

Waterbury Publics Schools ANNUAL REPORT 2011-2012

ANNUAL REPORT CURRICULUM AND INSTRUCTION 2011-2012

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School year 2011-2012 saw a great deal of reciprocity between the public schools and colleges. The working relationship helped Naugatuck Valley Community College secure funding for the Gear Up Grant. Science, Technology, Engineering, and Mathematics emphasis in the schools have led to the development of the pre-engineering curriculum. Our focus this year has been on the alignment of the Common Core State Standards with the Connecticut State Department of Education (CSDE). To stay abreast with the legislative mandate for the initiation of the Student Success Plan (SSP), key staff members have attended various workshops provided by CSDE, ACES (Area Cooperative Education Services), and CREC (Capitol Region Education Council). This training has been followed up in the district with internal meetings and the development of the components of the SSP for students in grades 6-12 addressed by July 1, 2012.

Soar to Success (K-3) – Summer School program was offered to all students who were substantially deficient in reading. This is state mandated and students are required to attend. Students receive intensive instruction in reading and math for two and a half hours for sixteen days in July. Breakfast and lunch was served. All Summer School data was collected and analyzed by the Summer School Administrator and provided to each elementary school.

Literacy Academy - Increased from one pilot school (Cohort 1) to eight schools (seven new schools) to create Cohort II. 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 II. 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 was expanded to include four additional schools in Cohort III in 2011-2012.

At the request of Dr. Snead, the Literacy Academy program was rolled out to Cohort III schools. This included Tinker, Regan, Generali, and Chase Elementary Schools. Cohort III was provided with intensive training on research based teaching strategies. Cohort III training began in April 2011. The concept of the program is immersion where each child performing poorly is immersed in a comprehensive literacy program to address any deficiency and to promote thinking and reasoning through meaningful integrated instruction. Teachers in Cohort II and III were allowed to take professional days to visit Wendell Cross Elementary School to learn the strategies of the immergent concepts as developed in the Literacy Academy at Wendell Cross.

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 III instruction included READ 180 and math tutoring. Approximately 180 students participated. This was the third year of the program. In addition, the Starbase program was included to enhance the transition program as part of the overall Summer School program. All program data was reviewed by the content supervisors.

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 100 students participated. Students completing program requirements were granted additional points to their first marking period report card grade. This was the second year of the program. All program data was coordinated by Language Arts and Mathematics Supervisors and after analyzing the performance data, they provided the information to the receiving schools.

Middle School Accelerated Academy – This is the third year of the Middle School Accelerated Academy with 300 new sixth graders added to the program. There were 180 seventh graders who had completed the program as sixth graders the year before. MSAA programs accept top-performing fifth graders from across the district into each of the 3 comprehensive middle schools. The expected enrollment for 2012-2013 is 150 sixth graders, 170 seventh graders, and 200 eighth graders. The program is continually monitored by the house principals, the Reading/Language Arts Supervisor 6-12, and the Assistant Superintendent for Curriculum & Instruction.

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Middle School Scheduling - This phase of the middle school revitalization moved forward during the 2011-12 school year. As a result, planning meetings started in 2010 were continued throughout the 2012 school year. It is expected that implementation will take place in 2013. These plans were included in 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 allow the schools to focus on increasing the time on task in reading and mathematics.

Data Warehousing - During the 2011-2012 school year, Central Office, school principals, and teachers continued meeting with the Cognos Consultants and the Director of Information Technology in Waterbury to finalize the development of the Data Warehousing program for the district. The in-depth operation and training of the Data Warehouse will be handled by the Information Technology Department in the fall of 2012. Assistant superintendents, supervisors, and principals have spent a considerable amount of time in reviewing the dashboard and understanding the operational data for the efficient running of the district and individual schools. This valuable resource of technology will be an asset for Data Driven Decision Making, monitoring student progress with numerous capabilities.

Online Learning Plan – The Online Learning proposal has been implemented and continues to grow. 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 Online Learning programs mandatory for all schools experiencing a dropout rate higher than 8%. To meet this need, CSDE has an Online 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 Advanced Placement (AP) test preparations, complete extra courses, and repeat courses that a student failed in regular class time. This program will allow students to move forward at their individual pace. With the introduction of Odysseyware, the program will eventually grow to offer another avenue for students to complete course requirements within the time frame of a semester.

SharePoint - 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 accepted in the district.

Instant Feedback - The navigator system purchased three years ago continues to give immediate and consistent feedback to students on a daily basis. The navigator allows every student to answer questions in class 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 administered through the use of this technology. The results are available to students within 30 seconds of the class completion of the task. The Reading/Language Arts/English Department has also purchased Smart Response Systems to replicate the program.

Targeted Prep Time Academy (TPTA) - Continued to be one of our foremost tutorial programs in the district. Great strides were made over the years with the revised format. The program consisted of three Elementary Division Facilitators who 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 1 to 5 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 identified student needs at the school. Pre and post assessments were given and posted to SharePoint. Unfortunately, the program was suspended for the 2011-2012 school year because of the exorbitant cost for transportation. We hope to reintroduce the program in the future.

Middle School - During the 2011-2012 school year, students in the three comprehensive middle schools participated in three Grade 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 of 2012.

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High School - Students in the three comprehensive high schools and the Arts Magnet School participated in varying Grade Retrieval Programs. 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 a concerted effort was made to increase student participation. This is still a problem and student participation continues to remain low for these types of after-school programs. The goal for next year will concentrate in providing more “in-school Tier II” programs to decrease student failure rates and improve graduation.

Assessments - This school year, the Superintendent recommended we pilot CREC Mathematics and Language Arts assessments in the district. The CREC assessments helped teachers because they focused on the four CMT strands and provided information to teachers on students on fluency, comprehension and vocabulary. Teachers welcomed the assessments as they were of a short duration and provided much valuable information in a very short time.

Use of Progress Book - This is an extremely valuable tool for parents to follow their child’s progress in school. The issue is still being addressed but hindered by contractual language. Approximately 30% of our staff has not taken advantage of this important part of the school operation.

SAT for Middle School Students - This is our second year where we have encouraged our students in the Middle School Accelerated Academy (MSAA) program, as well as any other student who were recommended by their teachers to take the SAT’s. The Language Arts Supervisor worked closely with the staff of the John Hopkins University on the administration of the tests and the opportunities for students and parents to participate in the summer institute. Students who took the SAT’s this year had a high of 600 in the verbal and some students scored 580 in verbal and mathematics. Over 17 students now qualify to attend the summer program having earned over \$25,000 in scholarship money from John Hopkins University to attend college level classes and earn college credits over the summer.

Effective Monitoring - During the 2011-2012 school year, the department has made a concerted effort to monitor the teaching of language arts, mathematics, and writing at the elementary, middle and high schools in the district. This was accomplished by the content supervisors doing walkthrough observations, visiting classrooms, and attending data team meetings with teachers followed by a meeting with the building principal on issues that needed to be brought to their attention.

Project Lead the Way (PLTW) - This program will be eliminated for school year 2012-2013. Due to the rigor of the course it has had low enrollment in the last four years. This is compounded when students starting in the PLTW program, end up dropping out as the courses became increasingly difficult. Students will have the opportunity to take the CSDE engineering course which has been developed through collaboration with the State Department, and configures with the STEM requirements for the Common Core State Standards. Unlike PLTW, the CSDE engineering course can be achieved at a student’s own pace.

Connecticut Common Core State Standards - Our work began back in 2010 when we attended workshops and analyzed the impact it would have on our school district, especially with the additional three Carnegie units required for graduation. As we gained momentum, we focused on the mechanics of CCSS, Students Success plan, Capstone project and the online assessments. We have audited the number of computers and computer labs available to us in Waterbury in preparation for the online testing in 2015. This will be ongoing as we attempt to meet our goal.

Research and Testing - The Supervisor of Research and Testing conducted a comprehensive analysis of CMT and CAPT data and provided test scores for incoming students by school and teacher by the first day for professional development purposes. Meetings were held regularly with the building principals to review their individual school and student performance data. Staff in the district were provided three sessions of training on the changes to CMT/CAPT accommodations for 2011-2012. Other academic content departments were provided information to ensure accuracy of all student texts. Test preparation and administration is done with fidelity so that all staff is fully trained on all testing procedures.

Conclusion - A great deal was accomplished in the district with regards to improving student performance through effective instruction. We achieved this through continuous training of staff and school administrators, modeling, improved curriculum, and focus on technology to enhance curriculum and the delivery of instruction. Data Warehouse capabilities will allow us to track both vertical and horizontal growth in all phases from the time a student enters the Waterbury School system. This will allow parents to follow their child’s performance in school on a daily basis. In order to secure success, its use by all staff must be mandated from the Central Office as we move into the 2012-2013 school year.

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READING/LANGUAGE ARTS DEPARTMENT

Patricia Conlon Moran, Supervisor, K-6

I. Goals:

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

The goals for 2011-2012 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.
- Developing a district curriculum scope and sequence for reading/language arts and including science and social studies.
- Developing a district assessment calendar reflective of the above scope and sequence.
- 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 and III Literacy Academy schools.
- Implementing federal and state initiatives and/or mandates.
- Continued implementation of the Literacy How Literacy Initiative at Wendell Cross School and Duggan School.
- Training Literacy Facilitators in the components of the Literacy How Initiative so they can share them with the other schools throughout the district.
- Piloting new K – 3 Assessment at Chase School and Bunker Hill School. Carrington School will participate in the pilot in the 2012-2013 school year.
- Supporting Data teams in individual schools.
- Continuing Professional Learning Communities at various levels.
- Implementing revised Reading Tier III Intervention for Summer School.
- Providing Pre/post tests for Summer School.
- Providing professional development to support reading/language arts and library media specialists.

II. Goals for 2012-2013:

The goal for 2012-2013 is to ensure that all the procedures and strategies outlined in the District Plan for literacy are implemented. This will include:

- Continued development of Professional Learning Communities and Common Formative Assessments.
- Continued development 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 program and rolling out best practices with the literacy facilitators.
- Complete aligning the reading and writing curricula to Common Core State Standards.
- Provide targeted professional development based on identified needs of administrators and teachers.

III. Highlights:

- Beginning the process of aligning Reading and Writing curriculum to Common Core State Standards. Kindergarten, Grades 1 and 2 will be completed and ready for implementation by the 2012-2013 school year.
- Kindergarten Exit Criteria has been replaced with Early Reading Success Indicators which will provide more data for teachers and allow teachers more time to get to know their students before the assessment process begins.
- 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.

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- Providing professional development for An Introduction to Common Core State Standards to all elementary staff.
- Implementation of the Literacy How initiative continued at Wendell Cross and Duggan. Professional development was job embedded training, modeling and coaching. In addition to being at the two 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 fourth annual Waterbury Language Arts Festival at the Palace Theater. Over 2,500 students (grades 4 – 12), teachers, and parents attended and it was a glorious representation of the creativity and talent of the students in Waterbury.
- Extensive training for Reading department staff to ensure implementation of the Leveled Literacy Intervention Kits with fidelity. A handbook tailored to our district was developed and distributed to all reading staff.
- Our teachers are internalizing how not only to 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 Summer School. Explicit small group instruction was focused on targeted needs of students based on their Individual Reading Plans.
- Providing pre/post tests for Summer School addressing the specific components of literacy (phonemic awareness, phonics, vocabulary, comprehension and fluency).
- Developing 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.
- Continuation of the components of the Enhancing Literacy Through School Libraries Grant was sustained even though we did not receive any money from the United States Department of Education.

IV. Strengths of Educational 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 continuing to be professional learning communities which know how to analyze data and then adjust instructional strategies based on the data.

Differentiating instruction for students is critical to ensure that all children are pushed to their highest level, both students who need remediation as well as students who are gifted and talented. Teaching is differentiated in some schools and/or grade levels and we will use these sites as models for others.

Common formative assessments are used to monitor student progress and students move within and among groups as the data dictates. The Literacy Facilitators provide on-going 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. The alignment of our current curriculum to the Common Core State Standards has begun and will be completed in a timely manner.

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 2011-2012

MIDDLE SCHOOL (6-8)

The goal was addressed and advanced through on-going visits to the schools and 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 through differentiated instruction and the implementation of student / teacher conferences. The English 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 Connecticut Accountability for Learning Initiative (CALI) and Connecticut Association of Schools (CAS) during

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these data team meetings. Our main focus was changing the adult behavior (teachers) in an effort to achieve student advancement.

Middle school students who received marking period averages of less than 75 in the first three marking periods at the three comprehensive middle schools participated in the Grade Retrieval Program to improve their marking period grade and reduce student retention. The students received 12 hours of Reading instruction over six after-school sessions. 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. This was an after-school program with the same format as the Grade Retrieval Program. The CMT session was also implemented in Gilmartin, grades 6 and 7 and at Duggan, grade 6. The teachers used lessons that were written by a committee of teachers in conjunction with the English Language Arts Supervisor. All classes were monitored by the supervisor at each middle school to ensure fidelity to the Program and to maintain instructional rigor. Bussing was also provided for the students to assist the parents in encouraging 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 three schools but takes on two different models of instruction. North End utilizes the Program as an alternative mode of instruction compared to a traditional Reading class, Wallace's and West Side's Programs service 20 grade 6 students, 20 grade 7 students, and 20 grade 8 students from each of the 3 Houses. 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, which should fully occur in the 2012-2013 school year. We have scheduled a 7-hour Professional Development session and plan another 7-hour session prior to the beginning of school to train additional teachers with the Program.

In preparation for the CMTs in March, each grade level utilized a majority of non-fiction articles as reading passages in 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 and move towards real-life reading and writing experiences. The teachers modeled all assessments with actual Strand A, B, C, and D CMT-type questions using the state-developed scoring rubric. The District has implemented benchmark assessments that were developed by Capitol Region Education Council (CREC) in January and again in May / June. The value of these assessments is that they are scientifically research-based and are much more valid and reliable than others that were used by the District in the past. As a complementary support, the literacy portfolio requirements continue to be an integral component to monitoring student achievement in CMT skills directly used in the classroom. 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 (DRP).

We have completed our third year of the Middle School Accelerated Academy (MSAA) Program and we continue to increase enrollment. Added rigor is embedded into a compacted 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 each year from inception. We are continuing with our summer program for the incoming Grade 6 MSAA students for the summer of 2012. There will be 22 students each week from the three comprehensive middle schools 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 in a program that enabled our grade 7 and grade 8 MSAA students to participate in taking the SATs. Our students responded with glowing results. There were a total of 140 students from the North End, Wallace, West Side, Waterbury Arts Magnet, and Gilmartin Schools who accepted this challenge. Of these students, 7 students qualified in the Math, 38 students in the Verbal, and 16 students in both the Verbal and the Math for a 3-week college course sponsored by the Center for Talented Youth at Johns Hopkins University. Scores reached as high as a 580 in the Math and a 600 in the Verbal.

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 three comprehensive high schools and the Arts Magnet School participated in the Grade Retrieval Program to improve their marking period grade. This was a continuation from the previous years. The teachers used lessons that were written by Department Chairpersons and the English Language Arts Supervisor for the after-school program for grades 9 and 10. The Program has its challenges as it is very difficult to promote the significance of not failing a class to high school students. There are further issues as some students have family or employment obligations.

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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 instructional data team meetings and during collaboration time as provided by the Board of Education. In the 2012-2013 school year, we will reduce our number of benchmark assessments and allow the CFAs to guide instruction in each building. The portfolio requirements were also rewritten to better address our newly adopted Common Core State Standards which remains as our guiding instructional practice.

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 additional textbooks to supplement the textbooks that are purchased through the Project's grant.

b. Goals for 2012-2013

It is a goal of the English Language Arts Department to hire a Reading Coach/Consultant to assist the English Language Arts teachers directly in the classroom in both the middle schools and the high schools. This person would be skilled in reading strategies that can greatly support the teachers in delivering their English content. This Coach/Consultant would also be a valuable asset to the teachers in other content areas such as science, social studies, and technology education. Students would greatly benefit with the emphasis that will be placed on the reading and comprehension of nonfiction and informational text.

MIDDLE SCHOOL (6-8)

The Read 180 Program is offered in all three comprehensive middle schools for either 45 or 90 minutes per day from 4-5 days per week. A new schedule was developed with the building principal of each school, house principals and the English Language Arts supervisor. Beginning in the fall of 2012, all Read 180 classes will take place 4 days per week in 90 minute sessions. The teachers in each building also received additional novels from the English Language Arts Supervisor that are used during the independent reading phase in order to increase student choice in reading selections.

The District is implementing the School-wide Enrichment Model-Reading (SEM-R) at North End Middle School and Wallace Middle School in the 2012-2013 school year. The Reading, Language Arts, and English Language Learner (ELL) teachers received a 7-hour Professional Development session and will receive another 4-hour session prior to the school year. Along with this, North End and Wallace will move to a 90-minute English Language Arts block schedule. This will be the final piece in creating identical schedules in each of the 3 comprehensive middle schools in both core and Unified Arts. The books and supplies have been ordered and the teachers are very excited with this opportunity. The SEM-R Program has been in existence for 3 years at West Side Middle School and has shown growth in fluency and comprehension.

HIGH SCHOOL (9-12)

The English Department piloted a new format to increase student enrollment in the Grade Retrieval Program by reducing the number of required days to attend after school but increasing the take-home assignments. This new format has proven to be ineffective and will be discontinued as a District practice. In its place, we will introduce and implement an online Grade Retrieval Program called Odysseyware. While this also has challenges, we are hoping that students view it as a means to summer school or retention.

