory equipment and a tutor for remediation in those areas, My Access and Read 180 programs. Algebra 1 and reading courses will be block scheduled to maximize student instruction and improve student learning.

II. HIGHLIGHTS from 2010-2011

Ten certified nursing assistants graduated this year. 100% of the students taking the CNA certification examination passed. Our Technology Department raced a new modified electric car in May at the Electrothon and placed third. During spring break Wilby High School was transformed into a temporary dental hospital when Missions of Mercy opened up a 2-day clinic here. Many of the Wilby faculty and student body volunteered for the event which was very successful. This year Wilby High School staff and faculty participated in our decennial NEASC self-study. As a result of the study, the need to alter our school core values and beliefs emerged as well as the need to revise our school-wide rubrics. Additional partnerships were formed with area colleges to offer additional dual enrollment credit courses for junior and senior students. For a second year, Wilby High School partnered with CBIA for the Cyberchallenge grant where four teams of freshman students and veteran sophomore mentors research and offer solutions to problems submitted by state industries. NorthEast Utilities announced that they would fund our AP program as a partner under Project Opening Doors. In addition, Wilby High School was featured in a nationwide commercial campaign promoting AP courses and scholarship. As a result of this, Exxon-Mobil presented the school with a \$10,000 grant toward future AP projects. Beginning in January of 2011, construction began on our science labs and greenhouse. These renovations also included expansion of some existing areas to bring the school into compliance with current ADA guidelines. All of the renovations are scheduled to be completed by the end of August 2011.

III. STRENGTHS:

The strength of Wilby's educational program is that the staff is committed to maximizing student achievement, ensuring both academic and personal growth in a climate and culture conducive to learning. The staff works together as a cohesive unit to celebrate the diversity of our population with many cultural events. This year, core content area collaborative teams learned to work together to diversify instruction and improve student learning. Wilby has a multitude of course selections to help accommodate the diverse needs of students. Our ninth grade academy

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provides a strong mentoring program in collaboration with Waterbury Hospital, which is the foundation for our Career Academy. This program has produced amazing results. 25 percent of all courses offered at Wilby are higher-level courses, including our ATOMS program. This will steadily increase with our AP grant program. We currently have 18 AP courses and numerous honor classes. For those students who desire to pursue a military career, we have our MC JRROTC. For those interested in the health field, we have our Allied Health program that certifies EMTs, MRTs and Nursing Assistants. We also have 33 inclusion classes for special education and a very strong Technology Education program with a television studio. We continue to review the data to make any improvements and necessary changes.

IV. Statistical Data

a. Scholarships/Awards/Honors

To date, approximately 61 seniors have received college scholarships totaling approximately \$2.1 million during the 2010-11 school year. Figures will increase as financial aid package confirmations occur. To date, 86 students (Grades 9-12) received multiple awards, honors and accolades at the annual Awards night assembly. Many community awards are renewable each year.

B. Number of students transferred

Within system – in 80 out 137

Outside system – in 128 out 198

C. Graduation Information

	Number	Percent
Graduates	264	86%
Entering 4-year college	83	37
Entering 2-year college	101	44
Entering vocational training	16	7
Entering work force	7	3
Entering military	9	4
Unemployed	11	5
Not graduating*	37	14

*Includes students returning for 5th year.

As of this date, out of 264 seniors, 227 are graduating in June 2011. At this time, the above figures are an approximation.

ALTERNATIVE PROGRAMS AND ADULT EDUCATION

ALTERNATIVE PROGRAMS

Michele Buerkle, Principal

I. Goals

Accomplished 2010-2011 Annual Goals

The Alternative Programs will attain high academic achievement for all students in Literacy.

Literacy has again been our focus this school year. All teachers attended weekly data team meetings, where teachers evaluated student assignments, and discussed reading strategies to address students' deficiencies. Each teacher implemented the strategies, assessed students' work, and collected data. This data was used to drive the instruction and professional development. This year, literacy based thematic lessons were planned. All instruction was driven from the theme/novel used for cross-curricular instruction. Vocabulary was a main focus. Word Walls were also used throughout the school. Additional methods of implementation were informal observations, walk-through checks, and the teacher evaluation process. The Read 180 program was fully implemented this year. All grade 9 students were scheduled for Read 180. Scheduling adjustments were made to allow for 90-minute block periods for reading. Assessment data showed significant growth for all students utilizing this program. All grade 10 students were scheduled for a literacy course. Instruction in literacy focused on reading literary texts with an emphasis on vocabulary development and comprehension. A tier 2/3 literacy intervention period was also provided this year. This class was designed to provide instruction in reading, writing, and CAPT preparatory skills. Specific CAPT test items and vocabulary were highlighted. Students were instructed using sample test items. The course was rigorous using a skill and drill strategy. Students below proficiency were targeted for this course. A course in writing continued to be a requirement for tenth graders. Students use the writing rubric and holistic scoring to improve their writing skills. Students used their skills to write books and poetry this year. Students were very proud of their accomplishments. Again this year through collaborative efforts, students put their poems to music and created their own raps. Students were engaged and excelled in this area. Students enjoyed presenting all of their creative work to parents and the student body at various performances and presentations throughout the school year.

