

WATERBURY PUBLIC SCHOOLS ANNUAL REPORT

CURRICULUM AND INSTRUCTION ANNUAL REPORT

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City of Waterbury

Goals

All phases of the Education Plan outlined for the 2008-2009 school year were accomplished through regular meetings with content supervisors, building principals, and central office administrators. Many hours were spent with individual school principals in reviewing their CMT and CAPT data, and Common Planning Time. Data teams, together with their building principal, have met with the content supervisors on their individual School Improvement Plan implementation. At each phase, their common concern has been the infusion of this data into classroom instruction to improve student performance through the collaborative efforts of the Connecticut State Department of Education, Connecticut Accountability for Learning Initiatives (CALI), and the Waterbury Public Schools to drive change in instruction.

District Improvement Plan/School Improvement Plan

The Center for Curriculum and Research has worked closely with district administrators, teachers, and supervisors on the 2009-2011 District Improvement Plan and with individual schools on their School Improvement Plans. Support services were provided through my office by the content supervisors monitoring the implementation plans. Having initiated the DIP/SIP concept back in 2001, the Waterbury Public Schools was able to develop the revised plans and implementation phases accordingly. Based on the DIP, district team members worked closely with Connecticut State Department of Education consultants incorporating the state requirements of the Common Formative Assessments, Professional Learning Communities, and the Data Driven Decision Making concepts. Our DIP was approved by the board and accepted by the Connecticut State Department of Education. The Professional Learning Communities has met on a regular basis to ascertain that the salient points of the DIP is fully analyzed and that progress is being made based on the established time lines. We are working with the Connecticut Accountability for Learning Initiatives for ongoing consultation.

Principals' Forum

Principals' Forums scheduled for the 2009-2010 school year were both successful and warranted. Elementary, middle, and high school principals completed quality time with their colleagues, the Assistant Superintendent, and content supervisors, addressing academics and operational issues pertinent to them individually and collectively. These principal forums are think tanks for major and minor situations and new concepts. Many of the issues are resolved through discussion, feedback, and collaboration.

Implementation of Progress Book

The District Technology plan is outlined in the Progress Book training for grades 4 and 5 at the elementary school level. The progress made to date has been adequate, but not at the projected level. It is paramount for us to make sure that all staff is trained and that staff utilize the main features of this program for attendance, grades, and parent access through the internet. The focal point of this program is accountability, since building principals can review teacher grades on a regular basis and ascertain all teacher grade completion before report cards are distributed. The number of parents who access the Progress Book is increasing, as more and more parents have computers and on-line access to check on their children's progress. Principals who have trained staff have expressed total satisfaction with the implementation. The Progress Book is easy to learn, user friendly, and beneficial to all users and recipients. We have incorporated training of all elementary school staff to become fully operational for the 2009-2010 academic year.

Literacy Academy 2009

This long awaited program has finally been implemented as a pilot at Wendell Cross Elementary School. This is a total immersion program for low readers that provides additional intervention on a daily basis. Each child is assessed in a comprehensive literacy program that will augment thinking and reasoning through meaningful

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integrated instruction through the commitment of students, parents, educators, and community. Regular review of the program's progress has been carried out and monthly reports have been made to the Board of Education.

Middle School Accelerated Academy

All phases of the implementation of the Middle School Accelerated Academy are now in place for September 2009. Teacher selection and training has been completed and letters of acceptance have been sent home to students. The Middle School Accelerated Academic program will provide challenging and engaging learning opportunities and experiences for our students allowing them to develop their potential abilities. This will be accomplished through rigorous academic and technological instruction, challenges of higher order critical thinking, and problem solving in reading, language arts, mathematics, science, and social studies through integrated programs. The MSAA program will be implemented at the Wallace, North End and West Side Middle Schools.

Data Warehouse

The district has been investigating the purchase of a data warehouse since 2005. Recently identified as a priority in the evaluation by Cambridge Education, LLC, the district has now begun to refocus on this project. In the past year, we have examined four systems for implementation – E-Scholar, Tetra Data, CTB McGraw Hill's Achievement Management System, and most recently IBM's Cognos. Each system has different advantages and disadvantages, and although it has taken some time to come to fruition, we are confident that we will purchase a program soon. The system will house all current information systems in the district, including student demographics, test data, suspension data, attendance data, and human resource data. This will allow access by all pertinent stakeholders via one user-friendly platform, thereby saving time and resources.

21st Century Learning Centers After-school Program

The 21st Century Learning Centers is a federal grant managed by the State Department of Education and provides academic, recreational, and enrichment programs for students in the elementary, middle, and high school levels. In Waterbury we are currently the recipient of three 21st Century grants designated for five elementary schools, one middle school and four neighborhood centers.

- 21st CLC Cohort V is in its third year and has successfully served one middle school (Wallace) and two neighborhood centers, the WOW Neighborhood Center and The North End Recreation Center. The WOW Neighborhood Community House has provided excellent student academic programs and adult learning programs for parents. Its parent training program—individual programs for parents and parent/student learning partnerships—has proven to be invaluable. The North End Recreation Center provides academic activities combined with recreational programs to the neighborhood in the north side of Waterbury. These three sites serve about 200 students continuously per year.
- 21st CLC Cohort VII, Project #1 includes Wilson School and Washington school in partnership with the YMCA as an educational and recreational support system. Both elementary school sites have utilized a variety of other community vendors as programmatic support for enrichment and recreation. Of special note was the learning module delivered from the Palace Theatre on theatre, acting, language arts and dance for the stage performance of Junie B. Moon in late May. These two sites serve about 150 students per year.
- 21st CLC, Cohort VII, Project #2 encompasses Tinker School, Barnard School and Chase Park Neighborhood House and Sprague School in partnership with the Waterville Recreation Center. The Waterbury Public Schools and the Waterbury Department of Recreation are committed partners on this project and daily provide a plethora of new and imaginative activities for after-school students designed in collaboration with academic teachers at all three schools. Both sites work as ongoing teams to bring significant academic/recreation programs to elementary students using the Waterbury Curriculum on the Wall as the academic reference to develop meaningful recreational activities. Project 2 has been integrally involved in presenting parent/student developmental activities to promote meaningful parent relationships. These parent involvement components use creative activities from the arts, dance, music and literature.

Smaller Learning Communities Cohort VI

The Smaller Learning Communities Cohort VI is a federal grant issued for the purpose of improving urban high schools by creating small learning teams. We have finished the sixth year of this grant and have made great strides in establishing four career academies at each of the three comprehensive high schools. At Wilby High School, the Health and Human Resources Academy will adopt two new learning strands for next year: the Medical Academy and the Forensics Academy. Crosby High School will expand its Technology Academy

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in partnership with Connecticut Business and Industries Association (CBIA). At all three high schools the effort for a seamless transition between secondary school and higher education will be formed through the offering of a more rigorous curriculum and dual credit programming with the Naugatuck Valley Community College. In the further pursuit of college/career readiness for all high schools, the Accuplacer exam will be administered for all juniors with intervention plans available to close gaps in the areas of English and mathematics.