The English Language Arts 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 was a strategy in the District Improvement Plan for 2008-2011 and may continue in the soon to be adopted "Blueprint for Change." This practice, however, will be significantly reduced in scope. In 2011-2012, we administered 7 benchmark assessments in grade 9 and 6 in grade 10. This will change to 4 in grade 9 and 3 in grade 10.

We are continuing with our vertical collaboration between the middle schools and the high schools. This is year 3 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 2011-2012

1. The grades 9-12 English curriculum is in the process of being revised to reflect consistency with the Common Core State Standards. We are collaborating with CREC in this process. This committee will also assist teachers at the middle school level in developing the grades 6-8 curriculum.

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2. The English Language Arts Supervisor purchased a collection of fiction and nonfiction books for the English departments in each of the middle schools and high schools. This will allow SEM-R to continue with integrity at West Side and commence at North End and Wallace. In addition, the high schools will have all the available nonfiction texts that will weigh heavily in the English curriculum.
3. We have partnered with the Center for Talented Youth at Johns Hopkins University and our Middle School Accelerated Academy grades 7 and 8 students with an opportunity to take the SAT. Based on their Verbal and Math scores, many students qualified for a summer college experience. Ten (10) students will participate in the Program with eight (8) students receiving a total of \$25,545.00 in scholarship money.

III. STRENGTHS of Educational Program

This year's focus for the English Language Arts supervisor was to focus on "Improving our core instruction by raising the level of instructional rigor." 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 2 days of Professional Development in August of 2011. The presentation highlighted the implementation of reading strategies as part of student learning. This is a monumental shift in teaching for secondary teachers. The presentations were provided by well-known local and national educators such as Nancy Boyles, Dr. Mia Mercurio, and Sue Z. Beers.

The Professional Development that was provided revolved around the theme of "Reading Strategies for the Content Areas." Resource books and in-service has been provided in 2009-2010, 2010-2011, and 2011-2012 in all areas of literacy instruction – core and non-core subjects.

The supervisor has developed a dual articulation with Naugatuck Valley Community College (NVCC) 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 an attempt to address the needs of students as they prepare for college. The Waterbury Public Schools has partnered with NVCC in the College Access Challenge Grant. Students who need to enroll in remedial courses in college have the opportunity to gain additional instructional assistance from NVCC instructors directly in our high school classrooms. The goal is to enable students to enter college without the need to enroll in remedial classes and move directly into college-level courses.

MATHEMATICS

William Rice, Supervisor

I. GOALS:

- a. Accomplishment of Goals 2011-2012

The district improvement plan for 2009-2011 ended in June of 2011 prior to my arrival. The development of the new plan was put on hold due to the change in leadership in the district and in the state. With that being said my accomplishments for 2011-12 are below.

- Support Mathematics program in grades K-12 through informal and formal observations and school visits.
 - Informal observations completed (rubric developed with teachers).
 - Formal observations scheduled throughout school year at request of school administrators.
- Support administrators and teachers with data analysis of state assessments in mathematics.
 - The middle schools received a breakdown of the 2011 CMT by strand for every student. Each student's strengths and weaknesses were identified. The scale scores within the performance level were analyzed to further delineate and identify students who scored at the higher end of a range and are therefore closer to proficiency or goal. A calculation was also done to identify exactly how many more problems a student had to get correct to get to the next performance level. Therefore, each middle school was able to identify the exact number of students who were within 5 correct responses of earning proficiency. Students who performed at the low end of proficiency were also identified to alert the teacher to continue to support these students so they do not fall back into a lower performance level. The middle schools planned to group the students who were within 5 correct responses and provide instruction in the strands where the students were close to mastery. A CMT Prep computer program called Study Island was purchased for each middle school (450 licenses per school). The middle school math teachers used this to support CMT

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- preparation. The program is web based so students who have internet access at home can log in and practice. Teachers can set up assignments for students in their specific area of strength or weakness. The middle school teachers got training on Study Island at the Nov. 8th PD.
- At the start of the 2011-2012 school year the elementary schools that are supported by the elementary mathematics coaches received a breakdown of the 2011 CMT by strand for every student. Each student's strengths and weaknesses were identified. The scale scores within the performance level were analyzed to further delineate and identify students who scored at the higher end of a range and are therefore closer to proficiency or goal. A calculation was also done to identify exactly how many more problems a student had to get correct to get to the next performance level. Students' who performed at the low end of proficiency were also identified to alert the teacher to continue to support these students so they do not fall back into a lower performance level. The elementary coaches utilized this information in addition to the common formative assessments and cycle assessments to develop a plan specific to the students in each grade level.
 - Applied to be in the pilot group for the Algebra Model Curriculum and the district was selected for the 2nd cohort; which means that the state will provide training for all of our Algebra teachers in the summer of 2013.
 - Partnered with Capitol Educational Regional Council (CREC) for assessment and professional development.
 - Assessments aligned with the common core informed by the SBAC guidelines were developed and launched in marking periods 3 and 4 in grades one thru Geometry.
 - Developed a Professional Development Program for Coaches and teachers K-12 on CMT/CAPT and Common Core Curriculum.
 - CMT/CAPT PD - January to March
 - Common Core PD – April to May
 - Elementary Common Core PD - 10/14, 11/8, 3/27, 3/28, 4/3, 5/2, 5/29
 - Served on the State Common Core Exemplar lesson writing committee for High School.
 - Served on State Performance Evaluation Advisory Committee to develop evaluation guidelines for Student and Educator Support Personnel.
 - b. Goals for 2012-2013: The goals for the Math Department for 2012-2013 are to complete the curriculum revision and alignment to the Common Core State Standards for grades K-Algebra 2; develop an instruction and assessment implementation program based on embedded coaching for teachers; develop a continuous improvement professional development program built around professional learning communities amongst mathematics teachers, revise unit and benchmark assessments to align with guidelines set forth by Smarter Balanced Assessment Consortium; identify an assessment vehicle that will make benchmark data more usable, accessible and timely.

II. HIGHLIGHTS from 2011-2012

Among the highlights from 2011-12 I feel is the partnership established with the Capital Regional Educational Council (CREC). The partnership allowed the district to participate in the CREC Assessment Consortium. This gave the district access to reliable and valid assessments that were used in grades 6-8 and grade 10 to help teachers identify specific strengths and weakness in real time. In addition through the leadership in the Mathematics Department a professional development program was developed through CREC to support improved instruction in CMT and CAPT. This relationship with CREC then transitioned into Common Core instructional support and professional development. The Common Core professional development consisted not only of workshops but classroom embedded coaching by the CREC consultant. Another highlight was the piloting of new assessments aligned to the Common Core and guided by the specifications devoted by Smarter Balanced Assessment Consortium (The consortium who will develop the new assessment for our state.) in grades one through Geometry. The assessment change was a highlight because it served to provide examples to teachers, students and parents of the performance expectations of the new standards. Based on the feedback from the teachers and the coaches the new assessments seemed to spark the desire for new learning as teachers were talking about instruction and instructional strategies in mathematics that had not been seen in a while. The professional development plan will continue to feed that desire for new learning.

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III. STRENGTHS of Educational program

In terms of mathematics the district as well as the entire state and country is in transition as we all work to determine how we will implement the Common Core State Standards in Mathematics with fidelity in all of our classrooms. The strengths that I can identify are the professional development program for teachers utilized this year, the willingness of teachers to participate and the piloting of the new way teachers need to assess in the Common Core Framework. The professional development program was set up not only to provide instructional strategies but to teach educators the mathematics and reasoning behind the strategies being used. The professional development was modeled in the same way we want teachers to work with students. We want them to start with students by building a concrete understanding using manipulatives, then we want to move them to work with and create pictorial representations of the mathematics and lastly we want them to work in the abstract and use the algorithm. Each session provided the resources for instruction and a road map on how to implement the strategy the next day in class. The feedback from teachers was very positive. In terms of the new assessments, there was dissonance at first but the teachers quickly came around to understand what needed to change in their instruction and many were willing to change. Teachers welcomed the consultant into their classrooms to do embedded coaching. The strength in the assessment program is that it sets a high level of expectation for teachers and students; which sets high expectations for instruction and performance. Waterbury is in a very strong and forward thinking position in mathematics.

SCIENCE AND TECHNOLOGY EDUCATION

Victoria Chaudhuri, Supervisor

Implemented Goals for 2011-12:

Chemical Hygiene plan

- Implementation of Chemical Hygiene Plan: All high schools and comprehensive middle schools have a copy of a chemical hygiene plan. High schools are still working on having active chemical hygiene officers. The K-8 schools will need their own chemical hygiene plan.

Reading and Writing in the Content Areas

- Professional Development (PD) – goals for PD have been met. Workshops were done on PD days for science and technology education teachers in reading and writing in the content areas. Also PD was given to elementary teachers on using science notebooks to support science education and inquiry. The PD for elementary teachers further covered using science instruction in reading blocks and using the science based texts for reading instruction. This means the teachers are well placed for the implementing the new Common Core English Language Arts Standards.

Continuation of curriculum revision

- Automotive courses were revised.
- An audit of Project Lead the Way (PLTW) was done. Withdrawal from PLTW was accomplished based on this audit and an internal pre-engineering program was initiated.
- Middle school technology education curriculum is being completely re-written. Modern concern for computer technology skills will be addressed and focus on robotic activities.

Pedagogy

- Continuous monitoring of science and technology education classes with a focus on:
 - Overall collaborative planning of units
 - What are we going to teach
 - How are we going to teach it
 - How will we know they learned it
 - What will we do if they haven't learned it
 - Individual teacher lessons
 - Clear, measureable learning objective based on concepts and skills to learned (not on activities to be completed)
 - Teaching, modeling and demonstrating
 - Guided practice
 - Formative checks for understanding and re-teaching as needed until all students have learned

Student Success Plan (SSP)

- Participation in the creation of the Waterbury 6th -12th grade SSP
- Created the timeline for creation and implementation that went to the CSDE

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New Videography Lab at Wilby

- The video and graphics lab at Wilby is outdated
- A three year plan to update the lab was sent out to bid (with the help of Purchasing Director Rocco Orso)
- A bid winner was determined (HB Communications)
- Over the next 3 years HB Communications will completely overhaul the video and graphics lab at Wilby. When the work is completed, the lab at Wilby will be state of the art. Students will be able to go directly into employment or go onto post- secondary education in graphics and/or video production

Goals for 2012-13:

- Continue work on chemical hygiene plans
 - Chemical hygiene officers for high/middle schools
 - Chemical hygiene plans for k-8 schools
 - Chemical hygiene officer for k-8 schools
- Work with Superintendent, Chief Financial Officer and School Inspector to create and implement a protocol for reporting maintenance issues in the areas covered by OSHA, in particular the Laboratory Standard and Light Industry Shop Standard. This protocol will establish a chain of evidence, and maintenance liability.
- Continue implementation of Common Core reading standards for Science and Technology Education. This will also involve revisiting curricula and getting them in line with the new common core standards in both English Language Arts and Mathematics.
- Continue on Pedagogy with continuous monitoring of science and technology education classes with a focus on ...
 - Overall collaborative planning of units
 - What are we going to teach
 - How are we going to teach it
 - How will we know they learned it
 - What will we do if they haven't learned it
 - Individual teacher lessons
 - Clear, measureable learning objective based on concepts and skills to learned (not on activities to be completed)
 - Teaching, modeling and demonstrating
 - Guided practice
 - Formative checks for understanding and re-teaching as needed until all students have learned

Highlights

- STEM career fair at Crosby High School that was attended by Waterbury High Schools and also by students from Naugatuck High School, Wolcott High School and Kaynor Tech
- Many science and technology education teachers are furthering their education and professional development on their own time
- Wilby High School students took first place in the electric car competition at Lime Rock
- Crosby High School students participated in and placed in the Envirothon competition
- Crosby High School students started a raised bed vegetable garden
- Kennedy High School students participated in the Sikorsky STEM Challenge
- Students from all high schools attended the Smaller Manufacturing Conference and Show in October
- Teachers and students at Wilby occupied the newly renovated science classrooms
- Duggan PreK-8 school opened

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SOCIAL STUDIES AND FAMILY CONSUMER SCIENCES

Michael Harris - Supervisor

I. GOALS:

a. Accomplishment of Goals 2011-2012

The focus of my goals last year was to offer my teachers Professional Development in a couple of different areas. My teachers were given Professional Development (PD) on Technology. This was very beneficial for the Social Studies teachers in the middle and high schools. They received a new online supplement for U.S. History to use in their classrooms. I was also able to bring in Joe Jelen from ACES who did a PD on the Common Core State Standards in Social Studies. The Business and Family Consumer Science teachers also received Technology PD. I was able to bring in two State Consultants in the beginning of the year to give presentations on the most up-to-date information regarding these areas. The PD was relevant to their disciplines. The District ran into an issue with adding Articulation with Naugatuck Valley Community College (NVCC). We were put on hold through the summer in adding Introduction to Business at Wilby and Crosby. I see this being accomplished after school begins. Our students will receive NVCC credit in the 2013-2014 school year.

b. Goals for 2012-2013

I would like to continue to have my teachers assist in closing the achievement gap. I would like to offer continuing PD on the Common Core State Standards, so that our teachers will gain a true understanding of the standards. I would also like to create more half-year Business courses to offer our students a variety of options when choosing classes. The most important goal I have for 2012-2013 is to align our middle school Social Studies to the suggested State of Connecticut framework. This will mean changing our current set up in the grades 6-8. Also, I would like to purchase new text books for these grades. Realistically, I see this goal may need more than one year to achieve. I will proceed with this goal under the direction and consent of Dr. Ouellette and Mr. Guidone.

II. HIGHLIGHTS from 2011-2012:

This year we had our second 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. We were able to fill a binder with lesson plans prepared by teachers throughout the district and provide a copy to the Board of Education.

In March, we took 70 students from Crosby, Wilby, Kennedy, Enlightenment and Waterbury Arts Magnet School to the (Connecticut Association of Boards of Education (CABE) Day Event in Hartford. Our students were able to meet the Governor as well as some of our local Representatives at the Legislative Offices.

This year was the first year that our Social Studies Department received an online supplement for teaching U.S. History. Many of the teachers were excited about the offerings of the website and this resulted in many of their lessons being done using this resource. I was excited to see so many of our teachers incorporating technology in their daily lessons.

In the Family Consumer Science Department, we purchased I-Pads for student use in various courses. In the Business Department, we wrote two new curriculums for two new half year courses. These courses were established in response to recommendations made by the State to the District. The courses will be offered in the 2012-2013 school year. Crosby High School went through a Carl D. Perkins review and the results were very favorable. The State was very pleased with our CTE programs at Crosby. Finally, the re-establishment of our Advisory Board will allow our students to gain exposure to a variety of potential career interests and job opportunities. The Board will also play an important role in the SSPs for our students in grades 6-12.

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. Our CTE programs for the second year in a row received commendations from the State following a Carl D. Perkins Review. This year Crosby went through the review. The State was impressed with the Technology we provide our students to assist in the learning process, they were impressed with the enthusiasm of our students when they were interviewed about the CTE programs, and they were extremely happy with Dr. Padua's commitment to the CTE programs. Our Culinary Arts students at Crosby and Wilby enjoyed success at various State competitions. This program continues to be very strong. Finally, our Allied Health students were once again very successful, passing their CNA exam.

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HEALTH AND PHYSICAL EDUCATION

Joseph R. Gorman, Supervisor

I. GOALS:

1. Our 2011-2012 student performance goal was to continue to improve, or at least maintain past gains on the 2011-2012 Connecticut Physical Fitness Assessment.
2. Our 2011-2012 staff development goals were to:
 - a. 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.
 - b. Train all high school staff to prepare for implementation of the revised High School Health, Physical Education and Wellness Curriculum in SY 2011-2012.
3. Maintain responsible stewardship and accountability for all current grant programs, and aggressively pursue new ones.
4. The 2011-2012 athletics goal was to sustain and grow athletic programs to empower student participation in athletics.
- 5.

Achievement Area #1: Student Performance – Satisfactorily completed

District-wide results on the 2011 Connecticut Physical Fitness Assessment reached a historical high water mark. This was a slightly unexpected but welcome development, with 41.5% of all fourth, sixth, eighth and tenth grade students meeting or exceeding the assessment Health Standard on all four test items, up from 38.2% last year and the previous high of 41.0% in 2009. Middle school students in general and middle school girls in particular, showed very promising rates of improvement in this past year.

Our 2012-2013 student performance goal is to continue to improve, or at least maintain these advanced gains on the 2011-2012 Connecticut Physical Fitness Assessment.