The Alternative Programs will provide a safe and secure teaching and learning environment.

This year, the Positive Behavioral Incentive Support Program continued to be implemented. The Alternative PBIS program is designed to bring consistency to classroom management. There is a hierarchy of consequences, and students have many opportunities to learn and display appropriate classroom behavior. Students who earn the necessary number of behavior points for following the set classroom rules earn a special activity or reward at the end of each week. Through ongoing team meetings and data analysis, this program is revised as needed. A benefit of this program is that a positive school climate continues to build. Character Counts is one facet of the P.B.I.S. model and has been part of our weekly student recognition activities for the past six years. Specific character attributes are taught each week. Students who are "caught being good" are recognized and rewarded every week.

The Prevention Center is another feature of the Alternative Programs. The center is available to students throughout the school day. A counselor provides individual counseling, peer mediation, violence prevention, and other services. This has been an integral part of our program and has allowed students to deescalate and return to their classrooms. This center is vital to the success of our students. This year the use of the prevention center was expanded to provide small group and individual counseling. Topics varied and were based on the students' needs.

Counselors are assigned to all homeroom classes. The Life Management teacher and counselor co-taught life skills and guidance curriculum. Through instruction in this class, individualized behavior goals were established and PBIS point sheets were generated. Students reported to their homeroom at the end of each day to meet with their counselor and teacher. At that time, counselors helped students identify problem areas and planned strategies to assist them in becoming successful.

The Alternative Programs will attain high academic achievement for all students in numeracy.

This year, the middle school and high school math teachers met bi-monthly with the math supervisor. They attended District math curriculum and assessment meetings. Their attendance was critical in keeping the

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Alternative School math curriculum aligned with the District. Also, teachers received benchmark assessments, pacing guides and materials through this collaborative process. Professional Development in the area of technology was also provided through the math supervisor. A math data team was created this year. The data team consisted of all teachers of math within the Alternative Programs. Teachers used benchmark assessments to collaborate on best practices and plan instruction.

The Alternative Program will ensure that parents are actively engaged in the education process.

A school-based team continued to develop a plan to increase parent participation. This year our Hispanic Awareness Celebration was a huge success. Students presented their work to the school, community, friends, and families. Several students performed in the District Language Arts Festival. The Alternative Programs staff also planned the second Annual Arts & Science Fair, which was well-attended and a success. Students were thrilled to exhibit their work and give an oral presentation. Parents and community members enjoyed this program. We also held our second annual School & Family End of the Year Picnic. We will continue to plan events of this nature as data shows an increase of parent participation for these events.

Goals for the 2011-2012 Year

The Alternative Programs will attain high academic achievement for all schools in Literacy.

Literacy will continue to be the focus for the next school year. Teachers of all core courses will dedicate instruction time to reading comprehension, vocabulary development, responding to text, and other skill-building strategies to improve student achievement. All staff will continue to participate in weekly data team meetings as a professional learning community. The team will develop consistent instructional strategies. Teachers will be required to create and administer common formative assessments on a regular basis to measure student achievement. This data will continue to be collected and analyzed; the results will drive instruction. The results will be used to plan additional prescriptive instructional support to address the needs of students identified as below proficiency in those areas. The Read 180 will be expanded for the 2011-2012 school year. All grade 7, 8 and 9 students will be enrolled in Read 180. All grade 10 students will be enrolled in a literacy course. This course will focus on vocabulary development and literacy instruction, and prepare students for the CAPT. An English 11 and 12 course will be added to the courses offered next year and will be aligned with the District curriculum.

The Alternative Programs will provide a safe and secure teaching and learning environment.

The Positive Behavioral Incentive Support team will continue to examine and analyze data using the AS400 and SWISS systems. The data will be used to plan incentives, make changes to schedules, and plan appropriately for student success. Counselors will continue to work collaboratively with teachers. A guidance counseling period will remain in the schedule, but the plan of implementation will be revised. Individual counseling will continue to be a vital part of the program. All staff will continue to contact parents with student attendance, behavior, and academic progress reports. Staff members will continue to document results of all contacts as this information is utilized in developing individualized programs for students. Professional development will be provided to staff in the area of PBIS. Teachers will learn the next steps of implementation of the program. Teachers will be expected to teach and model the behavioral expectations.