Conclusion

Reporting on the results of the 2008-2009 CMT and CAPT scores has allowed us to review our strengths and weaknesses regarding the initiatives we have implemented in reading, mathematics, language arts, and writing. The 180 days we have for instructing students must be addressed very strictly without any interruptions, especially for students at risk. This can be achieved with model teaching, less pull out time for teachers, and greater accountability for each school administrator. A combined effort must be made to minimize classroom disruption through pull-out time because of a lack of substitute teacher availability, which impacts other classrooms when students are placed in them. We have made great strides during the 2008-2009 school year in all areas. With the stimulus monies and our ability to write successful grants, we can achieve our goal by providing a quality education.

READING / LANGUAGE ARTS DEPARTMENT Annual Report (K-6) **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 2008-2009

The goals for 2008-2009 were to ensure that all the procedures and strategies outlined in the District Improvement Plan for literacy were implemented. This included:

- Supporting Data teams and School Improvement teams in individual schools.
- Piloting Reading Tier III Intervention after School Programs in targeted schools.
- Providing literacy curriculum for Targeted Prep Time Academy in all schools
- Supporting the implementation of Story Town in all fourth and fifth grade classrooms. Harcourt consultants were assigned to individual schools to tailor professional development for each 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.
- Implementing federal and state initiatives and/or mandates:
Continued implementation of the Reading First Grant at Bucks Hill School and Driggs School.
Continued implementation of the Haskins project at Sprague School, Wendell Cross School and General School.
- CSDE Module Training for Independent Literacy Practice

B. Goals for 2009-2010

The goal for 2009-2010 is to ensure that all the procedures and strategies outlined in the District Improvement Plan for literacy are implemented. This will include:

- Developing 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.
- Finalize the revision of the Language Arts curriculum preK-12
- Continue the implementation of the Reading First Grant in the two designated schools.
- Continue the implementation of the Haskins Initiative and the Reading First initiatives and rolling out best practices with the literacy facilitators.

II. Highlights

- New Reading Curriculum PreK-5 was developed and is pending approval from the Board of Education.
- Continuation of Literacy Facilitators at the elementary schools

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- Continued implementation of Reading First at Bucks Hill School and Driggs School. This is particularly exciting because the culture and climate of both schools has changed dramatically over the course of the Reading First Grant. They truly are professional learning communities. Each school received the Reading First Grant for the 2009-2010 school year and they will become Model Schools for the Connecticut State Department of Education.
- Continued implementation of the Haskins literacy Initiative project at Sprague School, Wendell Cross Scholl and Generali School. As with Reading First, professional development is on- site job embedded training, modeling and coaching by a highly trained internal facilitator and a Haskins Literacy Specialist. Haskin’s Literacy Specialists have provided professional development for the district literacy facilitators to allow roll out of identified research based instructional practices district wide.
- Piloting an after school intervention program for our most struggling readers. The format allowed for explicit small group instruction based on the targeted needs of students.
- Recognition for student achievement in Literacy was highlighted in two different events: The first event was “Student Connections and Perceptions Related to Barack Obama, Forty-Fourth President of the United States”. All students K-12 participated in the writing process and then a reception was held at the Chase Building for selected students, teachers and parents. The second event was the Waterbury Language Arts Festival was held at the Palace Theater. Every school was given an opportunity to participate by developing an authentic response to literature. Students created poems, essays, plays, musical scores, Readers’ Theater, dances, etc. Twenty-four hundred children attended the Festival along with teachers and parents and it was a glorious representation of the creativity and talent of the students in Waterbury. This will become an annual event!

III. Strengths of Educational Program

There are many strengths in this department but the overarching one is that a solid foundation has been laid and the literacy components outlined in the district improvement plan have begun to be implemented. Data teams and Data Driven Decision Making have become an integral part of each school. Schools are not just collecting data but analyzing data and then examining and reevaluating instructional practices based on the data. It is a process that is evolving but all schools are on board.

The Literacy Facilitators provide on-going job embedded professional development tailored to the needs of individual teachers as well as being a cohesive force throughout the district to brainstorm the issues that come up in the different schools and to find solutions to the challenges presented. Teacher knowledge has increased as a result of the coaching and modeling which occurs on a daily basis and teachers feel that they are being supported in the implementation of new scientifically based reading research.

Changes have been made to the Targeted Prep Time Academy and the Soar to Success Summer School based on our data. We found that explicit small group instruction as well as oral language and vocabulary are critical for all of our students. Individual Reading Plans are the basis for determining the focus for instruction for our “at risk” students.

READING/LANGUAGE ARTS/ENGLISH DEPARTMENT Annual Report (7-12)

Administrator: Nicholas Albini

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

a. Accomplishment of Goals 2008-2009

MIDDLE SCHOOL (6-8)

The goal was addressed through on-going visits to the schools in an effort to support the Reading/Language Arts teachers. During data team meetings and with individual teachers from September to May, 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 at all middle schools to assist with the implementation and analysis of CFAs.

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Middle school students who received marking period averages of less than 75 at the 3 comprehensive middle schools participated in the Credit Retrieval Program to improve their marking period grade. The teachers used lessons that were written by a committee of teachers in conjunction with the Reading/Language Arts Supervisor. This new program at the middle school level will be expanded for the next academic year.

The Read 180 Program was implemented at North End Middle School for regular education students. While the Program showed some success, an expansion of the time that a student spends in the class daily as well as the number of days per week will produce even greater academic achievement.

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. The teachers modeled all assessments with actual Strand A, B, C, and D CMT-type questions using the state-developed scoring rubric. During last summer, the literacy portfolio requirements were expanded for each month from September to June. 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.

HIGH SCHOOL (9-12)

High school students who received marking period averages less than 65 at the 3 comprehensive high schools participated in the Credit Retrieval Program to improve their marking period grade. 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 was an extremely successful program that enabled many students to improve their report card grade and prevent failing the course for the year.

This year common midterm exams and common final exams were given in all English 9 and 10 courses at the high school level. By using anchor sets as templates for common scoring, uniformity has improved among teachers.

At Kennedy High School, the building principal, the English department chairperson, and teachers, in concert with the English Supervisor, have been redesigning a structure and curriculum for an English Lab for struggling readers in grades 9 and 10. The students will receive an extra English class as an elective and the class size would not exceed 20. The English Lab will use smaller learning centers to enable the teachers to individualize instruction and focus on needed reading skills. This redesigned class will begin in September 2009.

b. Goals for 2009-2010

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 will be offered in all 3 middle schools for 90 minutes per day for a minimum of 4 days per week. A schedule will be developed with the building principal of each school, house principals and the Reading/Language Arts supervisor.

Credit Retrieval in the middle schools will be increased to 3 sessions for each of the first 3 marking periods. In addition, a CMT preparatory session will be 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 will be implemented in each of the 3 comprehensive middle schools. This Program will follow a compacted curriculum that will enable the students to eventually attain high school credits in grade 8. The Reading/Language Arts/English Supervisor will provide the leadership for this Program.

HIGH SCHOOL (9-12)

The Credit Retrieval Program will also be expanded in the high schools. We will offer 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 from creating additional student retention in the upcoming years.