Achievement Area #2: Staff Development – Satisfactorily completed

Our 2011-2012 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. **ACCOMPLISHED**
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. **IN PROGRESS; STAFF AVAILABILITY FOR CONTENT-SPECIFIC PROFESSIONAL DEVELOPMENT WAS, AND REMAINS A CHALLENGE DUE TO NEEDS OF OTHER COMPETING INTERESTS.**
 - Middle school staff training on the use and maintenance of the new fitness center equipment continued throughout the 2011-2012 school year. Routine use of bio-analysis tools by teachers to advise students of their progress is expanding rapidly.
 - Carol White PEP Grant-funded presenters conducted intensive Middle School staff development in technology training on August, 2011 enabling Middle School staff to use 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 New England Association of Schools and Colleges (NEASC) compliance reviews at Kennedy, Wilby, Crosby and Waterbury Arts Magnet High Schools,
 - Completed Middle School Curriculum Revision,
 - Collaborative Elementary Physical Education Curriculum Revision and High School Curriculum implementation is in progress.
 - All Health and Physical Education (PE) staff members were re-certified in First Aid, Adult, Child and Infant CPR and AED management on November 8th, 2011.
 - All Early Childhood Education staff members (approximately 130) were certified in First Aid, Adult, Child and Infant CPR and AED (automated external defibrillator) management by American Red Cross instructors from the Health and PE Department on November 8th, 2011.
 - All Health and PE Teachers will have demonstrated continued improvement in data management skills when they present Data Walls and Intervention plans regarding the CT Physical Fitness Assessment to their principal/supervisor, and display their data at the Board Of Education workshop on May 31st, 2012

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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 curriculum resources, unit and lesson plans and grading rubrics with each other and their principals as a regular order of day-to-day departmental business.
- Three Health and PE teachers participated fully in the district’s New Teacher Orientation & TEAM Mentor training projects.
- As N-O-T Smoking Cessation Instructor-Trainers, all Health Specialists at High and Middle Schools continue to offer smoking cessation classes to staff and students at their respective schools.
- 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 that were produced by the department in 2009.

Achievement #3: Grants Management – Substantially completed

1. Maintain responsible stewardship and accountability for all current grant programs. Completed Satisfactorily
 - Successfully administered third and final year implementation of the \$825,000.00 Federal Safe and Drug Free Schools Carol M. White Physical Education Program Grant.
 - Managed 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 four 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 2011 and May 2012 to gauge levels of satisfaction with the new centers and receive feedback for improvements.
 - Completed implementation of three separate competitive grants - \$2,500.00 New England Dairy Council ‘Fuel Up To Play’ Wellness Grants at Wallace, North End and WAMS.
 - Continued funding for Health instructional materials relevant to the Pre-K-12 District Health and Wellness curriculum through the ‘N-O-T’ Healthy and Tobacco-Free Schools Grant, in collaboration with Education Connection.
 - Managed the second year of the three-year \$825,000 Support for Pregnant and Parenting Teens Grant in collaboration with the Special Education Department, CT State Department of Education, State Department of Public Health, Waterbury Dept. of Public Health, StayWell Health Center, the Nurturing Families Network and the Hispanic Health Council.
 - Managed the Mayor’s Task Force Against Substance Abuse Grant in collaboration with the CT State Department of Mental Health and Addiction Services and the Central Naugatuck Valley Regional Action Council.
2. Secure new funding sources to assist department programming and advocate for community wellness. Completed Satisfactorily
 - The Health and Physical Education department won a \$2,500.00 competitive program development grant for 2012-2013 from the New England Region – United States Tennis Association (USTA) in April 2012.
 - The Health and Physical Education Department also won a companion \$5,000.00 program grant for 2012-2013 from the Connecticut Region – United States Tennis Association (USTA) in May 2012.
 - Competitive grant applications that were either filed on behalf of the department, or contributed to include: the “ING - Run For Something Better” grant, the Entertainment Software Association Foundation Challenge grant, the America’s Promise Alliance “100 BEST Communities” grant, the New England Dairy Council ‘Fuel Up To Play’ wellness grants and the Safe Routes to School community development grant.
 -

Achievement #4: Athletics

1. Our 2011-2012 athletics goal was to sustain and grow athletic programs to empower increased student participation in athletics.
 - The expanded Middle School Co-ed Cross Country programs report positive growth and development observed, effectively doubling the number of cross-country meets (and student participation rates) beginning in 2011-2012.
 - The expanded Middle School Flag Football programs reported positive growth and development were observed, and note that the expansion that included grade 6 and 7 teams effectively doubled student participation in 2011-2012.

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- Unified Sports programs expanded at Wilby, Crosby and Kennedy High School to include state-wide competitions in U.S. soccer, basketball and track and field.
- Elementary “Young Athletes” programs included Washington, Bucks Hill Annex, Wendell Cross, and Gilmartin, et. al.
- High School Athletic Directors continue to report positive growth observed among their indoor track programs.
- Consulted the conceptual design studies for athletic fields and facilities at Crosby, Wilby and Kennedy conducted by Blades and Goven, LLC and the BSC Group in response to NEASC recommendations.
- Established a multi-year contract with StayWell Health Center at zero (\$0) cost to the district collaborated with the Waterbury Department of Public Health to provide in-school sports physicals at all high schools and middle schools four times per year.
- In process of negotiating year-round athletic trainers for all interscholastic teams year-round beginning in August 2012.
- In process of re-bidding athletic trainers for all home basketball games beginning in January 2013.
- Successfully advocated for special appropriation for rehabilitation of football equipment to comply with state regulations.

Our 2012-2013 athletics goal is to continue to facilitate and empower principals, athletic directors and coaches with programs and initiatives that substantially increase student participation in athletics.

II. HIGHLIGHTS from SY 2011-2012

- District wide results on the 2009 Connecticut Physical Fitness Assessment (CPFA) reached a historical high water mark with 41.5% of all students tested passing all four CPFA assessments at the Healthy Standard level.
- Managed 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 Middle School Health, Physical Education and Wellness Curriculum for implementation in 2012-2013.
- In process of completing the revision process and anticipate BOE approval of new Elementary Health, Physical Education and Wellness Curriculum for implementation in 2012-2013 sometime in August 2012.
- Launched Odysseyware, Waterbury’s first online learning program for credit retrieval in high school English & Language Arts, Mathematics, Science, Social Studies and Health and Physical Education.
- Launched Odysseyware Health Quest, Waterbury’s first online learning high school elective - Health and Physical Education.
- Unified Sports programs introduced at Wilby expanded rapidly to Crosby and Kennedy High School.
- Facilitated final installation of pool lifts at Kennedy, Wilby/NEMS and WSMS pools for handicapped access.
- Received Board Of Education approval for coaches and initiated Strength and Conditioning programs at all district high schools.
- Continued to underwrite the philanthropic activities of 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 3,821 Waterbury Public School students attended the New Britain Rock Cats game vs. the Toronto Blue Jays AA affiliate, the New Hampshire Fisher Cats on April 20th, 2012; student behavior and comportment were, as usual, 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, the Online Learning Initiative, advised American Resource Recovery Act (ARRA) projects management, high school conceptual design studies, Duggan and Jonathan Reed School playscape designs and selections, the Waterbury Oral Health Collaborative (WOHC), Local Emergency Preparedness Council (LEPC), Waterbury Interdepartmental Health Committee, the Waterbury Interdepartmental Wellness Committee, The Bridge to Success – Birth to 21 Initiative, the Waterbury Youth Council, Board Of Education Building Committee activities in relation to facility designs for Reed and the new Vocational High School, et.al.
- Revised and updated the District Wellness Policy – February 2012.
- In process of revising and updating the District Student-Athlete Eligibility Policy in time for 2012-2013.
- Developed, produced and re-distributed anti-child obesity flyers aligned with the healthy snack program in collaboration with the Waterbury Board of Health and the WPS Food Service Division.

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- All Early Childhood Education staff members (approximately 130) were certified in First Aid, Adult, Child and Infant CPR and AED management by American Red Cross instructors from the Health and PE Department on November 8th, 2011.
- All Health and PE staff members were re-certified in First Aid, Adult, Child and Infant CPR and AED management on November 8th, 2011.

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 Physical Education with Health and Wellness instruction at all levels has addressed a long-term student need for our learners, and continues to evolve positively. The Middle School exer-gaming fitness centers have fit in seamlessly with this philosophical direction, and contributed to promising improvement in Middle School student test performance this past year.
- 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. The rate of teacher ownership is high because they recognize that it was designed and developed by their colleagues.
- 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.
- 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 and hope to slowly replicate this concept upward more effectively into middle and high schools.
- 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.

Annual Health and Physical Education Department Report Additional Highlights for SY 2011-2012

- Appropriated teacher supply kits as a welcome gift to all new teachers hired in the district and collaborated with Human Resources Department to distribute them during the New Teacher Orientation sessions in August 2011. This was our 7th consecutive year of arranging this at zero (\$0) cost to the district.
- Conducted and completed annual Formal and Professional Growth evaluations with 53 of the 54 total Health and Physical Education teachers throughout the district.
- Presented our Health and Physical Education instructional collaboration intra-district website SharePoint at the Connecticut Association for Health, Physical Education, Recreation and Dance (CTAPHERD) state-wide conference in October 2011.
- Submitted our Health and Physical Education instructional collaboration intra-district website SharePoint at the American Association for Health, Physical Education, Recreation and Dance (AAPHERD) national conference in April 2012 for consideration as a presentation at the 2013 national conference in Charlotte, North Carolina.
- Facilitated Connecticut State Department of Education Eyesight Form and Summary of Annual Eyesight Testing report.
- Administered annual scoliosis pre-screening and referral with all students pre-school to Grade 8.
- Revised and updated district policy document 8013 – AED – Automated External Defibrillator Policy
- Organized the upgrades and reconfigurations of all 34 AED (automatic external defibrillator) units district-wide to comply with the new American Heart Association guidelines for 2012.

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- Organized purchase of replacement defibrillator pads for all units (expiration date September 2012)
- Coordinated the ‘Smile Builders’ school dental program with the Waterbury Oral Health Collaborative, StayWell Health Center and all district schools for the seventh consecutive year.
- Coordinated the ‘First Tee of Connecticut’ in- school clinics program to provide golf instruction for our students by nationally certified golf professionals in all schools. This was our seventh consecutive year of providing this opportunity to our kids at zero (\$) cost to the district.
- Advised the Bridge to Success effort to apply for the 2012 Childhood Obesity Policy grant application.
- Represent and advise at all Elementary, Middle and High School Principal’s Forum meetings.
- Distributed U.S. Department of Health and Human Services Centers for Disease Control and Prevention (CDC) “Youth Physical Activity Guidelines Toolkit” to all Health and Physical Education teachers.
- Advised revisions to BOE 8014 - Food Allergy and Special Dietary Needs policy.
- Began coordinating draft revisions to BOE 8014 – Bomb Threat Policy in collaboration with Police, Fire Department and Homeland Security personnel and School Administrators.
- Coordinated American Red Cross “Emergency Preparedness for Families” trainings with 5th graders at schools district-wide.
- Advised design and engineering specifications for Health, Physical Education and athletic facilities for the new Career Academy High School.
- Advised design and engineering specifications for the Jonathan Reed Gr. athletic fields and new grade 3-5 playscape.
- Coordinated initial Connecticut Childcare Instructor certifications for 5 Health and Physical Education teachers – April 2012.
- Routinely distributed 40 Developmental Assets and Character Development Education training materials to all Health & PE teachers throughout the year.
- Coordinated the initial phases of adopting Life Skills evidence-based Health curriculum materials to embed in existing PK-12 district health curricula.

MUSIC DEPARTMENT

David Gardino, Supervisor

I. GOALS:

Accomplishment of Goals 2011-2012

- Wrote Art Curriculum which aligns with improving CAPT and CMT scores.
- Implemented new curricula for Piano Lab, Music Theory, Jazz/Rock Orchestra and Foundations of Music
- Developed music program for the new PreK-8 Gilmartin, Duggan, and Reed Schools.
- Revamped course offering in the Music Department; eliminated, consolidated and created new courses and numbers to match new K-12 curriculum.
- Developed a program to include Waterbury students into the C.M.E.A. Southern Regional Music Festival.
- Goals for 2012-2013
- Develop grade level assessments which line up with the music curriculum as well as state and national music standards.
- Continue to use the district wide CPR lesson plan format.
- Develop parent groups to support the school band program.
- To provide on-going professional development and staff development in order to ensure that all teachers’ instructional needs are met.

II. HIGHLIGHTS FROM 2010-2011:

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

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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 2011-2012 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.

EARLY CHILDHOOD EDUCATION PROGRAM

Kris Keidel, ECEP Supervisor

I. GOALS:

a. Accomplishment of Goals 2012-2013

This year the Early Childhood Education Program serviced 491 regular education students (Actual total was 657 students when including all special, co-taught, and inclusion seats). This was an increase of 32 students in the Waterbury Public School Pre-Kindergarten Program. (23% white, 43% Hispanic, 24% Black and 10% other).

The Early Reading First (ERF) grant is in the fourth and final year of its implementation and serviced 206 students in the 2011- 2011 school year. The overwhelming majority of the ERF students were in at least one of these high risk categories: low income, limited English proficiency, or special needs. The program showed impressive gains in literacy skill development. This is especially noteworthy when reviewing the progress of the English Language Learners population as evidenced by outcome data on the Kindergarten Spring DRA. Please see below.

2008-2009 WPS Pre K and 2009-2010 Spring DRA

	ELL Students (WPS PreK)	ELL Students (NO WPS PreK)	ALL STUDENTS
	n=43	n=189	n=1610
SD	18.6%	29.6%	10.4%
BASIC	44.2%	56.1%	54.1%
PROF	37.2%	14.3%	35.5%

Note: Of the 43 students identified in WPS PreK as ELL, only 29 were identified as ELL the following year in K

6 Months of Coaching

2009-2010 WPS PreK and 2010-2011 Spring DRA

	ELL Students (WPS PreK)	ELL Students (NO WPS PreK)	ALL STUDENTS
	n=37	n=200	n=1604
SD	5.4%	18.5%	8.4%
BASIC	54.1%	71.5%	51.6%
PROF	40.5%	10.0%	40.0%

Note: Of the 37 students identified in WPS PreK as ELL, only 7 were identified as ELL the following year in K

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b. Goals for 2012-2013

Below is a specific list of goals for the 2012-2013 school year.

- Targeted Student Support: Instructional coaches will provide small group, intense, intentional instruction to students. This support will purposely focus on assisting English Language Learners and children in the Tier II and Tier III intervention categories. Thus allowing us to maintain and further increase spring DRA scores in Kindergarten for the ELL population, along with all our remaining Pre-Kindergarten students. Our goal is to raise the ELL proficiency rate to at least 50%. We plan to increase that score by 10% every year.
- Maintain an average score of 4 on all ELLCO's in the entire Pre Kindergarten Program (4 being **Strong** and 5 being **Exemplar**). For the past four years we have worked on getting all the 12 ERF classrooms up to par. At this point I want to include the remaining 14 non- ERF classrooms and hold them to these high standards as well - providing an environment which promotes solid instruction that embeds early literacy practices in every part of the day. This will be evidenced by the positive effects of teacher effectiveness and student growth in learning. The ultimate goal being, *producing students who are well prepared to enter Kindergarten*.

II. HIGHLIGHTS from 2010-2011

The School Readiness Grant was approved for the 2012-2013 school year, bringing in \$1,125,000 in School Readiness funding per year for the Bucks Hill Annex, Gilmartin, Duggan and the new Reed classroom sites.

The Early Childhood Education Program (ECEP) will maintain the three Early Reading First Literacy coaches to support the entire ECEP program. This will allow all of the 24, four-year old classrooms to benefit from their knowledge and coaching skills. These coaches will work in intentional small groups, conducting intervention with Tier II and Tier III students.

This year we implemented the new Houghton Mifflin Reading series in the two half-day, four-year old programs. This series focuses on Phonemic Awareness, Oral Language, Concepts About Print and Letter Identification. As research has proven, these four areas are the essential basic skills for early literacy that incoming kindergarten students need to succeed in school.

III. STRENGTHS of Educational program

The commitment of the teachers, teacher assistants and coaches is by far the program's strongest asset. With the implementation of Early Reading First, our program has gone through a paradigm shift. Despite many aches and pains endured, through research, professional development, onsite coaching, experimenting and trusting, we have all benefited from this grant. Our data results have been phenomenal. Teachers are excited to see that this "new" way of teaching is the "only" way of teaching. The teachers are amazed at the results and admit they would never go back to the "old way of teaching". Although I will miss the ERF support – I do believe the philosophy is now deeply embedded into our program. I look forward to the upcoming year, knowing that we will again find success. Data Driven Decision Making teams met bi weekly. These teams worked collaboratively to analyze data. They then effectively used the data and discussed researched based strategies to drive their instruction and conduct small intervention groups to meet the individual needs of all children.

The second strength of our program is the true dedication and commitment of the Waterbury Public School district. For without its support we would not be as successful as we are. The acknowledgement of the importance of early education is at the forefront of Waterbury's philosophy and priority.

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BILINGUAL / ESOL EDUCATION

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.
- Providing 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 (PLC) meetings; teacher training, walkthroughs, and monitoring student performance.
- Supporting the implementation of Sheltered Instruction to maintain and enhance Best Practices for all students.
- Maintaining a partnership with Content Area 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, Office of Civil Rights and Title III.
- On-going partnership with 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 Development to ensure that all procedures and strategies outlined in the District Improvement Plan for ELLs are implemented.

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 Second Annual District-wide Hispanic Heritage Month Celebration.
- Administered Language Assessment Scale (LAS) Links to all ELLs as mandated by state and federal requirements & NCLB.
- Created a comprehensive chart that illustrates ELL programs, services, and CT English Mastery standard
- Two current ELLs (Bilingual) and eighteen students previously identified as ELL were selected by their particular schools to compete in Olympics of the Mind.
- One English Language Learner (Bilingual Student) earned the top score among all fifth graders participating in Olympics of the Mind.
- Two ESL teachers (Rowena Zylali and Cheryl Newland) were selected Teacher of the Year for their individual schools.
- Bilingual/ESOL Education Department Supervisor (Adela Jorge-Nelson) received the Hispanic Coalition of Greater Waterbury’s Coqui Award for Educational Leadership.
- One ESL teacher (Suzanna Dali-Parker) is currently an adjunct professor in Saint Joseph’s College Teacher Preparation Program.
- Bilingual/ESOL Department Supervisor and Bilingual Literacy Coach attended the International Reading Association Annual Conference.