The Alternative Programs will ensure that parents are actively engaged in the education process.

Multicultural programs will continue to be planned as they have been quite successful. Community members and parents actively participate in these events creating a positive, nurturing learning environment. Other programs which highlight student success and foster a positive school climate, as well as community involvement, will continue to be implemented.

The Alternative Programs will attain high academic achievement in numeracy.

Teachers will continue to work closely with the math supervisor in order to keep abreast of best practices, align math curriculum with the District and utilize common assessments. The use of technology will be expanded for both teachers and students. SMART Boards, web-based programs, and other technology have been purchased. Professional Development will be provided. I am confident that through the use of these innovations, students will be motivated, engaged and spend more time on task, leading to student success. Online learning will be implemented this year. Students will have the opportunity to retrieve credit, as well as accelerate their opportunity to earn credits through this program design. Math and English will be the first of these courses offered. The online learning will be utilized as blended learning in other courses. Expansion of this program will be explored throughout the 2011-2012 school year.

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II. Highlights

Highlight #1

The Community Involvement Program continues to be successful in fostering a positive school-to-community link. Students were provided the opportunity to experience a sense of pride and self-worth through this program. Students continued their work at Haven Health Convalescent Home assisting the elderly. They also volunteered at the WOW Center and the local soup kitchens. The Waterbury pre-school classes at Driggs were added this year. Selected students read stories and assisted pre-K students with art projects and other lessons. Our students enjoyed working with young children. The middle school students were also afforded the opportunity to participate this year. Participation was based on student attendance and behavior. The site for the middle school students was the new P.A.L. location working with volunteers from the police department. This was a wonderful opportunity for our students to build a positive relationship with the local law enforcement. Students worked very hard in an effort to earn time at this job site. Parents continue to express support for this program based on their child's improvement in the areas of truancy and self-esteem.

Highlight #2

The Enlightenment After School Program was very successful this year. There were many components to this program. Students were able to earn credit lost due to truancy. Students were also afforded the opportunity to retrieve credit lost due to failing grades, missed work, or other issues. Through the after school program, a student council was formed. This student body developed into a student/principal advisory committee. Students developed communication skills and used these skills to express ideas regarding school issues to the principal during monthly meetings. Students also planned PBIS activities, encouraging others to stay on track and be successful. The students involved in the Student Council became so invested: they began to monitor their peers' behaviors, speaking on matters of discipline and respect for their school. The outcome was beyond our plan and was wonderful to all.

Highlight #3

This year the college awareness program continues to be a success. The high school students participated in several field trips to various college campuses. There they were administered entrance exams and toured the facility. Our juniors and seniors were assigned to a mentor who was able to answer questions about college life. The students ate lunch with their mentor in the union hall and observed an actual class! This experience was life changing for some of our students. The freshman and sophomore class attended presentations at school and were administered a career inventory. All students met with the guidance counselor on an individual basis. Parents were also invited to these meetings and information was provided. Group career planning was scheduled throughout the school year. Through this initiative, an increased number of students have shown interest in attending college. Also, an increased number of students have applied to local colleges.

III. The strengths of the educational program are as follows:

1. The teaching staff is committed to educating "at risk" students. Teachers continue to go beyond the requirements of their job description.
2. The support team continues to have a positive impact on students. The support staff addresses the multitude of student issues through a team approach. This team has assisted students, parents, and staff in resolving many student-related problems. The team also provides additional support to students and their families when necessary. The "Character Counts" program, an incentive program for appropriate school behavior and the attendance program is offered through the prevention center staff. Individual behavior plans, crisis intervention, peer mediation, and peer mentoring are just a few programs that are the responsibility of the support staff. These programs are vital in securing the health, safety, and education of our students.
3. Course offerings are continuously being monitored and revised to meet student needs while adding rigor to raise expectations.
4. Students' needs are addressed and programs are designed to help individuals meet with success. A variety of other activities and field trips provided experiential learning and language development to our students.
5. This year choral and instrumental groups were expanded. An amazing number of students showed interest in this program. This program has been a wonderful experience for our students.
6. The Community Involvement Program continues to provide students with prevocational skills. Many students have been so successful; they continue to volunteer and others have found employment opportunities through this program. Course offerings will be expanded for next year.
7. A Life Management course is mandatory for all high school students. Through this course, students are provided instruction aligned with the guidance and prevention curriculum. This course will be expanded to all grades and programs for the next school year.