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The Reading/Language Arts/ English supervisor, the department chairpersons, and selected teachers will create benchmark assessments in each of the high schools. This will provide individual student achievement as well as district status. This initiative is a strategy in the District Improvement Plan for 2008-2011.

II. HIGHLIGHTS from 2008-2009

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 will be presented to the Board of Education. This is critical as 3 of the 4 high schools will seek NEASC accreditation in this academic year and the 4th in the following year.
2. The grades 6-8 Reading/Language Arts curriculum and book list is currently being developed by a committee of the 2 Reading/Language Arts Supervisors, the elementary Reading facilitators, and selected middle school teachers, which is long, over-due. The last curriculum was written in 2001. We will include a required reading list, a recommended/suggested reading list, a summer reading list, and a below and above reading list with it. This will also significantly assist Waterbury Arts Magnet School (middle school) as they, too, will pursue NEASC accreditation.

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 is the charge of our 3 days of Professional Development at the beginning of the 2009-2010 school year. This is a continuation and elaboration from the 2008-2009 year. This training focuses on job-embedded learning for staff members (teachers and administrators) as a commitment to student learning. Next, I attended facilitator training provided by The Leadership and Learning Center. I received a license to provide training in Common Formative Assessments, Data-Driven Decision Making, Making Standards Work, and Effective Teaching Strategies. This translates into an in-depth focused, upcoming year where I can more effectively support teachers in their classrooms.

Presently, only a handful of the District's staff has attended the Professional Learning Community conference. The global picture of PLC as a District initiative will become even more engrained as the District's 3 Professional Development days in August include introducing PLC to the entire school staff. Once this is done, the collaborative culture that is envisioned for Waterbury will begin to proliferate.

MATHEMATICS DEPARTMENT Annual Report

Administrator: Pamela Barker-Jones

I Goals

A. Indicate how you accomplished your 2008-09 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)

The 5 mathematics coaches were assigned to work in 18 of the 20 elementary schools with a focus on the schools in need of improvement as based on adequate yearly progress. Their weekly time at each school was spent modeling, coaching, meeting with grade level data teams, creating Common Formative Assessments, and assisting teachers in their journey in becoming stronger mathematics educators.

The department was able to implement a new version of SharePoint Math as a means of collecting data via a district web site. We were able to create and administer 30 assessments this year across grades K - 5. Teachers learned to use the revised excel template more effectively, how to maintain data bases on a flash drive, and upload data to SharePoint Math. This constant focus on student data continues to improve the mathematics program particularly in the area of instruction. The strength in the use of the assessment data was evident in all schools where the time allotted for mathematics discussions via grade level meetings increased again over the previous year. This discussion facilitated an improvement in student achievement across the grade levels.

The department implemented two pilot after-school programs in mathematics for students in grades 2, 3, 4, and 5 at 7 elementary school sites. The pre-test, post-test data comparison showed significant growth in students

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who attended the twice weekly program for a period of 3 to 6 weeks. The department is looking forward to expanding the implementation to other schools next year.

MIDDLE SCHOOL(6-8)

In grades 6 - 8, the focus was on how to use the district assessment data to drive instruction. The math department supervisor and the middle school math coach attended meetings at all middle schools to conduct and support data analysis development and instructional innovations to meet the needs of all students.

The interactive white boards with the accompanying software to make mathematics instruction more interactive for the students were used daily in the middle school classrooms. The quality of instruction has changed significantly with the use of the interactive white boards.

The TI-Navigator System was up-graded and we piloted its use in two grade 6 classrooms in the late spring. The eighth grade teachers use this technology regularly to monitor student progress and to assist students in using the graphing calculators.

A credit-retrieval program modeled after the high school program was piloted at two of the middle schools. Students in the program were given the opportunity to improve their quarter grade after attending 12 hours of after school programming over 6 days. The students did well and 80% of them showed improvement and were able to improve their quarter grade.

HIGH SCHOOL (9-12)

This year common midterms and common finals were given in all mathematics courses at the high school except for the Calculus program which is controlled by the AP curriculum. Although, we have some work to do around common scoring of these assessments, the overall project brought curricular unity to the department and a better system of accountability for mathematics teaching and learning. Common curriculum was completed and a course sequence was established to guarantee the best mathematics education for all students.

Technology is still a work in progress at the high school level. Teachers are becoming more proficient with the graphing calculator, interactive whiteboards, and Navigator technology.

The program for Credit Retrieval in Algebra I and Geometry was successful this year as well. This program allowed students to make up for failing grades at the end of the marking period through a 12 hour after-school program with strict academic requirements. Of the students that participated, 75% completed the sessions and received grades high enough to improve their quarter grade.

Goals for the 2009-10 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 will be accomplished through the Professional Learning Communities process with a continued focus on student achievement using district benchmark assessments, common midterms and finals, and pre-benchmarks to measure student knowledge at the beginning of each grade / course. We will use Common Formative Assessments to monitor student progress more regularly at the classroom level. Through the Professional Learning Communities process we will regularly collaborate to discuss student progress and make instructional adjustments to improve student success.

II HIGHLIGHTS

HIGHLIGHT 1: The mathematics coaches became a model data team for other district teams.

HIGHLIGHT 2: Educational Cost Sharing (ECS) funds allowed the mathematics department to continue to support the credit retrieval programs, the after-school elementary pilot programs, and training for teachers in Common Formative Assessments

HIGHLIGHT 3: The Waterbury Public Schools Mathematics Department was awarded a second year grant for \$75,000 for professional development from the Leever Foundation. The Project is titled the Waterbury/Leever Algebra Project. This project provided stipends to create a mathematics technology leadership team. Several after-school workshops were held by the team to assist their colleagues in becoming more proficient in the application of instructional technology. There will be a summer session for teachers in June 2009.

HIGHLIGHT 4: The SharePoint Math intranet site provided a way to warehouse student benchmark data for over 16,000 students in grades K – 10. This no cost project gave the department the opportunity to make

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assessment data more readily available to teachers and administrators. Because it was a protected site and access was limited, all data was secure.

III STENGTHS

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 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.

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 are pushing the gate open for all of our students every day.

SCIENCE AND TECHNOLOGY EDUCATION Annual Report **Victoria Chaudhuri, Supervisor**

I. GOALS: FOR SCIENCE

a. Accomplishment of Goals 2008-2009

- The addition of more honors and Advanced Placement courses, with increased integration of technology in lesson design and implementation
There has been implementation of AP Environmental Science, AP Chemistry, AP Biology and AP Physics at all high schools. The integration of technology into lesson design and implementation has lagged because of a lack of technology to support this in the science classrooms.
- Creation of district-wide assessments in science and with development of a more rigorous curriculum aligned with state and national science standards.
A revision of the science curriculum for middle school and high school is finished. The curriculum is more rigorous and is in complete alignment with the State Science Frameworks. Work has started on district-wide assessments.
- PIMMS/MSP grant for middle school science teachers.
All requirements are finished for this grant. This grant will not proceed beyond this year.
- TQP grant for integrating science into elementary classrooms.
Three teachers completed this year for the grant with high praise for the program. Two of the three teachers have elected to continue into the second year of the grant.

b. Goals for 2009-2010

- For the next school year, work will be done to create common, summative district-wide assessments
- Further work will be done to have reading across the curriculum, in particular the SIOP model by Jackie Matos
- Collaborative (PLC) common planning teams at the middle school will be further refined and common planning teams at the high schools will be formed. With this will be further use and refinement of the use of common formative assessments.