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The Bilingual/ESOL Education Department provided the following Professional Development:	
DATE	Workshop Title
2011-2012	Job-Embedded PD: Bilingual Staff Developer and Bilingual Literacy Coach provided presentations/demonstrative lessons using the SIOP Model/Marzano's strategies/Classroom Management/Differentiated Instruction for MS/HS ESL and Bilingual teachers, and at the three Elementary Bilingual Centers
Aug. 23, 2011	New Teacher Orientation Laws, Regulations, and Implications for Teaching English Language Learners
Aug. 25, 2011	WPS Professional Development Day Differentiated Instruction Modules 1 and 2 for ESL High School Teachers
Aug. 26, 2011	WPS Professional Development Day Differentiated Instruction Modules 1 and 2 for ESL Middle School Teachers
Sept. 14, 2011	Bilingual/ESOL Education Department Staff General Meeting
Sept. 15, 2011	Bilingual/ESOL Education Department Meeting by Level: Collaboratively Analyzed LAS Links Data and other student assessment data: DRA, CMT, CAPT <ul style="list-style-type: none"> • MS/HS ESL and Bilingual • Elementary Bilingual • Elementary ESL
Oct. 6, 2011	Wallace MS Bilingual/ESL PLC
Nov. 8, 2011	WPS Professional Development Day Differentiated Instruction Module 3 for ESL Middle/High School Teachers
Dec. 7, 2011	Wilby HS Workshop on Building Academic Vocabulary for all Department Heads
Dec. 14, 2011	West Side Unified Arts Teachers: Overview of Laws, Regulations, and Implications for Teaching
Dec. 19, 2011	Wilby HS Math Teachers Academic Vocabulary in Mathematics
Dec. 20, 2011	Wilby HS Science Teachers Building Academic Vocabulary in Science
Dec. 21, 2011	Wilby HS Social Studies Teachers Building Academic Vocabulary in Social Studies
Dec. 22, 2011	Wilby HS English Teachers Building Academic Vocabulary in English/Language Arts-
Jan. 9, 2012 Jan. 10, 2012	Wilby HS Bilingual /ESOL Department, Assistant Principal, School Psychologist, Guidance and Special Ed Staff to discuss ELL accommodations and concerns
Jan. 18, 2012	Wallace MS Bilingual/ESL PLC Meeting
Jan. 19, 2012	Bilingual Staff Developer attended CSDE Response to Intervention for ELLs –PD
Jan. 23, 2012	North End MS Bilingual/ESL PLC Meeting
Jan. 24, 2012	Bilingual Staff Developer attended SDE Singapore Math PD
Jan. 25, 2012	West Side MS Bilingual/ESL PLC Meeting
Jan.29-30, 2012	Wilby- CAPT forms and ELL accommodations
Feb. 1, 2012	WPS CCSS for Coaches and Department Heads
May 2012	ESL Newcomers Curriculum Writing – In Progress
May 14, 2012	Bilingual/ESOL Education Department Meeting by Level: Collaboratively Analyzed LAS Links Data, selected strategies/Intervention <ul style="list-style-type: none"> • MS/HS ESL and Bilingual • Elementary Bilingual • Elementary ESL
March-June 2012	Elementary Bilingual/ESL Literacy Pacing Guide: Developed to assure consistency and uniformity in the teaching of skills and concepts specific to ELLs, including the incorporation of culturally relevant tasks

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Parental Involvement workshops are provided to improve student attendance, behavior and academic performance. These workshops are a collaborative effort between the Bilingual Literacy Coach, Bilingual Social Worker, Bilingual Staff Developer, Bilingual Reading teachers, Parent Liaisons, and parents.		
Date	Title	Location
Sept. 27	Introduction to Kindergarten	Hopeville
Oct. 12	Reading Strategies	Chase
Oct. 15	Story Elements/ DRA2/EDL2	Chase
Oct. 21	Literacy Night	Chase
Dec. 1	Helping Your Child Succeed in School	Carrington
Dec. 17	Reading and Writing Strategies	Chase
Dec. 15	DRA/EDL Workshop	Carrington
Feb. 16	Reading Strategies	Hopeville
Feb. 17	Helping Your Child Become a Good Reader	Hopeville
Feb. 22	Reading and Writing Strategies	Chase
Feb. 24	Family Reading Night	Carrington
Feb. 28	CMT Workshop	Hopeville
Mar. 2	Dr. Seuss Celebrity Reader: Parents as Readers	Hopeville
Mar. 22	EDL2/DRA2 Expectations by levels; Story Elements	Chase
Mar. 30	Story Telling: Read-aloud Techniques	Carrington
April 18	Kindergarten Exit Criteria	Hopeville
April 18	Family Reading Night	Carrington
April 13	DRA2/EDL2	Hopeville
April 21	First Parent and Youth Fair	WAMS
April 26	DRA2	Kingsbury
April 27	Visit to Naugatuck Com. College	NVCC/Carrington
May 3	Strategies to Develop Reading Fluency	Chase
May	Special Reader Month: Parents as Guest Readers	Hopeville
May 23	Reading in the Content Areas	Hopeville
May 25	Reading in the Content Area	Hopeville

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 student 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.**

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IV. Statistical Data (as of June 1, 2012) for the School Year 2011-2012

- The Bilingual/ESOL Education Department currently serves approximately **2,276** 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 **517** students for the time frame noted, of which **104** became eligible for during the school year 2011-2012.
- **1,095** students were serviced through ESL classes and approximately **564** students through the Bilingual Transitional Model. There were **100** ELLs who did not receive direct services due to parental request but are monitored and tested annually per NCLB.
- A total of **971** new incoming students were tested for English proficiency, of which **634** qualified for and accepted services. Of these, **294** received ESL services, **302** entered the Bilingual Program and **18** were serviced through LTSS.
- **177** students met the exit criteria for proficiency and exited the program for the school year 2011-2012.

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SPECIAL EDUCATION DEPARTMENT

Anne Marie Cullinan

Assistant Superintendent for Special Education and Pupil Personnel

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

I. Goals

A. Accomplishment of Special Education Goals 2011-2012

1. Special Education Supervisors reviewed the Scientific Research-Based Intervention / Early Intervention Project (SRBI/EIP) process as it relates to the new Learning Disabilities Guidelines with district staff and administrators. An SRBI/EIP committee was established during the 2011-2012 school year to examine best practices for implementation at the middle and high school levels.
2. Positive Behavior Intervention Support (PBIS) continues to be implemented with great success across all grade levels district wide. The PBIS district team organized numerous year end celebrations for all students Pre-k through high school that met school based PBIS criteria. District collaborative instruction coaches completed a School Wide Evaluation Tool (SET) to assess the effectiveness of PBIS in each building. Data is shared with building administration. Data is used to sustain current practices or improve upon existing ones (See Positive Behavioral Interventions & Supports Report on district web site under Annual Reports).
3. Throughout the course of the 2011-2012 school year numerous workshops were hosted by the Special Education Department to increase parent participation. Such topics included Individualized Education Plan (IEP) process, transition planning, and bullying.
4. The 504 manual was revised by the Special Education Department. Professional development was provided by Attorney Marcia Moses to all administrators at the onset of the 2011-2012 school year.
5. The Special Education Department contracted with Crisis Prevention Intervention to train 70 district staff as certified instructors for Waterbury Public Schools. District staff participated in an intensive four day training program. Utilizing the Trainer of Trainers model, the newly certified instructors provided professional development to all Waterbury Public School staff in Crisis Prevention Intervention (CPI) de-escalation techniques during 2011-2012 school year.
6. During the 2011-2012 school year Special Education Supervisors met with Board Certified Behavior Analyst (BCBA) consultant to initiate Behavior Disorder Learning Center (BDLC) transformation and to align across all grade levels for consistency and continuity to promote a positive learning environment. Consultation and programmatic restructuring will continue into next school year.
7. The Special Education Department opened a Center Based Learning Classroom at Duggan School to meet the needs of children leaving pre-k who have significant developmental and behavioral needs.
8. During the 2011-2012 school year the Special Education Department realigned existing behavioral support PreK-12 with contracted BCBA's and specialized teaching staff. The city was divided into divisions with a BCBA or specialized teacher assigned to each division. BCBA and/or specialized teacher would support teams and provide assistance to school teams struggling with individual students with challenging behaviors.
9. Connecticut Accountability and Learning Initiative for the Waterbury Public Schools continues to be facilitated by Anne Marie Cullinan, Assistant Superintendent (See CALI Data Report on district web site under Annual Reports) In-service to administrative staff was presented on the expulsion process. It was emphasized to administrators that SWIS (School Wide Information System) data and all relevant data regarding interventions must be submitted with a complete expulsion referral packet. (See SWIS Data Report on district web site under Annual Reports).
10. Special Education Department made an effort to streamline CMT and CAPT reporting process and provided staff with additional training to reduce staff generated errors.
11. Special Education Department continually monitors and analyzes required Connecticut State Department Education data in the areas of Evaluation Timeline, Resolution Collection, Restraint and Seclusion, and "Out of District" Attendance and Enrollment. Mandated reporting timelines were met within specified guidelines.
12. Special Education Department organized, planned and implemented training for all paraprofessionals during the August and November 2011 PD. In addition, follow up workshops were offered in the spring of 2012 with specific focus on disability identification, behavioral management techniques and reading strategies.
13. The district has continued to work collaboratively with Probate Court and Truancy Clinic.

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14. Automated message system for parental notification of absenteeism continues to be utilized.
15. Data Warehouse System is currently in the initial phases of implementation.
16. Special Education Supervisors met on a monthly basis to hold programmatic meeting with School Psychologist, and quarterly with School Social Workers, School Counselors and Speech and Language Pathologists.
17. The Guidance Grade 5 Assessment Instrument has been revised and distributed.
18. Using the elementary guidance curriculum, activities, lessons, and projects were utilized to promote a safe and positive school climate. Projects and activities reinforced concepts and skills taught in the classrooms and in small groups.
19. The district employed the assistance of all school personnel, PBIS, and school climate committee as resources in an effort to increase the average daily attendance rates of students in the District. (See Attendance Data on district web site under Annual Reports)
20. The school district has hired and trained 4 individuals to monitor in school suspension on a rotating schedule at the elementary level as an alternative to out of school suspension. Intervention specialists, resource officers, school counselors, parent liaisons, probate court, and the Juvenile Justice Alliance are utilized at the middle school level. Each middle and high has an in house suspension room as well as detention program supervised by district appointed staff where students are sent as an alternative to an out of school suspension.
21. The preschool has continued to maintain NAEYC Accreditation through successful implementation of program standards and successful completion of the required annual report.
22. The preschool department received numerous professional development experiences around the reporting and interpretation of ECO (Early Childhood Outcomes), targeting social-behavioral, self- help and learning areas. These workshops provided all staff with a more comprehensive understanding of specified areas and enabled them to provide targeted instruction within the classroom settings.
23. The Preschool Special Education Supervisor continually met with the Waterbury School Readiness Coordinator and preschool itinerant staff to ensure implementation of the Early Identification Process and to provide students at risk with supports in all community setting.
24. All Elementary schools provided Tiered levels of intervention to all students in need of assistance through SRBI/EIP process.
25. All Elementary Special Education Supervisors met periodically with staff to address efficacy of TIENET paperwork.
26. All Elementary supervisors collaborated with staff to ensure accuracy in the completion of eligibility criteria worksheets for special education services.
27. All Middle school BDLC classrooms were evaluated by district consultant on effectiveness of program.
28. Middle schools have provided tiered levels of intervention for students in need of assistance through SRBI/EIP process.
29. All Middle school Special Education Supervisors met periodically with staff to address efficacy of TIENET paperwork.
30. All High school BDLC classrooms were evaluated by district consultant on effectiveness of program.
31. The Naviance Program was activated at each district high school and alternative programs during the 2011-2012 school year. Each high school has a site manager who supports the guidance counselors in the on-going implementation of Naviance within the building.
32. Special Education staff at the high school level utilizes a variety of data to drive IEPs goals and objectives. Data includes, but is not limited to CAPT results, Common Formative Assessments, READ 180 progress, and district Math assessments.
33. Special Education teachers at the high school level were provided with informational meetings which addressed State guidelines for improving post-secondary outcome goal statements. Each high school was supplied with assessment materials in the areas of post-secondary education, employment, and independent living skills.
34. Post-secondary vocational interests, needs and concerns continue to drive the IEP at the high school level.
35. A committee has been developed at the high school level to address revision of the SRBI/EIP process.

B Special Education Goals for 2012-2013

1. Monthly monitoring and analysis of required Connecticut State Department Education SPP indicators in the areas of Evaluation Timeline, Resolution Collection, Restraint and Seclusion, and "Out of District" Attendance and Enrollment with 100% timely and accurate completion
2. Monthly monitoring of recertification and training of all district staff (certified and non-certified) in Nonviolent Crisis Prevention Intervention (CPI) de-escalation techniques during the 2012-2013 school year.
3. Special Education Supervisors will quarterly collaborate and train staff in the core principles of SRBI/EIP process to ensure fidelity of implementation by all personnel by meeting with administration and staff in specifically designed professional development.

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4. Special Education Supervisors will collaborate with the CSDE and provide professional development (according to the predetermined calendar of availability) to all special education staff on the new state guidelines for identifying students with Emotional Disturbance (scheduled for release) during the 2012-2013 school year.
5. During the 2012-2013 school year programmatic meetings will be held monthly with School Psychologists, quarterly with Social Workers, School Counselors, and Speech Language Pathologists to review new policies, procedures, and district/state initiatives to ensure best practice as determined by the specialized roles of the support staff.
6. The Special Education Department will develop and implement Paraprofessional Development during the 2012-2013 school year and topics determined by the completed paraprofessional needs assessment.
7. The Special Education Department will provide parents with quarterly workshop opportunities to increase their knowledge base and engagement in their child's education within the 2012-2013 school year.
8. Special Education Supervisors will consult and collaborate monthly with the predetermined BCBA in restructuring the K-12 BDLC programs to ensure consistency and continuity in promoting a positive learning environment for all students.
9. The School Climate and Safety Committee will finalize the revision of the Student Handbook and disseminate the information to all administration, staff and students during the 2012-2013 school year.
10. Special Education Department will utilize the data warehouse and web-based IEP systems to analyze special education data monthly. All data trends will be shared with building administration and staff during collaboration and weekly data team meetings to ensure high quality programs for all students with IEP's.
11. All Special Education Supervisors will guide the process of data driven decision making in conjunction with common core standards to drive instruction and development of IEP goals/objectives through weekly collaboration and data team attendance.
12. The Special Education Department will provide Developmental Guidance Lessons, activities, and projects to classrooms and in small group settings in all grade levels to promote and foster academic, and social emotional success within the 2012-2013 school year. Building based schedules and themes will be determined in conjunction with administration and staff through monthly collaboration.
13. During the 2012-2013 school year the Special Education Programmatic Social Work Supervisor will provide professional development to all school social workers on the revised state guidelines for delivery of school social worker services.
14. The Special Education Department will develop, implement and oversee all PBIS practices and the incorporation of SWIS data (for all students) at the district/building level through multidisciplinary school climate meetings to ensure students who require additional supports are identified and provided with appropriately identified and developed interventions..
15. Special Education Department will provide staff training in the completion of CMT/CAPT-MAS Eligibility Criteria, CMT/CAPT accommodation forms and related IEP pages through ongoing training and notification prior to the 2013 administration of the State Assessments (anticipated March 2013).
16. The Special Education Department will monitor the compliance standards and the ongoing maintenance of the Bucks Hill Annex Preschool Program's National Association for the Education of Young People (NAEYC) accreditation through monthly collaboration and review the standards of practice throughout the 2012-2013 school year.
17. Buck Hill Annex Preschool Administration will analyze and interpret Early Childhood Outcomes (ECO) data quarterly to ensure quality programs for preschool students with IEP's and ensure compliance with the CSDE's SPP Indicator.
18. Preschool Special Education administration, Early Childhood Education Program Supervisor, and School Readiness Coordinator will collaborate monthly and analyze data to make programmatic decisions for the betterment of the preschool programs within the city of Waterbury during the 2012-2013 school year.
19. The Special Education Department will coordinate and oversee all elementary guidance counselors' revision of the Grade 5 assessment instrument to align instruction to the 19 common learning objectives with the goal of obtaining 90% mastery on each objective.
20. According to the timeline set forth by the Student Success Plan Team the Special Education Department in conjunction with the district-wide committee on Student Success will formulate a template to be utilized district-wide for all students in grades 6-12 during the 2012-2013 school year.
21. Specifically designed quarterly training will be provided to all middle school guidance staff on the Web-Based Naviance Program throughout the 2012-2013 school year.
22. The Special Education Department will develop and facilitate/provide training to middle and high school Special Education staff with specific focus on the development of individually determined transition planning and post-secondary goals development as set forth by the CSDE's policies on Best Practices.

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23. By June 2013 the developmental guidance curriculum for Middle School and High School will be finalized in its expansion, approved, and implemented by School Counselors in all Middle schools and High Schools.
24. The Special Education Department will coordinate and collaborate with the Middle School and High School SRBI/EIP subcommittee (quarterly) to further refine current practice and ensure further development of building based practices throughout the 2012-2013 school year.
25. Throughout the 2012-2013 school year and in accordance with building based schedules, all Special Education Supervisors will actively participate in school wide data teams to promote student achievement and provide intervention for all students.
26. Throughout the 2012-2013 school year all Special Education Supervisors will collaborate with district level and building based administration to strengthen and support an early literacy program preschool through grade three.
27. During the 2012-2013 school year the PBIS District Level Team will research and disseminate a School Climate Inventory gathering information from students, parents and staff.
28. All Special Education Supervisors will participate in district level and building-based professional development and assist all staff with research based strategies and differentiated instruction as determined by the district wide schedule of delivery.