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▪ **IV. Statistical Data**

- A. Number of students transferred in and out of building within system:
 In – 148; Out – 28
 Number of students transferred in and out of building outside the system:
 In – 0; Out – 137

B. Graduation Information

	Number	Percent
a. Graduates	14	63.0%
b. Entering 4-year college	1	4.5%
c. Entering 2-year college	3	13.6%
d. Entering vocational training	2	9.0%
e. Entering work force	3	13.6%
f. Entering military	0	0
g. Unemployed	7	31.8%
h. Not graduating	8	36.3%

▪ **Scholarships/Awards/Honors**

Enlightenment High School Awards

1 Business	1 Citizenship
1 English	1 Literacy
1 Mathematics	1 Science
1 Social Studies	1 Reading
5 Most Improved	

Enlightenment Middle School Awards

1 Art	2 Citizenship
2 Reading	1 Language Arts
4 Mathematics	2 Science
2 Social Studies	1 Physical Education
2 Most Improved	

Excel Program Awards

1 Academic Achievement	4 Most Improved
1 Citizenship	1 Reading
1 Life Management	2 Literacy
3 Mathematics	1 Science
2 Language Arts	1 Social Studies
1 Art	1 Family and Consumer Science
2 Physical Education	

Other Awards

- 2 Superintendent’s Award 2011
- 2 Principal’s Award
- 6 Outstanding Attendance
- 2 School Spirit
- 2 Most Improved – ELL Program
- 3 Citizenship & Cooperation – ELL Program
- 1 Community Involvement
- 1 2011 Mother of the Year Essay Contest
- 2 Music

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WATERBURY ADULT EDUCATION

Antonio Musto, Principal

I. GOALS

a. Accomplishment of Goals 2010-2011

***** *Note: All statistical data generated by Computer Associates is available on our Connecticut Adult Reporting System in July and this data will be forwarded when compiled.*

1. To meet or exceed the Connecticut negotiated performance standards in the core indicators.
 - Core Indicator 1: Site records indicate a measurable improvement in reading, writing/speaking the English language and numeracy literacy skill levels. Students in the ABE/GED and ESL program areas have surpassed the state targeted benchmarks pertaining to CASAS scale score gains by performance skill areas and student advancement in educational functioning levels.
 - Core Indicator 2: Again far exceeding the state targeted benchmark; nearly 80% of the graduating class has been accepted into postsecondary education, job training programs, the military or employment.
 - 295 students in the high school completion program have earned a diploma, repeating a stellar response to the student-oriented high school credit diploma program.
2. Student Retention
 - The resource room/study hall continued to have a positive effect on student retention.
 - On-site attendance records indicate an increase in student retention and the utilization of instructional hours provided in all program areas.
 - The high school division continues to have significant retention increases, as evidenced by the percentage of students who have earned credits toward their high school diploma.
3. Improve curriculum and instruction as a vehicle to assist students to become literate, and to obtain the knowledge and skills necessary for employment, self-sufficiency, and postsecondary education.
 - The Adult Basic Education STAR reading class was expanded throughout the ABE program.
 - A high percentage of the students in the Adult Basic Education component attained an increase in the CASAS reading assessment. Much of this accomplishment can be attributed to the expansion of the literacy curriculum to include modules of high interest in the concentrations of contemporary life skills, geography, health and contemporary issues.
 - This current year several students were involved with community service programs throughout the city.
4. Facility
 - Continue to monitor pursuit of larger plant facilities to accommodate the program's needs.
5. Professional Development

Throughout this past year, professional development concentrated on the Professional Learning Community. The staff attended PLC training, and teams were organized. PLC teams concentrated on student attendance issues, school culture and student performance. Other workshops provided teachers with decisive teaching strategies (Functional Writing and Competency -Based Education) for improving student learning gains. Staff participated in many ATDN and SDE workshops. Workshop topics included Functional Writing (multi-levels), Mathematics Institute (CASAS), Reading Disabilities, Transition Program, Department of Labor, AHSCDP Overview, CARS Forest & Trees Program, Serving Youth with Disabilities Conference, CAACE Conference, Regional Facilitators Roundtable, Regional Directors Roundtable, Administrator Workshops, and CCS Facilitator Advisory Board sessions. The ABE department attended STAR and Numeracy training.

b. Goals for 2011-2012

1. Provide transitional and support services across program areas.
 - Orchestrate the guidance department's activities to reflect collaboration among the transition & career coordinator, school counselors, and classroom instructors in all program areas.
 - Provide individual and small group counseling that focuses on the knowledge and skills necessary for high school completion, the 21st Century workforce, and post-secondary options.
2. Revise curriculums to reflect the skills and critical thinking competencies crucial to meeting the challenges of the 21st Century.
 - Review all existing curriculums for alignment to State and CASAS standards. Develop curriculums for new courses. Review instructional materials for content that is indicative of contemporary, age-appropriate formats that reflect current trends in education and employment acquisition.
 - Execute the math instructional strategies and utilize the resources acquired through the participation in the 2010-2011 CANMI sequential workshops.