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GOALS: FOR TECHNOLOGY EDUCATION

a. Accomplishment of Goals 2008-2009

- To ensure that all students achieve their academic best, an advisory board will be established for Technology Education and Project Lead the Way (PLTW). This advisory board will comprise of leaders from industry, business, Waterbury's Chamber of Commerce, college and university professors, local educators, students and parents. In addition, PLTW will be evaluated. This goal has been accomplished. The advisory board for PLTW and for technology education has been formed. This also fulfills requirements for the Perkins Grant and for Project Lead the Way.
- Continuing to develop unit lessons that integrate science and technology education and to thus ensure that all students attain high academic achievement in literacy, numeracy, science and technology standards that have been aligned with Waterbury's District Improvement Plan and Technology Improvement Plan.
The technology teachers at the middle school and high school submitted unit plans to be evaluated on a weekly basis. There was a high degree of technology integration.

b. Goals for 2009-2010

- A complete revision of the technology curricula is planned. The current curricula were written in 1999 before the current 2007 version of the Career and Technology Education Competencies (CTE Competencies) was written. The new curriculum will be in line with the CTE competencies and will prepare the technology education students for the State of Connecticut NOCTIs or Career Competencies tests.
- Make sure there is an expansion of the availability of new teaching technologies. There will also be professional development so teachers may fully implement the capabilities of that technology.
- Create a professional development plan for the technology teachers and get them on a rotation to keep their curriculum and professional skills current.
- Make sure all teachers are certified in science or technology and plan for the replacement of at least 10 technology teachers who will retire in the next 4 years.

II. HIGHLIGHTS from 2008-2009

- 8 students from Waterbury High Schools attended a series of field trips to CCSU and the *Go for Aerospace* program. The students did well in the STEM activities and scored highest on the water rocket project
- 4 students from Wilby High School attended the Yale Physics Olympiad
- Students at Wilby High School attended the Limerock Electrathon with an electric car they built.
- Students at Kennedy High School won a statewide engineering competition to design an airplane wing
- 2 science teachers have been accepted as Fellows in the Yale, Peabody Museum Summer Research Program
- A middle school accelerated program has started with participation of 5 science teachers.
- New more rigorous science curricula. Retirement of the Science in Society Course and its replacement with Environmental Science
- Internships and ACE mentoring at all high schools for technology students
- Formation of district-wide advisory board for all Career and Technology Education
- William Battle was awarded the trophy for "Outstanding Digital Moviemaker" at the annual CT Career Choices Film Festival in Hartford.
- Two of Kennedy's Video Production students were chosen to attend the National Real World Design Challenge in Washington, D. C.. This was to produce a documentary about the Real World Design Challenge team from Kennedy. Kennedy High School represented the State of Connecticut at the Real World Design Challenge National Finals in Washington, DC in March of this year. The state of Connecticut is proud to be one of the pilot states for the Real

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World Design Governor's Challenge. This challenge provides high school students, grades 9 – 12, the opportunity to work on real world engineering challenges in a team environment. The Department of Energy issued this year's challenge which focuses on aeronautics and energy usage. Our team used advanced engineering software programs to design and test the performance of a new fuel efficient wing for an aircraft. The State of Connecticut recognized this team at the State Capitol by Lieutenant Governor Michael Fedele.

- Team K-Five represented Kennedy High School in Waterbury, CT and is coached by Ken Ludwig. The students representing K-Five are Klejton Dinkollari, Lefter Dinkollari, Michael Matic, William Betances, and Jordan DeAngelis.
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III. STRENGTHS of Educational program

- New, rigorous, completely aligned science curricula for grades 6-12
- Increased number of teachers who are highly qualified / have appropriate teaching certification in technology education and science with an increase in the number of teachers in the middle schools who are 7-12 certified in science
- Strong focus in technology education on professional development and keeping career skills and teaching skills current
- Strong desire in science education to further science education and skills through professional development
- Desire on part of technology and science teachers to enter into the Professional Learning Community, collaborate on lesson planning and analyze data.

SOCIAL STUDIES AND FAMILY AND CONSUMER SCIENCES Annual Report

Joseph Nole, Supervisor

I GOALS

A) The business department saw the implementation of technology in their professional development training as all business departments were given high level training on the use of Smart Boards in the classroom and how it could be used for their specific discipline. Social Studies departments (middle and high schools) were given professional development on integrating technology and web searches in their classrooms in an attempt to improve upon the methods of learning as it applies to technology. Additional Smart Boards were ordered through the Perkins Grant year 2008-2009 for all high schools. They will be installed and ready for use for high level learning for the 2009-2010 academic year, meeting the goals of technology implementation. Professional development in the areas of Family Consumer Science, Allied Health, and Culinary Arts focused on integrating numeracy and literacy into their lessons as it applies to their individual background disciplines. African American History is now being offered at JFK, entrepreneurship is being offered city wide, and UCONN Government is also being offered at Kennedy high School.

B) For the academic year 2008-2009 several goals were initiated for the Social Studies, Business, FCS, Culinary Arts and Allied Health department which I supervise. Several goals revolved around the ideas of technology. The social studies department participated in technology training for smart board technology to assist in content while addressing literacy and numeracy needs. I submitted a \$100,000.00 ARRA request to implement necessary technology in the all 3 middle schools in the area of social studies.

This year saw the implementation of African American History as an elective for the first time at John F. Kennedy High school. The social studies department participated in a district wide Black History Month Celebration and for the first time in the city recognized Hispanic Heritage Month in the district. I was commended by several staff members for recognizing this on a district level for the first time. I was not appointed as supervisor until after Hispanic Heritage month took place in 2007 or I would have recognized the celebration earlier.

While working in tandem with SLC and Naugatuck Valley Community College, it is my goal to increase the amount of dual credit opportunities for our high school students, while also creating an opportunity for all CTE students to learn on and experience the community college campus. Plans have been made with the Dean

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of Admissions and other staff to involve Waterbury students directly on campus to encourage post secondary linkages.

In the areas of Family Consumer Sciences and Allied Health, I have done a complete update for all rooms on the high school level to meet the reality of life-like experiences in the area of health care and culinary service. I am still working with JFK high school to develop a curriculum that meets the state requirements to offer are students the opportunity to obtain a CDA license.

II HIGHLIGHTS

Highlights for the 2008-2009 academic year range from accolades to curriculum implementation. In 2008 of this year the culinary arts department of Crosby high School experienced multiple victories in their discipline competition at the state level and their instructor was selected as Teacher of the Year 2009 for Crosby High School. Many of our students in this department were recognized and awarded scholarships to some of the most prestigious culinary institutes at the post secondary level. The social studies department worked with Veterans Community of Waterbury through the Gettysburg Oratorical Contest and for the first time had re-enactors of both President Lincoln and Civil War Soldiers. Winners on the elementary and high school level worked with community organizations that raised awareness for soldiers of all wars, including the present day veterans in Iraq and Afghanistan. The business department implemented the newly created an international business curriculum which is ready to go before the BOE curriculum committee in the summer of 2009 for approval.