II. Special Education Department Highlights from 2011-2012

Technology Highlights

Special Education Supervisors participated on the district technology sub-committee and also assisted in the development of the special education dashboard for the data warehouse. New and innovative technology devices with accompanying software were purchased for several students to support communication and daily functioning needs.

The MECCA (Microcomputer Evaluation of Career and Academics) vocational curriculum program was purchased for all CBT (Community Based Training) classes at the high school level to assist students in vocational, career and social skills.

The Naviance computer software initial implementation is in place at each High School. In addition, administrators participated in an informational Naviance Webinar.

Professional Development Highlights

Approximately 70 district wide staff participated in intensive 4 day training by the Crisis Prevention Institute. The 70 staff became certified trainers and rolled out a trainer of trainer model in their buildings by completing approximately 10-12 hours of staff training in de-escalation of behavior and personal safety techniques.

Professional development was provided for all paraprofessional staff two days in August and one day in November, with follow up workshops held in the spring. Such topics included behavior management, the role of the paraprofessional in the classroom, SRBI process, school climate, and disability categories.

Waterbury partnered with DCF to conduct trauma training for all school mental health professionals.

CMT/CAPT Workshop in partnership with CSDE Bureau of Research and Assessment on decision making.

The Special Services Department provided extensive training to school staff including teachers, support staff, nurses, cafeteria staff, parent liaisons, and to vendors working with students including all bus drivers on Connecticut's new Anti-Bullying Laws and Regulations and Waterbury Public Schools new Anti-Bullying Policy and School Climate Plan.

Collaborative Instruction Coaches facilitated ongoing EIP/SRBI and Data Team training at the building based level.

All Supervisors conducted Transition Planning Training at the Building Based level with specific focus on the development of appropriate goals and objectives and program of studies.

PBIS Highlights

The District PBIS Team, which includes the Collaborative Instruction Coaches and Mrs. Cullinan, met seven times during the school year. The dates were September 27th, 2011, October 25th, 2011, November 29th, 2011, January 24th, 2012, February 21st, 2012, March 27th, 2012, April 24th, 2102, and June 7th, 2012.

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 May, 2012 all schools had been visited for the SET and reports were submitted to the individual buildings, and the Assistant Superintendent, Mrs.

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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 and team leaders, the Collaborative Instruction Coaches conducted follow-up meetings to discuss next steps for the individual schools.

This year's data reflects that the schools which received additional support have increased scores. Each school-based team had conducted a TIC (Team Implementation Checklist) during October/November, 2011 and April, 2012, along with the EBS (Effective Behavior Support) during April, 2012. These surveys provide a tool to further evaluate the quality of implementation of PBIS practices. The District team continues to examine the results of these and has included further in-depth work with the data from these in the goals for next year. The District team met with the PBIS Coaches from each building three times throughout the school year. The dates were November 17th, 2011, February 17th, 2012, and April 27th, 2012. During these workshop meetings the PBIS District Team members provided continued technical support to the schools as the implementation of PBIS continues. Each school team was provided with a binder in which the teams were directed to accumulate a record of meetings, agendas, actions plans, school improvement plans, lesson plans, current bullying legislation, CPI training, and additional information as provided. In addition, the District Team executed the End of Year PBIS celebrations for students on all levels. Through district funding, the district provided activities for the students who were documented as successful PBIS students. The celebrations were:

- QUASSY DAYS for 2000 elementary school students. On May 23rd and May 24th (1000 students per day), 100 students from each building spent the day at Quassy Amusement Park.
- 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 the performances were May 9th, 2012, May 14th, 2012, May 22nd, 2012, May 25th, 2012, May 30th, 2012 and June 1st, 2012.
- HIGH SCHOOL CELEBRATIONS—each high school hosted a day of activities for their feeder elementary schools. The activities ranged from carnival/ field day activities to stations in the gym. Treats consisted of ice cream and other goodies, including pizza. The date for all of the three celebrations was May 31st, 2012. The district team is continuing to define its role in the implementation of PBIS practices throughout the district. The Collaborative Instruction Coaches received continued training in PBIS throughout the school year. In addition, the CIC received SWIS facilitator training on March 21st, 22nd, 23rd, 2012. This training was held at the University of CT with trainers from the University of Oregon. SWIS is a web-based information system which each building in the district uses to gather, enter, summarize, report and utilize office discipline referral information. The purpose of this system is to improve the quality of school personnel to develop safe and effective learning environments. The Collaborative Instruction Coaches are now the District facilitators for the utilization of SWIS. In this role, the CIC conducted two SWIS training sessions on May 29th, 2012. Two previous training sessions for SWIS were provided on November 9th, 2011. These trainings were conducted by SERC.

(See PBIS SET Data 2008 – 2012 on district web site under Annual Reports)

Gifted and Talented Program Highlights

High School Gifted Program

The high school program uses a modified enrichment triad model where students participate in small learning communities. Teachers identified between ten and twenty students from each SLC who would benefit from the process training model incorporated in the gifted program. The model integrates study skills, learning styles, time management, note-taking, research skills, brainstorming and creative thinking skills, as well as web design, resume preparation and career and college exploration. Recommendations for the program were solicited from staff using the following criteria: students who demonstrate an interest in participating; students who exhibit higher level thinking skills; students who exhibit a high level of commitment. These criteria were developed after staff was able to identify areas requiring reinforcement or remediation of these aforementioned skills from previous years. A rating scale and rubric were also incorporated by both the gifted and SLC staff to help facilitate the selection process. This year the program had a total of 166 students participate at Crosby and Kennedy High Schools. The Crosby High School Mock Trial Team won the Connecticut State Competition.

Elementary & Middle School Gifted Program

This year the FOCUS teachers were once again on sight at their respective elementary feeder schools. This model allowed principals to have greater input as to how to best meet the needs of their student populations. FOCUS teachers worked with their students primarily during the Reading/LA block, providing both enrichment and reinforcement of grade level skills. A school-wide enrichment model has been implemented at one elementary

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school and has been very well received. Middle school accelerated academies, for grades 6-8, were serviced in the afternoons. The scheduling of this model continued to allow the program to grow. On the elementary level, 336 students participated, while at the middle school level 199 students were enrolled.

Guidelines for Identification

The district continued to follow Connecticut State Department of Education guidelines requiring the use of multiple criteria to identify intellectually gifted students. The district employs an achievement measure Connecticut Master Tests (CMT/CAPT), an aptitude measure Cognitive Ability test (COGAT), and a research-based rating scale completed by teachers (Scale for Rating Behavioral Characteristics of Able Students).

Students who scored at or above the 90th percentile on either the composite achievement or verbal aptitude tests were listed, and a rating scale was completed for each of those students. Scores were plotted on a Baldwin Identification Matrix, which assigns weights to specific scores. The weighted scores were then totaled to derive a single overall score for each student. These scores were then ranked from highest to lowest for each grade in the district.

Additional testing was conducted, and additional information gathered, as needed for minority group students and others who may lack test-taking abilities. Special nomination procedures were utilized (including evidence of classroom performance, parent /student requests and staff recommendations) to assess potential for these students. A central placement committee reviewed data on all students and made recommendations for placement in the program. Students were then scheduled accordingly, pending parental consent.

Curriculum Highlights

ORIGO Math supplemental math materials were purchased to be utilized with grades K-6. Supplemental materials include K-3 Big Books with an online component, Think Tank activity cards with a focus on thinking mathematically and problem solving, and Algebra workbooks, which provide support for thinking, reasoning and working mathematically. Included is a teacher source book which gives a step by step approach to develop important aspects of computation.

Read 180 is moving to a new generation with a SMART Board component.

Autism Program Highlights

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 the 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. 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. An additional 6 people were trained in administering the ADOD during the 2011-2012 school year.

- At the preschool there are presently 21 students in the ABA program.
- There are 33 students at the elementary level.
- There are 9 middle school students and 7 high school students.
- The Behavior Therapists continue to receive ongoing training on early dismissal and Professional Development Days.
- 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.
- 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. This service has trained staff with the expectation that district capacity will be built.
- 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 9 middle school students and 7 high school students, in a large room developed apartment style. This is to develop their academic, daily living skills

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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.

Behavioral Disorder Learning Center Program- Elementary Level Highlights

At the conclusion of the 2011-2012 school year there are 65 students in the elementary BDLC program. There were 38 requests for BDLC placement for the 2011-2012 school year, 31 from in-district, 7 from the Intake Center. Out of the 33 in-district requests 4 were on diagnostic placement, and two are on a step down process from State Street School.

BDLC "Stage Review Forms" were reviewed and analyzed approximately every 8 weeks with the building Special Education Supervisor. Comparative analysis of September and June data reflect increased time with non-disabled peers, 31 students had PPT meetings to increase time with non-disabled peers. Two students will be exiting the BDLC program at the conclusion of the school year.

All BDLC classrooms received Origo Math and Think Tank math materials. For the past two months teachers have started to familiarize themselves with the materials and have utilized the supplemental materials during small group or individual instruction. In addition, all BDLC classrooms continue to utilize the Fountas and Pinnell reading program. Growth in DRA 2 scores is evident when comparing from fall 2011 and spring 2012 data. Students have made gains on the DRA 2 ranging from one to four levels of growth.

BDLC Staff Meetings have been held to analyze behavior and suspension data and graphs and assist in development of behavioral interventions and strategies as well as monitor participation and performance on statewide assessments. All BDLC teachers and paraprofessionals have completed CPI training, the focus continues to be on de-escalation which is encouraged prior to restrain or seclusion. Seclusion and restraint data has been analyzed in January 2012 and again in June 2012 and shared with staff. From January to June 2012 there are no records of seclusion at Wilson or Tinker. Bucks Hill School reported one record of seclusion from the end of January to June 2012. There has been a decline in seclusion at Bunker Hill from 10 (open door) incidents to 2 incidents. There are no reports of restraint at Tinker School. There is one record of restraint at Wilson (student is on a step down program from State Street), 1 record of restraint at Bunker Hill, and a decline in restraints at Bucks Hill School from 17 to 10. Review of this data has resulted in the implementation of additional interventions and strategies such as the development of FBA's, additional counseling, and consultation with special education supervisor. In addition, opportunity rooms have been renovated to reflect and promote an alternative learning area and sensory room.

All BDLC classes follow the school wide PBIS system. Several BDLC students earned the year end PBIS celebration at Quassy Amusement Park. In addition, a BDLC teacher at Woodrow Wilson School was recognized as teacher of the year by her school.

School Readiness Program Highlights

The Waterbury School Readiness program consists of 18 community sites and three Waterbury school system sites, with 100% of the community sites accredited by the National Association for the Education of Young Children (NAEYC) in Washington, DC. Both Buck Hills Annex Pre-K program and the School Readiness classroom at Gilmartin School were also awarded NAEYC accreditation; Duggan classrooms will apply next year as determined by their timeline. Accreditation support was supplied through Quality Enhancement funds to programs seeking initial accreditation or reaccreditation.

Technical assistance was given to School Readiness funded programs to meet the new Learning Experience Plan guidelines and standards. This includes the use of the CT Preschool Curriculum Framework and Preschool Assessment Framework as the basis of instructional strategies in the classroom. This was the first year of the three year timeline set by CT State Department of Education recognizing that to create such thoughtful experiences there must be time provided for staff to build comprehensive learning plans that address the needs of all children. Monitoring of School Readiness funded sites included examination of planning documents and classroom activities that illustrated that the CT Preschool Standards are intentionally planned for, implemented, observed, and assessed. Identified areas of focus of technical assistance in the next 2 grant years include: using data for decision making on standards to address in planning; documenting observations of teaching staff, parents, and others, work samples from children, child interests, Child and Class Profiles of the CT PAF; determination of which benchmarks should be targeted for instruction based on the assessment information gathered (for the group as a whole; for small group; for individual children); how the experiences planned are developmentally appropriate and actively engaging the children in demonstrating their skills, knowledge and dispositions in each standard chosen; linking experiences to

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child interests; teaching strategies used to differentiate the experience for children moving from benchmark to benchmark within the selected standards; cultural considerations for each learning experience; and supporting children's primary language and English language learning.

A strong partnership continued to be maintained between the district and community programs in Early Intervention Services including the coordination of referrals of children and families to appropriate services within the district and community at large. These included special education services and continued use of tiered interventions and referrals to compatible services for families and children provided by the Early Childhood Consultation Project, Child First, and Birth to Three. Additionally, the School Readiness program was involved in literacy support efforts in the community including the Family Literacy Festival for young children and their families in May attended by over 1000, development of sessions and goals for Parents Are Great Educators (PAGE); collaboration with WIC to get books to families, working with the Family Intake Center to create a smooth transition to kindergarten, coordination of Kindergarten Orientation sessions with parent liaisons in elementary schools and provision of books, parent packets, refreshments, and uniform shirts, and provision of professional development sessions and resources for teachers in the community on CPI: Non-violent response, teaching strategies for dual language learners, classroom management and teaching strategies for children on the autism spectrum, and strategies for teachers in infant, toddler, and preschool classrooms on social emotional development and conflict resolution for children, work on Early Childhood Care and Education workgroup, Child Health and development workgroup, and Family Engagement workgroup of the Bridge To Success (BTS) plan.

School Social Work Highlights

School Social Workers promote and support healthy development in all children to attain their maximum potential. School Social Workers foster social-emotional competencies and academic achievement by assisting students, families, schools, and communities in identifying and addressing barriers to learning and helping student realize their full potential.

The ecological perspective in social work practice combines biological and psychological perspectives to explore the connection between people and their environments. The United States Department research suggests that high quality counseling services can have long-term effects on a child's well-being and can prevent a student from turning to violence and drug or alcohol abuse, improve a student's academic achievement, reduce classroom disruptions, enhance teachers' abilities to manage classroom behavior effectively, and help in addressing students' mental health needs. Professional development was held with Department of Children and Families (DCF) as the provider to all social workers on the intake paperwork and changes which have recently been implemented.

School Psychology Department Highlights

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. Specific focus has been placed on ensuring compliance with the SPP indicators of the CSDE Annual Performance Review. Evaluation TimeLine (indicator 15) and Transition Training have occurred throughout the 2011-2012 school year. 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 demonstrate leadership within the Planning and Placement Team Process for students with disabilities. All school psychologists willingly act as liaisons to the Special Education team and assist staff at building based levels.

Out-of-District Caseload Highlights

The database system has been 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 2011-2012 school year, 14 students returned to in-district programs. 9 Students returned to State Street School; 2 Students returned to their District High School; 11 Students returned to the Enlightenment program.

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. During the 2011-2012 school year, 43 home visits were conducted to ensure the accuracy of the above described notifications.

The out placed students continued to fluctuate throughout the school year. During the 2011-2012 school year, we currently have 78 special education and 2 regular education students in active placements. We currently have 30

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students placed out by DCF, 47 Students are Waterbury Board of Education placement, 2 students are placed out by DDS, and 1 student is placed out by their private insurance. During the 2011-2012, a total of 110 students transferred in and out of our caseload.

During the 2011-2012 school year, we had 14 students move to another DCF facility, 9 student moved to become Waterbury Board Of Education placements in a day treatment program, 14 students returned to in-district schools, 3 students moved to foster out placements, 6 students moved to USDII facilities, 2 students were placed in detention, 3 students became no nexus status, 4 students moved to become another Town's nexus, and 5 students graduated with their diploma.

This Department and its staff oversee all Waterbury students placed in foster homes outside of Waterbury Public Schools. These students attend schools in the town where their current foster home placement is located. We currently have 21 out placed students under the care of DCF and who Waterbury Public Schools educationally oversees. The caseload fluctuates throughout the school year. During the 2011-2012 school year, 1 student returned to the Waterbury School district, 5 students were adopted, 3 students graduated, 1 student went to State Street School (Waterbury in-district School), and 4 students changed nexus status. Our office continues to maintain records for students placed in USD II facilities (Connecticut Children's Place, Connecticut Juvenile Training School, and Riverview Hospital); as well as a variety of statewide detention centers such as New Haven Detention Center. We currently have 21 out placed students. During the 2011-2012 school year, 8 students returned to the Waterbury School district, 5 students were adopted, 3 students graduated, 1 student went to State Street School (Waterbury in-district School), and 4 students changed nexus status.

State Street School Program Highlights

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 2011-2012 school year. Staff continues to partner with PAL providing recreational based activities to all students enrolled. 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 continue to provide 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 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.

Data/Medicaid Highlights

100% Data Compliance in the 2011-2012 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 3rd year in a row. IEP data reviewed daily to maintain timely and accurate data for SEDAC reporting.

Annual attendance at the CSDE Data Collection Training provided by the department

School Guidance Program Highlights

The High School Counselors will continue to consult, coordinate and counsel student's focusing needs, interests and issues relating to various stages of growth. As a member of the school district's counseling staff, the high school counselors implement a comprehensive counseling and guidance program to address the needs of all students; consults and collaborates with teachers, administrators, parents and staff to enhance their effectiveness in helping and supporting student's achievement, and provides support to other high school educational programs. The NAVIANCE electronic software will be an important tool used by the Middle and High School Guidance Department to utilize the Student Success Plan.