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3. Monitor learning gains and high school completion rates.
 - Core Indicator 1: Demonstrated improvements in literacy skill levels in reading, writing, numeracy, problem solving, and English language acquisition.
 - Core Indicator 2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.
 - Core Indicator 3: Receipt of a secondary diploma or its recognized equivalent.
4. To participate in professional development activities aimed to facilitate our program's goals.
 - All program areas participate in on-site collaboration sessions that afford teachers the opportunity to address issues concerning student retention, learning gains, curriculum revisions, and effective instructional strategies.
 - ABE/GED teachers continue to engage in workshops that are designed to incorporate a wide range of research-based instructional strategies in the effective delivery of math and reading content standards.
 - Program wide teachers participate in an interactive workshop presented by the Transitional- Career coordinator, school counselors, and representatives from the labor market, post-secondary school, military, and job training programs.
 - Teachers participate in a variety of Adult Training & Development Network workshops that are focused on writing strategies, serving adults with learning disabilities, CCS/competency-based education, GED policies and strategies, technology applications, ESL strategies, and workplace education.
5. Continue to monitor pursuit of larger plant facilities to accommodate the program's needs.

II. HIGHLIGHTS

1. Throughout this past year, interagency partnerships and collaboration flourished.
 - The PLC training for the staff was a success. Five PLC teams were organized.
 - All students were exposed to career exploration.
 - Study skills class was expanded. Career exploration class was added to the low functioning ABE students.
 - The stock market instructional game was added to the consumer math class.
 - STAR reading program was successful. Six staff members were trained and are using STAR.
 - Instruction in ESL, mathematics, phlebotomy, and certified nursing assistant for WorkForce/One Stop, Interfaith Agency and Family Services clients
 - ESL and GED preparation for OIC and NOW clients
 - ESL instruction for Chase School, Walsh School, and La Casa
 - Basic skills and ESL instruction & assessment with LVA
 - The IBEST, Integrated Basic Education and Skills Training program was a success.
2. All goals and learning gains exceeded targets in the two Program Improvement Grants.
 - Industry Concept Education – Workplace Education Program
 - Career Development Program – Employability skills development for ESL students
The Career Development Program expanded to the ABE program.
3. Student-oriented initiatives had a positive impact on students, as evidenced by the increased retention rate and program completers.
 - The creation of a resource room/study hall staffed by a program aide from 8 am – 2 pm
 - The strategic use of classroom aides in the basic skills classes
 - The administration's open-door policy for students and staff
 - The school newspaper continues to be a positive factor towards student learning. Many students contribute articles.
 - Addition of a new art class.

III. STRENGTHS

- High morale, enthusiasm, and open communication within the student and staff populations continue to have a positive effect on student performance.
- Superior student performance in achieving learning gains in CASAS reading, writing, and math standardized assessments.
- The ability of instructors to modify teaching strategies to address the highly diversified classes.
- Servicing and meeting the needs of targeted populations (LEP adults, students with disabilities, teens, displaced workers, and the underemployed).

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- The staff has embraced the PLC process. Positive effect on student learning.
- Increased collaboration between high school counselors, career counselor, attendance counselor and ESL/ABE counselors.

IV. STATISTICAL DATA

a. Awards

- Academic Awards, 11
- ACE Award, 1
- Awards of Distinction, 4
- Emblem Club Awards, 2
- Superintendent’s Award, 1

b. Number of Student Transfers

*******Please note: The data is not complete an exact count will be forwarded in July when the state CARS system report is final.**

- Within the Waterbury Public School System: in 1,524
- * We are not required by the State to keep drop out data.

Transferring Schools

- Crosby , 482
- Enlightenment , 231
- Kennedy, 383
- WAMS, 8
- Kaynor , 15
- Wilby, 405

In District Total: 1524 as of 6-13-11

c. Graduation Information	Number	Percent
Graduates:	295	100%
Entering four-year college:	42	14%
Entering two-year college:	102	35%
Entering vocational training:	49	17%
Entering workforce:	45	15%
Entering military:	5	2%
Unemployed:	52	17 %