Over \$60,000.00 worth of new smart technology was purchase and is being installed this month in the areas of business and technology education in an attempt to properly prepare are CTE students for the workplace and post secondary opportunities. A variety of trips and observations were allowed in all areas to properly educate and expose students to the areas of concentration most important to them. The Culinary Institute of America, Wall Street, and the Federal Reserve are just some examples of the places students visited.

This year I was asked to coordinate two district wide events. I provided leadership for the district celebration of the Presidential Inauguration during a professional development day. The event, held at the Palace Theater, was sponsored by the private sector and was far more successful than our sponsors could have imagined. The Olympics of the Mind was held on May 26th, where I was also the event coordinator. This year's event hosted 240 third and fifth grade students and approximately 400 parents

III STRENGTHS

The social studies department succeeded in its attempt to have its AP Government course cross endorsed as a UCONN course. This will increase enrollment and allow for additional students to receive collegiate credit with UCONN, as opposed to being held accountable with just the AP exam. This year we established a new curriculum and co-op with the NOW where students will receive clinical hours and theory in child day care. The course will begin next year and students will have yet another career pathway and opportunity to obtain a CDA license which is generally earned at a post secondary level. John F. Kennedy has scheduled African American History into their 2009-2010 courses for the first time. All social studies students were involved with the story of Fortune, a slave who lived in Waterbury. A great deal of time, effort, and money was spent to meet the needs for text books on the high school level. School course have been updated in the areas of American History, African American History, Economics, and Geography. A social studies instructor, Licia Fitzpatrick from WAMS, and a Culinary Instructor, Kirk Palladino from Crosby were both named Teacher of the Year for their respective schools. Once again there was an update in the areas of business/marketing and technology education in all 3 comprehensive high schools, with \$200,000 being used to purchase necessary equipment and software. This money was spent in instructional supplies, professional development, student transportation and new technology.

JFK High School implemented technology in the social studies department by offering a course that was taught through the JFK media center computer lab. The class was taught with a text book as well as an on line text and supplemental materials. The course was successful enough to warrant additional subscriptions to this online possibility. The district will not only receive a six year subscription to this text to be used for students in the upcoming years, but will also receive one copy of the text for every subscription ordered. The cost to the city will be the same as the cost of one text book. This will help meet the goals set in the area of technology education and also assist us with the demand of texts within the high school. This is not being offered anywhere else in the city, and social studies will be the only course that is offered completely on line and through hardcopy at John F. Kennedy High School.

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HEALTH AND PHYSICAL EDUCATION DEPARTMENT Annual Report Joseph Gorman, Supervisor

Goals for the District Health and Physical Education Department for SY 2008-09 were:

I. GOALS:

a. Accomplishment of Goals 2008-2009

- Expansion of Health and PE SharePoint access to all administrative staff. Accomplished 09/08
- CPFA testing to be administered in grades 3 through 10 inclusive; results will be monitored and assessed annually in process of developing annual interventions. Accomplished 10/08
- Longitudinal fitness data for each student will be tracked from year to year, and made available to all PE staff by student name and ID number, so that student progress can be monitored regardless of transfer rates. Accomplished 05/09
- All lessons will be consistently structured and assessed in the context of addressing fitness parameters - interdisciplinary and values instruction must align and complement, but not interfere, with this primary mission. All classes must exhibit no less than 50% of available class time spent in moderate to vigorous physical activity. Accomplished consistently throughout the year
- The Health and Physical Education department will collaborate with all district schools to develop and launch a variety of motivational incentives for students to apply themselves to the best of their ability on the CPFA. Accomplished through year-long alignment with, and facilitation of the PBS initiative.
- The Health and Physical Education Department will continue to aggressively seek funding to upgrade facilities development and instructional equipment to improve instructional delivery systems. Accomplished – applied for the 2009-2011 US SDFS Carole White Grant 03/09; won 3 \$5,000.00 NEDC Wellness Grants at Wallace, North End and WAMS 05/06
- Most importantly, the Health and Physical Education Department will organize professional development opportunities for staff on how to structure/administer/monitor research-based fitness training for children and adolescents in school settings from a variety of professional resources. Accomplished – State training on new fitness tests 2/09, 10 PE teachers trained as B.E.S.T. mentors / cooperating teachers 5/09, etc.
- Full integration of common formative assessment models K -12. Progressing on schedule
- Continued cooperative planning with local, state and federal emergency management agencies through the LEPC (Local Emergency Preparedness Council, et. al.) Progressing on schedule
- Continuing improvements to school security systems and communications. Progressing on schedule
- Procurement of upgraded instructional equipment for all district schools. Progressing on schedule
- Complete revision of the High School Physical Education Curriculums Progressing on schedule

Maintain momentum for proven, “Reinforced Continuation Strategies” such as:

- Interdisciplinary and Values instruction interwoven within all Health and Physical Education lessons at all levels of instruction. Accomplished consistently throughout for the 5th consecutive year
- Create-Perform-Respond unit and lesson planning. All Health and Physical Education teachers are now utilizing standardized CPR lesson design format in all classes – this continues to be reinforced and enforced in the evaluative process and shared through the Department’s collaboration site – SharePoint. Accomplished consistently throughout for the 5th consecutive year
- Intensive staff technology training in Outlook, Excel, SharePoint collaboration & planning. Accomplished 8/08
- 1st Aid/CPR/AED certification training for all district staff to enhance student performance and safety. Accomplished 11/08
- Lifeguard certification training for high school and middle school staff to enhance student aquatics performance standards and safety. Accomplished 11/08

Goals for 2009-2010 (from Department Improvement Plan)

- 1) The Waterbury Physical Education Department will lead the way in standardizing physical fitness test administration throughout the State of Connecticut. It will accomplish this by producing the new Connecticut Physical Fitness Assessment training and administration DVD videos, CDs and website in collaboration with the State Dept. of Education for distribution throughout the entire state.
- 2) Complete revision for standardization and alignment to NEASC requirements of the High School Physical Education Curriculum.
- 3) Complete revision for standardization and alignment to NEASC requirements of the High School Substance Abuse Prevention Education Curriculum.

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- 4) Complete revision for standardization and alignment to CT State and District Wellness standards of the Middle School Physical Education Curriculum.
- 5) Initiate review and revision for standardization and alignment to CT State and District Wellness standards of the Elementary Physical Education Curriculum.
- 6) Advocate for expansion of intra-district, grade-sensitive Middle School athletics and intramurals.

II. HIGHLIGHTS from 2008-2009

Achievement Area #1: Student Performance

- District-wide results on the Connecticut Physical Fitness Assessment were level. This was an expected and welcomed development in light of last year's astonishing 41.5% rate of improvement in the number of all students meeting the Health Standard on all four test items. The gains were sustained, as hoped.
- 10th Grade student performance on the Mile Run assessment indicated improvement of 10.6% district-wide.
- 10th Grade performance on the Sit & Reach flexibility test indicated an improvement of 7.7% district-wide.
- Wallace MS 6th graders tested reported an 18.1% improvement in the right-angle push-ups assessment.