Transition Highlights

The transition program continues to focus on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post school activities, including post- secondary education, vocational education, integrated employment, independent living, travel training and community participation.

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Community Collaboration Highlights

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 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.

Speech and Language Highlights

The elementary speech and language pathologists continue to support literacy development in their schools. They attended common planning sessions by grade level. This has been beneficial in building collaborative relationships between general and special education. It has also afforded increasing the district speech and language pathologists' knowledge of curriculum standards.

A district speech and language pathologist provided in-service training to our speech department on the SMART Board.

Supports for Pregnant and Parenting Teen Highlights

Provided comprehensive and individualized services to pregnant and parenting high school students in Waterbury to help them complete their education, enhance their parenting skills, and ensure success. The program provides access to health and daycare services before, during and after pregnancy as well as recruits the involvement of the high school teen fathers with a variety of services and support. All services are provided at no cost to the teen and their families.

Preschool Highlights

It was another busy year for preschool. With the opening of Duggan School for the 2011-2012 school year, the Special Education Preschool Department gained a co-taught pre-k classroom for 4 year olds. This is a 5.5 hr/day setting that will provide an inclusive pre-k experience for students with developmental delays. Additionally, at the Pre-K at Bucks Hill Annex, the PBIS coaches and their committee has had a spectacular year. They have led the charge to solidify a positive and safe preschool environment. Staff has supported the movement and has taken steps to reinforce the message and support the initiatives that the committee has started. During the daily announcements, student now recite the Pre-K Panda Pledge. They can also describe their interpretation of its meaning. Positive behaviors are being taught and reinforced in all areas of the school. Many pom-poms have been handed out to deserving students which has allowed for lots of PBIS celebrations throughout the year at the Annex.

The Parent Teacher Committee (PTC) at the Pre-K at Bucks Hill Annex has continued to grow this year. Many families have joined to support their children as well as the school. Parents and teachers have worked hard to provide many fun and educational activities for the students. The culmination celebration of this year was a multicultural potluck dinner. It was a huge success with families from the Annex coming together to celebrate their heritage, their children, and the successes of the current school year.

Finally, the students at the Pre-K at Bucks Hill Annex showed off the athletic abilities that they gained through continued participation in the Young Athletes program. The special day began with a ceremony and torch lighting. A field day type program was then undertaken by all students. The day ended with the awarding of medals to all students for participation.

Elementary School Highlights

The district continued to build program capacity at the elementary school level. Gilmartin School expanded to grade 7 this year, and Duggan School, a new Pre-K to 8 school, had a successful grand opening. The school opened with two co-taught programs and a specialized center based learning classroom. John Reed School, another Pre-K to 8 school, is scheduled to open in August 2012, and construction continues on Carrington with a projected opening scheduled for the fall of 2013. The district's developmental guidance program earned recognition by receiving the National School Counselor's award. AIMS web continues to be a successful progress monitoring tool in the SRBI/EIP process. In addition, Special Education staff continued to participate by providing support to students at all levels of intervention.

Middle School Highlights

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The READ 180 consultant trained MS special education “READ 180” teachers on the “ Next Generation”, which will be implemented for the 2012-2013 school year. The district collaborative instruction coaches met with identified MS regular education staff on the EIP referral process, and how to complete the required forms. The transition coordinator met with MS special education teachers on how to write transition goals.

Updated opportunity rooms at each Middle School for our BDLC (Behaviorally Disordered Learning Centers) to utilize as an alternative area for special education students.

High Schools Highlights

The READ 180 consultant trained MS special education “READ 180” teachers on the “ Next Generation” which will be implemented for the 2012-2013 school year . On May 3rd, 2012, a Student Success Plan webinar, presented by SERC, provided an overview to all Middle and High school guidance staff, school psychologists, Special Education department heads, the district transition coordinator and middle and high school special education supervisors. The district’s first transitional vocational fair, attended by approximately 100 people, was held on May 31st, 2012. Twenty-six vendors from in and around the Greater Waterbury area presented information on community resources, and career and post-secondary student interests. New transition job sites are being sought throughout Waterbury, and the Special Education Supervisors met with a representative from the Mayor’s office to collaborate regarding possible sites.

School Climate and Safety Committee Highlights

The Committee is working on rewriting district policy around discipline, attendance and school attire. In addition, the committee collected and analyzed district PBIS data. A data analysis was completed as part of the “Box Out Bullying” presentation, based on a sampling of eight elementary schools. The district continues to utilize a school-based support system to reduce truancy which includes use of the automated message system, truancy clinics, attendance retrieval and credit retrieval.

III. Strengths

Department Strengths

- A. PBIS has been embedded into our school district's culture and environment for 7 years. The purpose of district wide PBIS is to establish a climate within our schools in which appropriate behavior is the norm. The district has supported PBIS through district celebrations from pre-k through high school.
- B. The District’s school counselors wrote a curriculum for core lessons to be taught to Waterbury elementary students.
- C. The department continues to offer a progressive and restorative behavioral support to district schools.
- D. The department transition coordinator continues to foster a positive school-community relationship by building partnerships with local businesses to provide on-site job skills training to our students with special needs.
- E. The department continues to partner with the Bridge to Success collaborative, a unique City-wide plan for all students, from birth to 21. Through this collaborative our students and families have been provided with opportunities to maximize their learning.
- F. The department has integrated instructional based programs in literacy and numeracy to support differentiation practices as outlined by the initiative of SRBI.
- G. All supervisors conducted classroom “walk throughs” and provided teacher and staff with assistance in instructionally based practices.
- H. The department regularly examines data to make individually based and programmatic decisions. The continued utilization of our web based IEP system has assisted in this collection of data.
- I. The department continues to develop and implement Extended School Year Services for students with disabilities with particular focus on sustaining academic rigor and educational progress.

Preschool Program Strengths

- A. The Pre-K at Bucks Hill Annex and the pre-k classes at Gilmartin School hold NAEYC Accreditation. They follow the standards set forth by this accreditation.
- B. Preschool paraprofessionals and teacher assistants hold a minimal educational level of or are working towards a CDA certification.
- C. The Pre-K at Bucks Hill Annex has an established relationship with Unified Sports, who supports the Young Athletes Program. This collaboration provides an opportunity for students with developmental delays to participate in athletic activities with their non-disabled peers.

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- D. Preschool staff is certified in CPR and First-Aid to ensure the safety of students at all times.
- E. Strong collaboration with School Readiness, ECEP, and Community Preschool Programs ensures support positive outcomes for all Waterbury preschool students.

Elementary School Strengths

- A. All special education teachers and support staff continue to actively participate in an assigned Data Team in their building. Through this process appropriate annual goals and objectives have been developed for the elementary school special education students to better meet their needs.
- B. The district continues to provide programming for gifted and talented students at each elementary school.

Middle School Strengths

- A. All special education teachers and support staff continue to actively participate 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. Updated opportunity rooms at each middle school for our BDLC programs to utilize as an alternative area for students.

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. Advisory meetings followed scheduled dates and times, with a continued focus on providing social/emotional, measureable and targeted support.
- C. The implementation of the Naviance program has allowed students and families web-based access to college search programs, career and interest inventories transcripts and other post-secondary and career planning data.
- D. District - wide high school counselors provided a four session counseling group to identified students who continue to be in need of social/emotional and academic support.
- E. The department with district staff has initiated a unified sports program encompassing special education and regular education students.

***** The following reports referred to in the Special Education section are available on the district website as part of the annual report:

- Report #1: Positive Behavioral Interventions & Supports
- Report #2: CALI Data
- Report #3: SWIS Data
- Report #4: Attendance Data
- Report #5: PBIS SET Data 2008 – 2012

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OTHER DEPARTMENTS

PERSONNEL DEPARTMENT

Ron Frost, Director

In fiscal year 2011-2012 the office of Education Personnel supervised the recruitment, selection and appointment of seventy-one 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 \$48,025 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 New Teacher Orientation. The number of non-renewal recommendations from building Administrators and Supervisors has decreased the last three school years. We think this is a reflection of the New Teacher Orientation.

We saw a four percent increase in employee paid sick time for the 2011-2012 school year. This is a result of an increase in the number of FMLA approved leaves. 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.

Following the suspension of eighteen teachers from Hopeville School during the State Department of Education investigation into CMT testing irregularities, the office of Education Personnel immediately secured qualified long term substitutes for reading, bilingual, and grade level classrooms prior to the start of the school year, minimizing disruption to the students.

Eight administrative vacancies occurred for 2011-2012 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 thirty-four. Ten grievances reached the Board. Four have been submitted to arbitration by the WTA.

We also received four Connecticut Commission on Human Rights and Opportunities / Equal Employment Opportunities Commission (CHRO/EEOC) complaints and four unfair labor practices complaints.

As part of our recruiting efforts, we participated in ten 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, has been fully implemented. 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.

2011-2012 Teacher Hires By Subject Area

School/Department	Subject/Grade	# of New Teachers
Bilingual	Bilingual/TESOL	4
Elementary	Grades Pre-K through 5	2
Elementary	Library Media	3
Elementary	Literacy	1
High School	Library	1
High School	Dance	1
High School	English/Language Arts	3
High School	ROTC	1
High School	Foreign Language	3
High School	Social Studies	2

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High School	Mathematics	2
High School	Business	1
High School	Science	4
High School	Tech Ed	2
Middle School	English/Language Arts	4
Middle School	Mathematics	6
Middle School	Foreign Language	1
Middle School	Science	2
Middle School	Social Studies	2
Middle School	Tech Ed	2
Alternative	Social Worker	1
Alternative	Physical Education/Health	1
Special Education	Vision	1
Special Education	Speech	1
Special Education	Self-Contained or Resource	16
Special Education	Psychologist	4
	Total	71

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 2011-2012, four new teachers were hired through the DSAP. This represented 5.5% of all new teachers hired in 2011-2012. DSAP teachers were hired in the content areas listed below.

Certification Area	2010-11 DSAP's	2011-12 DSAP's	Difference
Special Education	1	0	-1
Math (7-12)	0	0	-
Science (7-12)	0	0	-
Business	1	0	-1
Tech Ed	1	0	-1
Spanish	4	0	-4
Bilingual-TESOL	1	1	-
Bilingual – Elementary	2	1	-1
Bilingual – Content area	1	1	-
English	0	1	+1
Total	11	4	-7

% of new teachers

3%

5.5%

Relevant Salary Data for Teachers Hired During 2011-2012

63% of new teachers hired in 2011-2012 were placed at Step 1 of the salary schedule.

The average starting salary for teachers hired during 2011-2012 was \$48,025.

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

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Education Level of Teachers Hired During 2011-2012

Degree Held	# of New Teachers	% of New Teachers
Bachelors	13	18.3%
Masters	45	63.3%
6 th Year	12	17%
Doctorate	1	1.4%

2011-2012 TEACHER HIRES BY RACE/ETHNICITY

Race/Ethnicity	# of Hires	% of Total Hires
Asian	1	1.4%
Hispanic	6	8.5%
Black/African American	3	4.2%
Two or More Races	3	4.2%
White/Caucasian	58	81.7%
Total	71	100%

Approximately 18% of teachers hired during 2011-2012 were minority.

2011-2012 Teacher Resignations/Deaths

School/Department	Subject/Grade	# of Resignations/Deaths
Elementary School	Grades Pre-K through 5	8
Elementary School	Social Worker	1
Elementary School	Reading	2
Middle School	Science	1
Middle School	Reading	1
Middle School	Tech Ed	1
Middle School	Mathematics	2
Middle School	Physical Education	1
High School	Foreign Language	3
High School	Mathematics	2
High School	Social Studies	2
High School	Dance	1
High School	Library Media	1
High School	English/Language Arts	1
High School	Science	1
Special Education	Hearing	1
Special Education	Self-Contained or Resource	5
Special Education	Psychologist	1
	Total	35

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2011-2012 Teacher Retirements/Non-Renewals

School/Department	Subject/Grade	#of Retirements/Non-renewals
Bilingual	Bilingual/ESL	3
Elementary	Pre-K through 5	6
Elementary	Art	1
Elementary	Math Resource/Coach	3
Elementary	District Instruction K-5	1
Elementary	Reading	2
Elementary	Social Worker	2
High School	Family & Consumer Science	2
High School	Tech Ed	1
High School	Math	1
High School	Foreign Language	1
Middle School	Reading	1
Middle School	Social Studies	1
Middle School	Tech Ed	1
Special Education	Self Contained or Resource	6
	Total	32

ADMINISTRATOR HIRING 2011-2012

Eight administrative vacancies occurred for 2011-2012 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 House Principal	None	5/5/11	Paul Nickloff 7/25/11
Wilby Vice Principal	None	7/7/11	James Tolman 7/25/11
SVP at Duggan	None	Not Applicable	Melissa Gugliotti 8/15/11
Math Supervisor	None	7/21/11	William Rice 7/25/11
WAMS Vice Principal (Middle School)	One	Not Applicable	Rosalyn Glass 8/24/11
Wallace Middle School House Principal	None	9/22/11	Patricia McCarthy 1/1/12
WAMS Vice Principal (High School)	None	1/6/12	Frank Purcaro 3/8/12
Reed Elementary Principal	None	3/19/12	Juan Mendoza 5/14/12

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Minority Hiring Report:

Approximately 10% of teachers hired during 2007-2008 were minority.
Approximately 12% of teachers hired during 2008-2009 were minority.
Approximately 11% of teachers hired during 2009-2010 were minority.
Approximately 12% of teachers hired during 2010-2011 were minority.
Approximately 18% of teachers hired during 2011-2012 were minority.
Over the last five years approximately 12.6% of teachers hired were minority.

2007-2008 TEACHER HIRES BY RACE/ETHNICITY

<u>Race/Ethnicity</u>	<u># of Hires</u>	<u>% of Total Hires</u>
Asian	1	1%
Hispanic	7	4%
Black/African American	9	5%
White/Caucasian	156	90%
Total	173	100%

Approximately 10% of teachers hired during 2007-2008 were minority.

2008-2009 TEACHER HIRES BY RACE/ETHNICITY

<u>Race/Ethnicity</u>	<u># of Hires</u>	<u>% of Total Hires</u>
Asian	2	1%
Hispanic	8	6%
Black/African American	6	4%
Two or More Races	1	1%
White/Caucasian	121	88%
Total	138	100%

Approximately 12% of teachers hired during 2008-2009 were minority.

2009-2010 TEACHER HIRES BY RACE/ETHNICITY

<u>Race/Ethnicity</u>	<u># of Hires</u>	<u>% of Total Hires</u>
Asian	0	0%
Hispanic	4	4%
Black/African American	3	3%
Two or More Races	4	4%
White/Caucasian	92	89%
Total	103	100%

Approximately 11% of teachers hired during 2009-2010 were minority.

2010-2011 TEACHER HIRES BY RACE/ETHNICITY

<u>Race/Ethnicity</u>	<u># of Hires</u>	<u>% of Total Hires</u>
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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2011-2012 TEACHER HIRES BY RACE/ETHNICITY

<u>Race/Ethnicity</u>	<u># of Hires</u>	<u>% of Total Hires</u>
Asian	1	1.4%
Hispanic	6	8.5%
Black/African American	3	4.2%
Two or More Races	3	4.2%
White/Caucasian	58	81.7%
Total	71	100%

Approximately 18% of teachers hired during 2011-2012 were minority.

INFORMATION TECHNOLOGY CENTER

Will Zhuta, Supervisor

ACCOMPLISHMENTS

During the course of the school year, we have been able to complete many large and small scale I.T. projects. A plethora of software upgrades were performed to existing applications, along with the replacement of critical hardware, to ensure that we continue to stay current with technological changes that occur in the field of technology. Below is a list some of the projects that my department was able to complete:

- District Mail Server and end user interface: Exchange 2010 server upgrade.
- Track-It upgrade: used to monitor/track and assign over 20,000 service and repair issues.
- Deployment of image server: allows for rapid restore of PC's.
- VMware Project- Consolidation of servers, moved to a cloud based computing system for network servers.
- Virtual-LAN Project- separated the Student and Administration network traffic for security and prioritizing network resources.
- Core Switch and Firewall upgraded.
- Wireless Access Points installed in schools: allows Central Office to control wireless access to the School network from a central location.
- Completed and managed the implementation of the District's SMART Boards. Every traditional classroom in the District has a Smart Board.
- Implementation of temperature sensors in Data Closets throughout district.

Data Warehouse/Business Intelligence

The Coding, Testing and Program debugging phases are complete. The major project Dashboards (Superintendent, Curriculum, Special Education, School Principals, Student and Teacher) have been designed and developed. User testing on a selective basis is occurring regularly, with full deployment by the start of the 2012-2013 school year. By the start of the new school year, full implementation of the Data Warehouse Project will be complete. Having this reliable source of information across all Board of Education agencies will allow for the Waterbury Public Schools to measure and monitor progress of key metrics in real time. The data warehouse solution will present application data to users and provide a single point of access and analytical capabilities of all data marts used in the district. The data warehouse will allow for development of program specific performance management, 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

Phase I

Virtualization of the District Servers has allowed for higher utilization of the District's servers, which saves space and requires less power, therefore reducing cooling costs.

Phase II; of the project will encompass setting up a redundant virtualized server farm, offsite. This will afford us the ability to be prepared for a disaster, with the ability to recover specific critical servers.

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This virtualization 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. Servers will be able to be rolled out faster and more 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 and enabling rapid response to changing demands.