Achievement Area #2: Staff Development

- All Health and PE staff members were re-certified in CPR and AED management on November 4, 2008.
- Select HS & MS Health and PE teachers were re-certified in Lifeguarding during November, 2008
- ACES Area Cooperative conducted intensive staff development technology training on August 25th & 26th
- The CT State DOE Consultant trained district Health and Physical Education staff re: administration of the new 3rd Generation Physical Fitness Assessment on January 20th, 2009.
- All Health and PE Teachers 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 May 11th, 2009
- Informal professional learning community activities 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 business.
- A total of ten (10) Health and Physical Education Teachers became certified as Beginning Educator Support Training (B.E.S.T.) Mentors during the trainings held during the period of 04/01/09 to 05/29/09.
- Participated fully in the development of the district's New Teacher Orientation & Mentor training projects.
- Participated fully in the development of the district's new Discipline Policy Revision project.

Achievement #3: Athletics

- Facilitated securing athletic trainers at games for all 3 high schools during the winter sports season.
- Board approval of High School Indoor Track Teams for the Fall Semester 2009 season.
- Launched the inaugural season of Middle School Cross-Country at all Middle Schools in September 2008.
- Approval secured for Indoor Track Coaches at all three comprehensive city high schools for Fall 2009.
- Coordinated the 1st Annual Middle School Basketball Tournament at the Armory February 7, 2009
- Facilitated the purchase and deployment of a Pole Vault Landing system to service all WPS High School Track and Field Teams 05/09.

Additional Highlights:

- New High School Health and Wellness textbooks were distributed and old textbooks disposed of Aug '08.
- Administered implementation of \$27,000.00 grant to improve school security at six school sites through the State of Connecticut Department of Emergency Management and Homeland Security (Aug. – Dec. 08)
- Grant application for the federal Safe and Drug Free Schools Emergency Management submitted 03/01/09
- Grant application for the federal USFDS Carole M. White PEP Grant submitted on March 5th, 2009.
- Distributed 35 pediatric defibrillator replacement pad sets to all schools, district buildings April 2009.
- Facilitated 4,341 students to attend the New Britain Rock Cats baseball game on April 22nd, 2009.
- Facilitated all Athletic Directors to attend training re: Performance Enhancement Drug Prevention 06/09

III. STRENGTHS of Educational program

The strength of the Health and Physical Education Department is in its people, its program, and in the process through which all contribute to our commitment to seek continuous improvement.

- High school students 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.

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- 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.
- Data Driven Decision Making (DDDM) 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.
- The blending of Middle School Physical Education with Health and Wellness instruction has addressed a long-term student need for pre-adolescent learners, and continues to evolve positively.
- 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 Annual Report **David Gardino, Supervisor**

I. GOALS 2008-2009

A. To establish grade level assessments on the elementary level to assess the effectiveness of the music department. A model rubric has been set up to assess the students in the K-5 grades. Collection of Data to identify strengths and weaknesses with the arts will occur through district-wide assessments for the school year 2009-2010. The music department has specific goals imbedded within the Create, Perform and Respond model. This model provides for discrete learning of literacy and numeracy concepts. Collection of data to identify strength and weaknesses in music will occur through district-wide assessments at all levels.

B. Goals for 2009-2010

Visit the Pre-K - 12 music curriculum and edit all weaknesses. Revamp and strengthen overall curriculum and make sure that it aligns and support the CAPT and CMT testing.

II. Highlights from 2008-2009

Listed below are a few of the fine accomplishments of the music department.

A. A working relationship continues with the Waterbury Symphony. Free concerts have been provided to students.

B. A working relationship continues with the First Church of Waterbury which provides free concerts for all 5th grade students.

C. Wilby, Kennedy and WAMS High Schools, Wallace, North End, West Side and WAMS Middle Schools marched in the Memorial Day Parade.

D. Waterbury Public High Schools participated in the Southern Regional Music Festival.

E. 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 most situations in a professional manner.

The 2008-2009 school year has truly been one of growth for the Waterbury School's Music Department. We continue to increase exposure for 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 Annual Report **Kris Keidel, Supervisor**

GOALS

A. Accomplishment of Goals 2008-2009

Through the use of our Data Driven Decision Making team meetings we have shown a substantial growth in the Preschool Curriculum Assessment Framework. In all 14 cognitive strands, 98 % of the students scored higher than the Fall. 83% of the students scored on level 3 or higher. A score of 3 is considered goal and a score of 4 is at the proficiency level, which exceeds expectations. On the Pre and Post test DIAL scores, 97 % of the average scores were increased. This includes all 3 strands: motor, cognitive, and language, thus ensuring the students are prepared for Kindergarten.

B. Goals for 2009- 2010 School Year –

Goal 1 – To improve the early learning opportunities of the Pre Kindergarten students through high quality language and print rich environment.

Goal 2 – To improve the early reading skills (oral language, phonological awareness, letter awareness and concepts about print) in the pre kindergarten program to maintain improved student outcomes in kindergarten and beyond.

II. HIGHLIGHTS

The Early Reading First grant was awarded to the Early Childhood Education Program. This \$3.1 million grant is to be used over a three year period beginning January 2009. We were one out of the 30 applicants selected for this federal grant. The ERF Grant supports the development of early childhood centers of excellence that focus on all areas of development, especially on the early language, cognitive, and pre-reading skills that prepare children for continued school success and that serve primarily children from low-income families. With this grant we were able to hire a coordinator and 4 Literacy coaches. We were also able to purchase the reading series, Houghton Mifflin Pre Kindergarten along with an intervention series called Breakthrough to Literacy.

Through a series of tests (Peabody Picture Vocabulary, Pre Language Assessment Scales – English, Phonological Awareness Literacy Screening, Teacher Rating of Oral Language and Literacy and the Early Language and Literacy Classroom Observation) it is evident that the grant makes a significant difference in preparing our Pre Kindergarten children for Kindergarten. We are anxious to see how the students will score on their Spring DRA next year.

Public outreach-

In July 2008 I was the presenter at the Silas Bronson Library. I spoke to parents on the topic of “Getting Your Child Ready for Kindergarten.” Every year that we present this at the Library the crowd grows. It is a great way to spread the word about our Kindergarten program and the requirements.

August 2008, several of my staff members and I attended the back to school rally. We handed out information about Pre Kindergarten and we met incoming parents.

June 6, Pre Kindergarten Picnic held at Montoe Park. Over 600 children and family members attended this picnic. It was a huge success.

May/ June 2009 -Kindergarten- Open House; Spoke with all Parent Liaisons. All elementary schools were asked to have a Kindergarten Open House during this week.

June 2009 – Workshop for Pre Kindergarten teachers to share data and forms with incoming kindergarten teachers.

Summer of 2009 – Dr. Calderon will be presenting a 2 day summer workshop for Pre kindergarten teachers on how to provide support for ELL learners.

Active member of the School Readiness Advisory Council.