2012-2015 Technology Plan

Redistricting: Continued development of new school boundaries and identification of 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 the 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 and transportation efficiency

District Improvement Reports: standardized attendance and discipline reports, as called for in the District Improvement Plan. These reports create a scorecard that allows school administrators and central office personnel to quickly assess current trends and establish benchmarks 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 more 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 uses data from the Student Information Systems and technology from the emergency call system to notify the homes of students absent from school.

Wireless Access Controllers: Cisco AirNet wireless controllers are being implement throughout the school district that allow for roaming profiles and Lightweight Directory Access Protocol (LAP) authentication. This new technology allows us to control wireless access to the network and maintain 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 were used in the Reed School project.

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)

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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

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 20,000 on site computer repairs, network issue and service calls
- 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 by adding financial and assessment data, and to improve the storing and dissemination of student achievement data
- Continue to redistrict elementary and high school boundaries for cost savings, to ease overcrowding and Simplify bus routes and ensure neighborhood schools
- Oversee implementation of the district's 2012-2015 Technology Plan
- Develop best practice procedures that will ensure continuity with technology integration
- Continued enhancement of the district WEB site
- Integration of State and Federal reporting into the database for automation
- 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
- 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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OPERATIONS

Paul Guidone, Chief Operating Officer

Budget and Finance

- Continued to control costs and achieve a year end budget surplus in the third year of a no-growth budget.
- Prepared a fourth 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.

School Construction

- The new Duggan School opened on schedule and under the revised budget.
- Construction of the new Jonathan E. Reed Elementary School continued, including extensive site remediation, towards an August 2012 occupancy.
- The Enlightenment School renovations were completed on schedule and under budget.
- The Wilby High School Science Room Renovations were completed on schedule and under budget.
- Acquired properties and commenced construction for our new Waterbury Career Academy High School.
- Commenced construction for a new Carrington Pre-K to 8 School.
- Obtained State funding approval for the Wallace Middle School Addition and Alterations project.
- Conducted Feasibility Studies for athletic field improvements at Crosby High School/Wallace Middle School and Wilby High School/North End Middle School.
- Conducted a Feasibility Study for educational and athletic field improvements related to the accreditation visit at Kennedy High School.
- Continued a site search for a new East End elementary school.
- 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 facility improvement plan at Walsh Elementary School.
- Conducted numerous capital project improvements.
- Upgraded various HVAC equipment at Waterbury Arts Magnet School.
- Prepared building for a successful accreditation visit for Wilby High School.
- Oversaw purchase and installation of SMART Boards to all grade 4 and 5 classrooms and throughout the middle and high schools.
- Implemented second phase of Tools-for Schools program.
- Improved structural integrity of Bucks Hill building.
- Significantly expanded the fresh fruit and vegetable program district-wide, as well as, a breakfast offering at all high schools.

Other

- Oversaw investigation of Hopeville test score matters, including interim staffing and ultimate disciplinary resolution.
- Assisted in the recruitment, interview and selection process for the employment of the new Superintendent of Schools.
- Assisted in the orientation of the Superintendent of Schools.

FOOD SERVICE DEPARTMENT

Linda Franzese, Food Service Director

We continue to purchase additional fresh fruit and vegetables from the DOD (Department of Defense) Program offered through the State Department of Education and United States Department of Agriculture. The FFVP (Fresh Fruit and Vegetable Program) increased to 18 schools this year, offering a variety of fresh fruit and vegetables to students in addition to what they receive at lunchtime.

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For the fifth year in a row, we participated in the Connecticut Healthy Snacks and Beverage Certification Program that only allows certain items to be sold to students that are approved by the State at our ala carte lines, in vending machines, school stores and through school held fundraisers. The Food Service Department receives an approximate additional \$ 225,000 annually for participating in this program.

The State Department of Education, Nutrition Division, performed a Coordinated Review Effort (CRE) review this year on our Food Service Department which went very well. Because of the many healthy menu choices we currently offer, the State encouraged us to also participate in the Healthy US Challenge (HUSSC), where we can receive awards and recognition for various levels of achievement based on nutritional requirements. At this time all paperwork has been submitted and we await the State's approval.

We are planning on expanding our Summer Program this year to include park picnics and mobile lunches, where we can reach out to more students and increase the amount of meals served, based on their needs.

The department continues to operate financially in the black, allowing us to remodel kitchens and replace antiquated equipment and delivery vehicles to operate more efficiently and effectively.

New USDA regulations, beginning in 2012-2013, require us to serve even more fresh vegetables and whole grains. Lunch prices are increasing for the first time in many years for paid students, for lunch only and the per meal cost is expected to increase significantly based on the new requirements.

Preparation for the new Jonathan Reed School is underway and plans continue for the new Carrington School as well as the new Waterbury Career Academy.

We continue to strive to make positive changes and improve the quality and attractiveness of the food we serve while maintaining the nutritional requirements, satisfy students and help to decrease obesity.

EDUCATIONAL GRANTS OFFICE

Linda Riddick Barron, Supervisor

I GOALS

A. Accomplishments of Goals 2011-2012

The financial and educational assistance for state and federal consolidated grants continued with all administrators through monthly meetings, principal forums, handouts, site based visits, and finance meetings. Our department created sequential spending patterns that aligned with the school calendar and focused on allocations prior to the CMT's by focusing on specific line items. Specifically, the administrators were guided to spend all the funds designated to line 600 (supplies) by January; secure lines 300/500 (vendors/presenters) by March and order refreshments from food service and other food vendors by April. To reinforce the above task, balances were printed monthly highlighting the specific line item(s).

Parent involvement activities were tailored to the needs of Waterbury Public Schools through legislated groups such as the School Governance Council, the District Parent Advisory Council, Family School Partnership, and a concentration on school compacts as it related to the District Improvement Plan (DIP) goal, which also included an increase in two way communication. The Meet and Greets were held by division beginning this spring and were successful in allowing School Superintendent Dr. Kathleen Ouellette to have personal dialogues with families and community members. The Title I ARRA (American Recovery and Reinvestment Act) funds successfully spent on district level purchases included school based parent computers which were the catalyst for district wide progress-book workshops for families and community members. Magnets were purchased with directions on how to log on to the progress-book website. These were given out at the respective workshops and district activities throughout the school year. A Computer Technology Center (CTC) staff member gave step by step instructions as he trained the parent liaisons a few years ago. Title IID ARRA funds were used to assist district staff in final training for the new Data Warehouse and a new technology based curriculum software for implementation in U.S. History on the secondary level. The data warehouse will be in operation next school year.

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The Title IIA funds continued to assist central office staff with teacher training including mentoring and providing resources that assisted staff in becoming highly qualified teachers under No Child Left Behind (NCLB). Positive Behavior Intervention Support (PBIS) funds and innovative funds were used to support positive behavior and achievement. Parents on the waiting Supplemental Educational Services (SES) list were offered tutorial support during the last marking period during the summer months resulting in an increase in services.

B. Goals for 2012-2013

- Our continued goal is to provide technical assistance to the schools and parents, community and students using the federal and state entitlement grants that contribute to student achievement.
- Continuing the PBIS district support as outlined in the Blue Print for Change.
- The Educational Grants Department will increase the district's family involvement, communication, and academic awareness with an increase of meetings/workshops in various community locations. The meetings will be both district wide and hosted by individual schools.
- With the completion of the onetime ARRA funds, a goal will be to successfully return to supporting K-5 Summer School with entitlement grants without sacrificing student needs.
- The accountant roles will change to include regular review and to provide more payroll reports and graphs/charts each month for individual school grant balances and to also assist the grant School Business Office in understanding the legislative and programmatic functions of each entitlement grant. Monthly meetings will continue and be encouraged to expand with other staff between the two departments.
- This department will begin translating the legislative changes of NCLB's Title I waiver to assist Central Office, school staff, parents and the community and closely monitor the NCLB Public School Choice projected transportation cost. We will also recognize and report the fiscal impact Title I and Title IIA funds will have on the Blue Print for Change and the Alliance District initiatives.

II. HIGHLIGHTS 2011-2012

- Increased distribution of balance reports for all Educational Grants to respective staff due to weekly reports provided by School Business Office and the Educational Grants Accountant more often. The Grants office was able to have effective ongoing communication with the School Business Office regarding accounting procedures and grant regulations beginning in the spring of 2012.
- Decreased remaining balances for private schools, particularly with Title IIA (teacher training funds) due to communications and experience of the Educational Grants Accountant. The former private school Literacy Facilitator (ARRA) attended Reading Department meetings and encouraged private school principals to purchase leveled reading materials similar to public school purchases for the private school Title I students.
- Update necessary forms for evaluation purposes and collected data earlier to accommodate school staff and the school calendar although state reports are not due until the fall.
- Public outreach to community and businesses on educational pamphlets, posters, calendars, is ongoing and growing.
- Continue emphasizing the importance of spending Title IID (Technology), Title IV (Safe School), Title V (Innovative Programs) with private schools Title IIA funds by focusing on line 930 (transferred funds) and flexibility that will increase so existing programs can continue.
- Continued coordination of requirements for NCLB SES Expo. This year the SES Expo was held during the same night as the Board of Education meeting which allowed our new Superintendent and Commissioners to have a snapshot of the process and attendance.

III. STRENGTHS

- Provide two way open lines of communication with both financial and educational support in regards to guidelines and recommendation to both the public schools and private schools administrators in an effort to provide a systematic uniformed approach to school and district allocations.
- Supervised and reviewed requisitions to maintain strict adherence to federal guidelines in reviewing narratives, requisitions and purchase orders.
- Continue effective family involvement partnerships with community.
- Translating educational grant legislation to ensure fiscal responsibility while having everyone focus on providing the best solutions for Waterbury students.
- Being available in schools offices for assistance when balance information is unusually high or overextended and respectfully working toward agreeable solutions that eliminate the concern in the future.
- Continue the process of NCLB parental notification/eligibility letters as outlined by NCLB.

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OFFICE OF COMPETITIVE GRANTS

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

I. Goals

- A. During the 2011-2012 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. By virtue of changes in federal and state leadership, and delays in federal and state budget approvals, this year and last year grant requests for proposals have tended to be released and 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, 2011-2012

- | | |
|--|--------------------------|
| ➤ USF (e-rate) Telephone Service Discounts (FCC) 2011-2012
(2010-11 Application) | \$172,332. |
| ➤ Primary Mental Health Grant – Duggan & W. Cross– (SDE)
(2010-11 Application) | \$ 22,135. |
| ➤ Know How 2 Go (African American Affairs Commission (AAAC, 2010-11)
(2010-11 Application) | \$ 5000. |
| ➤ State Afterschool Grant Programs (SDE) <ul style="list-style-type: none">○ Bunker Hill Elementary School○ North End Middle School (2010-11 Application) | \$300,000.
\$300,000. |
| ➤ 100 BEST Communities (ING, America’s Promise)
(2010-11 Application) | \$2,500. (City Award) |
| ➤ CREC Professional Development Grants (CREC) | \$5,000. (req. \$10,000) |
| ➤ Safe Routes to Schools Grant (State Dept. of Transportation) | \$500,000. (City Award) |

TOTAL GRANTS AWARDED 2011-2012

\$1,306,967.

Additional Competitive Grants SUBMITTED in 2011-2012:

- | | |
|--|----------------------|
| ➤ USF (e-rate) Telephone Service Discounts (FCC) 2012-2013 <ul style="list-style-type: none">○ Amount of Request: \$133,812. | Pending |
| ➤ 100 BEST Communities (ING, America’s Promise Alliance) <ul style="list-style-type: none">○ Amount of Request - \$2500. | Pending (City Appl.) |
| ➤ Elementary and Secondary School Counseling Grant (USDE) <ul style="list-style-type: none">○ Amount of Request - \$1,200,000. | Pending |
| ➤ ESAF Challenge Grant (ESA Foundation) <ul style="list-style-type: none">○ Amount of Request - \$40,000. | Pending |
| ➤ Education for Homeless Children and Youth Grant (SDE) <ul style="list-style-type: none">○ Amount of Request - \$120,000. | Pending |
| ➤ Investing in Innovation Fund Grant (i3 Grant) (USDE) <ul style="list-style-type: none">○ Amount of Request - \$2,463,761. | Pending |
| ➤ School Attendance Program Grant (OPM) | Not Funded |

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- Amount of Request - \$39,040.
- Target Corporation Grants (Gilmartin and Duggan) Not Funded
 - Amount of Request - \$100,000./school
- GEAR UP (USDE) Not Funded
 - Amount of Request - \$3,720,000.
- Upward Bound (USDE) Not Funded
 - Amount of Request \$1,250,000.

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. The Office of Competitive Grants also assisted teachers in preparing, and facilitated the processing for approval of, a number of grants pursued by teachers.

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

1. Continue to aggressively pursue competitive grants and discounts for Waterbury Public Schools, consistent with District Reform Initiatives.
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, 2012, the total of competitive grants awarded to Waterbury Public Schools for 2011-12 is \$1,306,967. The amount of competitive grants sought for Waterbury Public Schools during the 2011-2012 fiscal year totals \$9,679,113 with \$3,960,073 still pending. To determine which grants to pursue for the district, the Grant Writer reviewed and evaluated approximately eighty-five (85) different grant programs this year, and attended a number of bidders' conferences. Additionally, 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 additional grant funded programs. Most notably this year is the State level GEAR UP Grant in which the district partnered with Naugatuck Valley Community College (NVCC) and the State Department of Higher Education (applicant). This project, ultimately funded by the U.S. Department of Education, will bring approximately \$11 million to Waterbury over the next six (6) years to assist students in grades 6-12 in developing college awareness and readiness.
- 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 strengthened Waterbury's working relationships with numerous community organizations, universities, and businesses during 2011-2012. 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. And, this year the Competitive Grant Writer continues to serve as an elected member of the Waterbury Bridge to Success (BTS) Community Council, where she was also elected chairman of the BTS Governance Committee for another term. The Grant Writer also serves on the BTS Positive Youth Development Workgroup. 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. The Waterbury Bridge to Success Plan is a comprehensive community youth plan that includes the priorities of the Waterbury School District.

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III. Strengths

Competitive Grants continue to fund programs to support District priorities related to improving student achievement in literacy and math, providing a safe/healthy environment, and engaging parents/families in education. This year, grant projects were developed and proposed to improve teaching and learning; to reduce truancy, absenteeism, drop-outs; to provide after-school programs; to prepare students for entry and success in college; to pursue innovations related to education reforms; to expand the elementary school counseling program; and to implement new supports for homeless students. 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 and acquisition 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."

SCHOOL / COMMUNITY RELATIONS

Nancy Dzija Vaughan, APR, Coordinator

I. GOALS:

a. Accomplishment of Goals 2011-2012

Goal #1 – Improve school and district communication with parents

This was the second year of the School Family Community Partnership Grant. Rather than work on establishing new action teams, the district focused on assisting the fourteen schools that were required to implement School Governance Councils by November 1, 2011 while encouraging other schools with an action team or action team model to engage in meaningful activities. All fourteen of the schools required to implement School Governance Councils successfully implemented the Councils, with many SFCP action team members being elected to Councils. Training was provided to all Council members through four workshops that were videotaped and made available to schools to share with new members in future months. Attention was given to how these School Governance Councils could benefit from interaction with school action teams as an "action arm" of the Council, especially in the area of family and community involvement. New SFCP action teams will be established in additional schools next year.

The district SFCP action team continued to meet and to attract new members and school volunteers. The goal for the year was the development of a Parent and Youth Fair, held on April 21, 2012. This event provided information on summer school and summer youth programs while providing youth with activities including a discussion forum on bullying. Parents and youth responding to an evaluation survey said they were very pleased with the event and hopeful that it would be "bigger and better" next year.

The School Community Relations Coordinator continued to meet regularly with the Parent Liaisons to listen to their concerns and to provide tips for more effective communication with parents. The Coordinator collected monthly Parent Liaison Reports and compiled a summary of interactions with families. As part of the Goal #4 Sub-Committee, the Coordinator helped conduct four "meet and greet" events where parents had an opportunity to speak one-to-one with the Superintendent.

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

The School Community Relations Coordinator continued to seek new volunteers to serve as mentors for the district's students. Several new mentors were added, especially to the new Duggan School. She also provided assistance by creating publicity for district efforts at school improvement and by strengthening community ties and improving parent involvement, a key ingredient for student success.

Goal #3 – Improve communications between staff and district

The School / Community Relations Coordinator continues to feature staff accomplishments as part of the district newsletter and the educational access channel. A new e-blast newsletter was implemented this year, e-mailed to all staff and featuring information about student and school success, as well as items of interest to staff members. For example, "NewsFlash 1.3" included news about Crosby High School's winning LifeSmarts and Mock Trial teams, as well as a news brief on an article on the "New Generation Gap in Schools" as published in the March issue of the American School Board Journal.

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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 #4 – 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. The Coordinator encouraged schools and staff to provide pictures and stories for the newspaper and the district newsletter. In addition, the new e-blast feature made it easier to communicate positive news to district staff, who might share this news with other members of the community and parents.

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 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.

b. Goals for 2012-2013

Goal – Engage families and the communities in education through the implementation of the School Family Community Partnership program, by assisting parent liaisons and schools to communicate effectively with families, and by soliciting community partnerships. This will require strategic communications with schools, community and parents.

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 allows for more consistent compilation of family involvement data across the district. This information will be compiled and analyzed on an ongoing basis.