Active member of the Bilingual Committee

Active member of the District Improvement Plan Executive Board

Active lead for Goal 4 Parent Involvement

Active lead for the Teacher Quality subcommittee

Active member of the CAS Early Childhood Committee

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III Strengths

The Early Childhood Education team has worked diligently on understanding and using a Professional Learning Community and Data Driven Decision Making process in their teachings. They understand the importance of using intentional teaching, observation and data collection to successfully plan and teach students on their individual learning levels. The teachers and teaching assistants have also worked tirelessly on understand the Preschool Benchmarks that are suggested by the state. We are currently working with the Literacy and Numeracy Supervisors and their teams to revise the Pre Kindergarten curriculum to have a seamless Pre K – 5 curriculum.

This year our parent involvement has been stronger than ever. We have a Parent Intervention strategist who has worked one to one with many parents. In the fall she called every parent personally to welcome them to the program. Each teacher is also responsible for making 3 “good” calls home a week – Thus ensuring personal contact with every family.

BILINGUAL / ESOL EDUCATION DEPARTMENT Annual Report

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 assessment, placement, transferring, and exiting of English Language Learners (ELLs)
 - In order to enhance the recruitment and retention of the best available staff, the supervisor verified all bilingual and ESL staff certifications. Findings and recommendations were forwarded to the Director of Human Resources
 - Continuing the organization of the Bilingual/ESOL Education Department and implementation of new policies and procedures to better service ELLs per NCLB
 - Maintaining and analyzing student data in accordance with requirements; services were offered and provided in accordance with state and federal mandates
 - LAS Links testing is being done on all ELL students in the district as required by law
 - Assessing curriculum implementation by Bilingual/ESOL department staff, teacher training, and monitoring student assessment
 - The continuation of Language Transition Support Services (LTSS) to all students who have reached their 30 months in the Bilingual Program
 - 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
 - Ongoing meetings with the Special Ed. Department to address the over identification of ELL students in Special Education
 - Maintaining a partnership with the Reading/Language Arts, Math and Science Department Supervisors in order to improve literacy and numeracy proficiency for all students including but not limited to professional development activities
 - Developing assessments (K-2) and reports (K-12) to communicate student progress in language acquisition to mainstream teachers, data teams, administrators and parents
 - Supporting the implementation of Sheltered Instruction Observation Protocol (SIOP) Model in all schools to maintain and enhance Best Practices for all students
- B. Future and Immediate Goals to Improve Student Performance and promote Effective Delivery of Instruction:**
- Increase ELLs achievement by assessing curriculum implementation, teacher training, and monitoring student assessment

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- Continuing the organization of the department and implementation of new policies and procedures under NCLB to better service ELLs
- Develop a partnership with the content area department supervisors in order to incorporate SIOP in all content areas
- Monitoring OCR recommendations and District Action Plan in coordination with the Superintendent, Assistant Superintendent for Curriculum & Instruction, central office staff and administrators
- Revise assessment and reports for grades K-12 to communicate student progress in language acquisition to mainstream teachers, data teams, administrators and parents

II. Highlights

- District exceeded the target for students making progress in English from **36.1% to 40 %** as measured by the Language Assessment Scale (LAS Links) for Annual Measurable Achievement Objectives (AMAO) for 2007-2008. (NCLB)
- One ESL teacher (Jessica Dizenzo) and two Bilingual teachers (Julie Plaza and Maria Ramirez) were selected Teacher of the Year for their individual schools
- The following ESL teachers received academic achievements: Rowena Zylali: 6th Year Diploma from Fairfield University; Brunilda Demiraj: MA from the University of Bridgeport; and Audra Perillo: 6th Year + 15 from Phoenix University
- Our language assessor manager trained all classroom and ESL teachers in LAS Links inter-rater scoring reliability
- Ongoing training and meetings with Bilingual/ESOL Education Department staff to ensure effective implementation of laws and updates to maintain compliance
- Bilingual Supervisor, Bilingual Coordinator and Bilingual Literacy Facilitator participated in a three days training on Common Formative Assessment and Professional Learning Communities
- Some ESL, classroom teachers and the Bilingual Coordinator participated in a training on Differentiated Instruction in Math for ELLs
- Ongoing implementation of Sheltered Instruction (SIOP). Making Content Comprehensible for English Language Learners: The SIOP Model (Book) was made available to administrators and Bilingual/ESOL teachers
- Language Assessment Scale (LAS) Links for all ELLs were administered as mandated by state and federal requirements & NCLB Act to determine AYP
- Testing results are collected and analyzed to drive instruction and monitor students progress
- Data is collected and analyzed to monitor students' progress and reported through various federal, state, and local reports in coordination with the Technology, Research, Development and Testing Departments

III. Strengths

- ELL students were identified, placed, and serviced according to Connecticut General Statutes (CGS), Section 10-17 and federal mandates (NCLB)
- Translations (Spanish and Albanian) district wide forms and letters, continued to be done by the department staff
- Parental Involvement workshops were conducted to improve student academic performance; behavior and attendance
- 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
- Development of an ESL Curriculum that incorporates the Connecticut ELL Framework, Reading and Language Arts curriculum, CMT and CAPT strands, COW and LAS Links
- Continue evaluation and monitoring of teacher performance through the evaluation process designed and implemented by the district. Prepared and supported teachers to help all ELL students achieve high standards of learning and development
- Continue planning and providing research based professional development to all Bilingual/ESOL Education Department staff along with district-wide mainstream teachers and administrators to ensure that all ELLs are serviced in accordance with state and federal laws and requirements as well as to impact linguistic and academic achievement with an emphasis on reading, writing, and math through the integration of the Sheltered Instruction Observation Protocol (SIOP) Model

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Professional Development:

- August 26, 2008: Middle School and Science Department: Empowering *All* Students with Effective Strategies for Reading and Writing in **Science**: A Shift from a Focus on Teaching to a Passion for Learning
- September 30, 2008: Log in to Think Central-Harcourt Products-Story Town: ESL Teachers
- October 8, 2008: Empowering *All* Students with Effective Strategies for Reading and Writing: A Shift from a Focus on Teaching to a Passion for Learning: NEMS-Bilingual/ESL Teachers
- October 10, 2008: Empowering *All* Students with Effective Strategies for Reading and Writing: A Shift from a Focus on Teaching to a Passion for Learning: Wallace MS-Bilingual/ESL Teachers
- November 4, 2008: Empowering *All* Students with Effective Strategies for Reading and Writing in Social Studies: A Shift from a Focus on Teaching to a Passion for Learning: NEMS-English/Social Studies Teachers
- December 9, 2008: Empowering *All* Students with Effective Strategies for Reading and Writing in Social Studies: A Shift from a Focus on Teaching to a Passion for Learning: Carrington School-All Staff
- December 11, 2008: SIOP Language Objectives: Bilingual/ESOL Staff
- December 17, 2008: Empowering *All* Students with Effective Strategies for Reading and Writing in **Science**: A Shift from a Focus on Teaching to a Passion for Learning: Wilby HS/Science Department: Science Teachers
- January 22, 2009: Counting Chocolate- Carrington School-Kindergarten Parents' Workshop
- February 3-4, 2009: Summarizing: NEMS-All Staff
- February 5, 2009: Empowering *All* Students with Effective Strategies for Reading and Writing: A Shift from a Focus on Teaching to a Passion for Learning: Walsh School: All Staff
- February 6, 2009: Counting Chocolate- First Grade Parents' Workshop: Carrington School
- February 11, 2009: Counting Chocolate- Second Grade Parents' Workshop: Carrington School
- April 2, 2009: Note Taking: NEMS-All Staff
- May 15, 2009: Ayude a Leer a su Hijo Durante el Verano: Chase School-Parents' Workshop

An important component of our program is a strong parent-school connection. It is our mission to cooperate with parents in providing a quality education to their children. Together we will foster good values that will guide students to become responsible citizens and life-long learners. Our school and staff are committed to providing a safe and nurturing environment for all children. This was fostered in several ways throughout the school year. Parents' Workshops were conducted throughout the school year; Parental notices, communication and information were sent home Spanish.

Workshops:

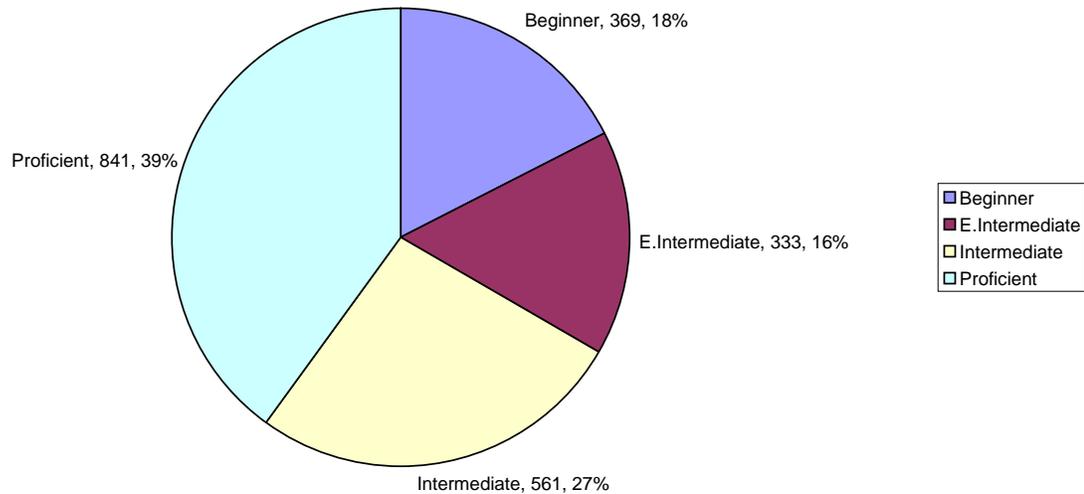
- October 1, 2008: Carrington School: Grade Level Expectations: Exit Criteria/School Policies & Regulations/Surveys & Contract for Kindergarten Parents
- October 3, 2008: Carrington School: How Parents Can Help Make this School Year a Success/Reading Strategies: Gr.1-2
- October 8, 2008: Chase School: Policies and Regulations: Attendance; Behavior; Uniform Policy; K Exit Criteria; Parents' Contract/Survey
- October 14: Chase School Reading Strategies: How Parents can help their children at home
- November 13, 2008: Carrington School: Reading Strategies
- November 21, 2008: Chase School: Discipline Strategies for Parents K-2
- December 11, 2008: Carrington School: Story Elements
- December 16, 2008: Carrington School: Discipline Strategies for Parents Gr.1
- January 6, 2009: Hopeville School: Multicultural Celebration/Three Kings Day
- January 16, 2009: Chase School Story Elements: Sequencing
- January 22, 2009: Carrington School: Math Workshop Kinder
- February 6, 2009: Carrington School: Math Workshop: Gr. 1
- February 11, 2009: Carrington School: Discipline Strategies Gr. 2
- March 11, 2009: Carrington School: Discipline Strategies K-2
- May 6, 2009: Chase School: Helping Your Child During the Summer

IV. Statistical Data

District exceeded the target for students making progress in English from 36.1% to 40 % as measured by the Language Assessment Scale (LAS Links) for Annual Measurable Achievement Objectives (AMAO) for 2007-2008. (NCLB)

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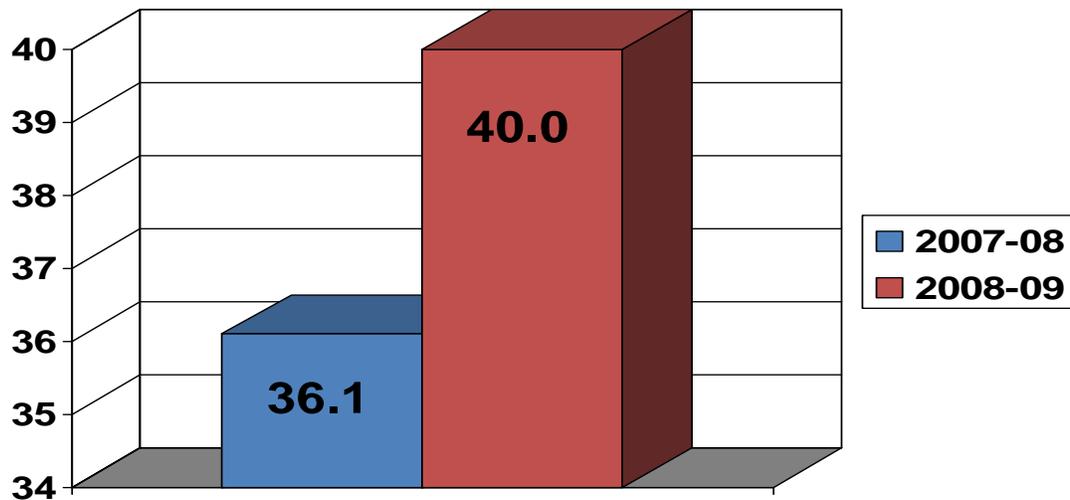
DISTRICT PROFICIENCY LEVELS



AMAO Targets

	2008-09	2009-10	2010-11	2011-12	2012-13
% Proficient	22%	24%	26%	28%	30%
<u>Waterbury</u>	<u>40%</u>				
% Making Progress	72%	74%	76%	78%	80%
<u>Waterbury</u>	<u>83.5%</u>				

LAS Links Proficiency



- The Bilingual/ESOL Education Department currently serves approximately **1967** English Language Learners (ELL). Under the state statutes, where a student who has reached their thirty month maximum in the Bilingual Program, and who have not met the requirements for English Mastery Standard, Language Transition Support Services (LTSS) are provided.
- Language Transition Support Services (LTSS) are provided to approximately **511** students for the time frame noted, of which **134** became eligible during the 2007-2008 school year.
- **921** students are serviced through ESL classes and approximately **535** students through the Bilingual Transitional Model.
- A total of **778** new incoming students were tested for English proficiency, of which **579** qualified for and accepted services. Of these, **252** received ESL services, **271** entered the Bilingual Program and **36** were serviced through LTSS.
- **182** students met the exit criteria for proficiency and exited the program.
- There are **99** ELLs who do not receive services due to parental request that are still tested and monitored annually per NCLB