With the assistance of the School / Community Relations Coordinator, the Brass Mill Center mall introduced the mall's new initiative, MY SCHOOL'S COOL, kicking off the program at the Back to School Rally in August. Participating schools had an opportunity to compete against each other to earn cash prizes from the mall in a shopping incentive program. Schools also had opportunities to earn additional points by meeting school goals related to academic achievement or positive student behavior. The Pre-K at the Bucks Hill Annex earned first place, a prize of \$10,000, which the school will use to enhance student learning. Second prize of \$3,000 went to Sprague School. Third prize of \$2,000 went to the State Street School. Another eleven schools earned \$500 each, with all prizes totaling \$20,500.

The School Family Community Partnership district action team held a highly successful Parent and Youth Fair on April 21, 2012. Workshops for parents included kindergarten preparation, use of Progress Book to monitor individual student academic performance, and understanding the new anti-bullying legislation. Parents were also able to speak to school staff and outside program providers about summer school and summer enrichment programs. Activities for students included a discussion forum on bullying and use of words with racial connotations and how to play chess. About 200 parents and students attended the event, which included a brunch. Feedback was very positive, with 100% of those filling out an evaluation form at the end stating they would return next year and bring a friend along with them.

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.

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ELEMENTARY SCHOOLS ANNUAL REPORTS

BUCKS HILL PRE-K at the Annex
Marisa Blakeslee, Supervising Vice Principal

- I. The following documentation is based upon goals from our 2011-2014 School Improvement Plan.
- A. In the area of numeracy, proficiency increased by at least 10% in each of the following domains:

3 year old students

	September			May			
Cogs	Below proficient	Proficient	% Proficient	Below Proficient	Proficient	% Proficient	% Increased
3a: Sorts Objects	125	14	10%	80	81	50%	↑ 40%
3b: Sorts objects by shape	95	30	24%	62	99	61%	↑ 37%
3c: Sorts objects by color	68	61	47%	54	107	66%	↑ 19%
9: Understands & participates in conversations	111	18	14%	94	67	42%	↑ 28%
11: Displays knowledge of book & print	114	15	12%	93	68	42%	↑ 30%

4 year old students

	September			May			
Cogs	Below proficient	Proficient	% Proficient	Below Proficient	Proficient	% Proficient	% Increased
3a: Sorts Objects	62	4	17%	29	44	60%	↑ 43%
3b: Sorts objects by shape	42	25	37%	23	50	68%	↑ 31%
3c: Sorts objects by color	27	40	59%	14	59	81%	↑ 22%
9: Understands & participates in conversations	50	18	26%	29	44	60%	↑ 34%
11: Displays knowledge of book & print	60	7	11%	32	41	56%	↑ 45%

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B. In the area of personal-social skills, data reflects an increase of 32%.

Personal-Social #7

	September			May			
Cogs	Below proficient	Proficient	% Proficient	Below Proficient	Proficient	% Proficient	% Increased
Interacts cooperatively with peers	130	57	30%	87	140	62%	↑ 32%

C. In the area of student absences, data reflects a decrease in absences from September to May. Attendance varies from month to month; we were unable to determine an exact increase/decrease. Data was collected demonstrating the number of students without any absences for each month. Data will be compiled differently for the next two years to get a more accurate representation.

D. Parents participated in PPTs, Open House, Parent Conferences, and activities designed specifically for parents & families of our children as follows (designated by Room in the Annex):

201 - 63% (3)	205 - 71% (4)
202 - 48% (3)	206 - 61% (3)
204 - 68% (3)	207 - 86% (3)
209 - 75% (4)	210 - 48% (4)

A total of 65% of our parents participated in the February Parent Conferences.

II. Highlights from 2011-2012:

Each month, classrooms held parties/events designed to celebrate the PBIS accomplishments. "Indoor field trips" were held each month. The following events were celebrated by the Annex in 2011-2012:

September:	Apples to Cider
October:	Visit by Waterbury Fire Department and a fire truck
November:	Visit by live turkeys prior to the Thanksgiving observance
December:	Visit with Santa including gifts. Our students enjoyed being at school in pajamas.
March:	Read Across America event with many volunteers reading Dr. Seuss books
April:	The Terrific Turtles came to visit
May:	Presentation by the Hispanic Coalition using Sign Language

III. Strengths

- We have the most dedicated, conscientious staff people here at the Annex, who work hard to be sure our students' progress to the maximum of their abilities.
- We enjoy the benefits of two trans-disciplinary evaluation teams (one is bilingual).
- We have the advantage of working closely with the Institute of Professional Practice (IPP) for our autistic students.
- We have an excellent Preschool Transition Coordinator who works with the Birth-to-Three agencies providing services in Waterbury to assist with transitions to Waterbury Public Schools.
- Our co-taught approach in all classrooms provides for inclusion of all children, and multiple opportunities for parent involvement and encouragement.
- Each month finds PBIS reward parties and monthly in-house field trips, in which all children participate.
- Each year, we participate in the Young Athletes Unified Sports Event.
- We hold PTC family events such as 'Zingo Bingo' twice each year.
- Data team members work collaboratively to build meaningful data.
- Reflections of the program from staff are taken seriously in an effort to make changes and continuously build the program.
- We continue to meet and surpass all standards for NAEYC accreditation.
- We provide support to School Readiness programs in the community with our out-staff visits.
- Each day, current, state-of-the-art technology (SMART Boards, I-Pads, etc.) are used to enhance our work with our children.

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IV. Statistical Data

We were delighted to receive the following awards this year:

Superintendent's Award: Leah Vedder and Edward Danek.

100 Best Students: Carly Rotella, Delon Smith, Divine Nieves, Angelica Nuñez, Cam'ron Parker, Aaliyah Colon, Abdulghani Hashim.

In 2011-2012, 125 students transferred into the program from September to May. Many transferred into the program from various Birth-to-Three programs; others came through playgroups held at the Center, as well as through children referred from EIS who went through Developmental Evaluation. Others came from other school districts (families who moved into Waterbury). Forty-one students left the Annex either through moves to other districts, or out of the country.

BUCKS HILL ELEMENTARY SCHOOL

Ann M. Begley, Principal

I. Goals

A. Accomplishment of Goals for 2011-2012

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

The school year began with the CMT data for 2010-2011 showing that we came very close to making Safe Harbor. We missed by one subgroup in both reading and math. The work done with identifying individual children's progress allowed for the teachers to work on specific areas of need. This was continued during the 2011-2012 school year.

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

Implementation of the specific goals of the School Improvement Plan (SIP) had the Bucks Hill staff teaching explicit scientifically based reading research strategies to improve student achievement. The teachers continued 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 continued 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 the school-wide Positive Behavior Intervention Support (PBIS) program to affect discipline data in individual classes and at Bucks Hill.

Crisis Prevention Intervention (CPI) training was completed for all staff. This included looking at adult behavior to decrease student behaviors from escalating. The entire staff was also introduced to nonviolent crisis intervention. 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 them to 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 used.

Goals for the 2012-2013

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Goal #1: Bucks Hill School will ensure all students equal access to quality curriculum that is aligned to Common Core State Standards.

Bucks Hill will work to implement curriculum instruction following the plan set forth by the Superintendent.

Professional development will be established to ensure that staff understands the goals and expectations.

The move towards Common Core State Standards will be the primary instructional focus. The staff at Bucks Hill will use assessments to align teaching to the CCSS and Smarter Balance recommendations.

Tier III block will address the needs in both ELA and Mathematics by utilizing specific intervention programs.

Goal #2: Bucks Hill School will provide all students a positive school climate, creating a safe, respectful and welcoming school that actively engages all families.

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 behaviors of their peers.

The team is reviewing specific intervention programs so that the Tier III students will be part of a daily group. The support staff will implement this as a part of Bucks Hill's 30 minute intervention block.

II. Three highlights or outstanding accomplishments for 2011-2012

- We came extremely close to making Safe Harbor, a result of the school year's review of data. Continued work to target individual student needs and specific curriculum focus has allowed us to show progress in our data.
- Implementation of the District Literacy Academy initiative has been a highlight at Bucks Hill. The initiative uses all the Scientifically Research Based Intervention (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 Data Driven Decision Making 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.
- Continued 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. A grant received through Target allowed for an additional group of 'stay on the green' students to be acknowledged with a trip to the Palace Theater to see "Mr. Molecule." PBIS continues to make a difference at Bucks Hill.

III. Strengths of Bucks Hill

The implementation of Literacy Academy is strength at Bucks Hill. Two and one half Language Arts and one hour Math blocks have been fine-tuned this year and ran smoothly.

Math instruction has begun to move towards Common Core State Standards. The use of Math Expressions in grades 4 & 5 were in the second year. Grade 3 began its first full year of implementation. Grade 2 began using the series for the fourth marking period. Grade 1 at Bucks Hill was one of the four schools selected to pilot the program.

Support staff, including those for Special Education, Speech Language, and English Language Learners, 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.

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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 School Governance Board 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. Though it was only the first year, the team talked about where the group will go in the next year.

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, behavior management with CPI, CFA, CMT strands, and DDDM. The grade level teams 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

From within system, in 158; out 75;

From outside the system, in 106; out 65

Number of students receiving awards:

From within the school:

Student of the Month – 270

Reading Every Night – about 150 per month

Superintendent Award – 1

MSAA - 10

From outside the school:

CAS Art Award – 2

CHET Big Dreams Drawing Contest – 1

Presidential Awards:

Excellence – 6

Achievement - 12

BUNKER HILL ELEMENTARY SCHOOL

Brian Goggin, Principal

This elementary school, with the present enrollment of 497 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 Kindergartens

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 45 minutes per week. Physical Education for Kindergarten through Grade 5 is 45 minutes per week. Students receive 45 minutes per week in the Media Center. Computer Lab time for students

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is 60 minutes 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 elect to play drums, saxophone, violin, clarinet, trumpet, etc.

I. GOALS:

GOALS FOR 2011-2012

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

Our literacy goal was to increase reading proficiency for all students by a minimum of 15% by the end of the three year period as measured by the CMT. While making excellent progress the first two years of our School Improvement Plan, we were not as successful during the 2010-2011 school year. During the 2009-2010 school year, Bunker Hill Elementary School made a school wide gain of 19% in reading. In the 2009-2010 school year, we made an 11% gain. After reviewing our scores for the 2011 CMT, we were disappointed to realize that we did not reach our AYP targets. Only one subgroup prevented us from attaining AYP status this year. This ultimately prohibited the removal of Bunker Hill from the "Needs Improvement" category. The aggregate increase for the first two out of three years of our School Improvement Plan was 32.3%. This year, we reached our AYP goals in every area except reading, missing the goal by 3.7% which equates to four students in one subgroup. Our aggregate gain in Reading over the past three years was 25%. Although we did not attain the proficiency level that we strived for this past year, we did exceed the goals that we set forth three years ago in our School Improvement Plan (SIP).

Goal #2: To increase the efficacy of the Positive Behavior Intervention Support (PBIS) program and to enhance compliance with the school rules and regulations we will include interventions for Tiers II and Tier III of the PBIS Pyramid. Our out-of-school suspension rate will have a 5% decrease.

The PBIS Team has successfully completed a correlation between positive behavior and the CMT Scores for 2010-2011. The top ten students that received Bear Bucks for displaying proper behaviors at our school were tracked and lined to their CMT scores. Bunker Hill School has been monitoring if positive behaviors impact student learning through the data the CMT scores generate. The students' performances in grades 3, 4, and 5 indicate that positive behavior links directly with the impact on academics in the classroom. When students are responsible, respectful, and safe, they are learning in the classroom.

GOALS FOR 2012-2013

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

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:

- Missed AYP status by 4 students in one Literacy subgroup. Aggregate gain for reading over a 3 year period is 25%.
- Obtained AYP proficiency in Mathematics.
- Truancy rate from 12/31/2010 to 12/31/2011 dropped by 47.37%.
- Number of students with 19 or more unexcused absences:
- 2% absence rate / 1.6% tardy rate.
- Continued instruction with Lexia Reading Program.
- Increase in parental onsite visits from 2010-2011 to 2011-2012: 27%.
- Continuation of family themed activities after school hours.
- Continued use of Saxon Math curriculum K-2.
- PBIS initiative: The School Wide Evaluation Tool (SET) score for Bunker Hill School is for the 2011-2012 school year

III. STRENGTHS OF THE EDUCATIONAL PROGRAM:

A. The average class sizes are:

Pre-K	20	Third Grade	25
Kindergarten	19.16	Fourth Grade	21
First Grade	24	Fifth Grade	28
Second Grade	24		

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- Extended School Hours - After-school Program with concentration in Language Arts was offered to grade 2 students.
- State Department of Education After School program was offered to Grades 3 and 4 students, and will continue into the 2012-2013 school year.
- Four 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.
- 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.
- Incentive awards, including Student of the Month, Attendance, Good Behavior, Homework Champs, PBIS Raffles, CMT/PBIS field trips to Quassy, on-site school wide pizza party, and Achievement Awards were given.
- Title I Parent Liaison continued to act a resource and linkage person for parents.

IV. STATISTICAL DATA:

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

Students of the Month		180
Superintendents Award		1
Presidential Award		9
Honor Roll		23
Citizenship Award		3
Attendance Award		3
5 th grade Art Award		3
5 th Grade Music Award		3
Physical Education Award		3
Library Behavior Award		110
PBIS Incentive Rewards		520
CMT Rewards		234

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

Within System	IN				71
	OUT				90
	Total				161
Outside System	IN				28
	OUT				58
	Total				86

CARRINGTON SCHOOL

Kevin Brennan, Principal

I. GOALS:

a. Accomplishment of Goals 2011-2012

Carrington School made significant progress in the achievement of targeted goals in the 2011-2012 school year as indicated in the School Improvement Plan.

To improve students' performance in literacy: Carrington School continued the Literacy Academy approach, which grouped students by their reading performance and targeted personnel to implement small group instruction. All teacher-teams collaborated on 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, and differentiation of instruction was expanded.

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

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

To engage parents in the education process: Carrington engaged parents in many programs throughout the school year. Carrington's PTA is an active, supportive group that organized and conducted many events. Parents attended literacy events in which students presented their learning.

b. Goals for 2012-2013

The 2012-13 school years will be a time of transition for Carrington School as the new building is prepared for opening. One goal is to maintain teachers' laser-like focus on students' learning. Teachers will initiate implementation of the Common Core Curriculum, using significant nonfiction material, building mathematical and scientific awareness. Carrington's School Governance Council will increase visibility in its second year, and this will add to parents' engagement in children's education. To increase academic performance, Carrington will advance teachers' and students' use of recently-acquired SMART Boards in the classrooms. Finally, Carrington will be *The School of Multiple Intelligences*.

II. HIGHLIGHTS from 2011-2012

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

- Following Principal Brennan's 2010 visit to China, Carrington School initiated international exchange with the Qingdao Experimental Primary School (QEPS) of Shandong Province, China. In January, 74 students and nine teachers and the principal of QEPS spent three days and two nights at Carrington. Carrington School host families provided lodging for the visitors. Carrington's 2011-12 Teacher-of-the-Year JoAnne Piccirillo followed up by visiting QEPS in April.
- Four meetings of Bilingual class parents were held. 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, Disney Day, and the 9th Annual PTA International Dinner. Medical interns from Waterbury Hospital conducted a series of health, anatomy, and medicine-related sessions for Carrington 4th graders. Chinese Acrobat Troupe performed in the Carrington School cafegymnasium for the 4th and 5th grade students. The 21st Century After-School Learning Center added to Carrington's community connections. Kindergarten teacher Rachel Rodriguez won a Target Grant to bring all kindergarten classes to a wildlife center.

III. STRENGTHS of Educational Program

- Teacher teams collected data, analyzed it, and strategized collaboratively to design lessons to improve students' performance. In the realm of health, science, and geography, Carrington teaches about nutrition in an edible way. Carrington School completed its sixth 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 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.
- To parents and schoolmates, third graders at the Third Grade Literacy Festival displayed their interest-based learning on poster boards.
- Fourth graders performed a readers' theater, and fifth graders performed Migration at the district's Language Arts Festival at the Palace Theater.
- With their parents and their teachers, Bilingual first graders visited Naugatuck Valley Community College (NVCC). This is Carrington's ninth annual visit to NVCC to acquaint children with the college environment, and to encourage staying in school and continuing education.

IV. Statistical Data:

Students Receiving Awards (by type, number)

- Carrington's 3rd Graders won third place in the North Division district-wide Olympics of the Mind competition.
- Carrington's 3rd Grader Elsa Kollcinaku won the Silas Bronson Poetry Contest with her insect-themed poem titled Cruella Bee-evil. She was the only student from Waterbury Public Schools to have won.
- Carrington 4th Grade student Nicole Rotella won top prize at the Statewide Invention Convention.

Number of students transferred

Within system in 84/out 60

Outside system in 82/out 46

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HENRY S. CHASE ELEMENTARY SCHOOL

Celia Piccochi, Principal Annual Report for 2011-2012

1. Goals

A. Accomplishments of Goals (from the Chase School Improvement Plan) 2011-2012:

- 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
- Conduct 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 School Improvement Plan (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 Positive Behavior Intervention Support (PBIS) motto – Respectful, Responsible, Safe, and Caring
- SIP committee to meet five times after school this year

B. Goals for 2012—2013:

- SMART Response technology integrated into classroom instruction
- PBIS to become more intrinsic with a Responsive Philosophy being instituted within the classrooms
- Creation of a second computer lab for grades K-2
- Implementation of Science/Social Studies block into the daily schedule
- 20 minutes a day for students to have physical activity
- Regularly scheduled walk-throughs by administrators in classrooms
- Provide professional development for teachers in the area of instructional differentiation
- Pilot program for social studies computer software program designed for grades K-5
- Continue to facilitate good teaching practices through BEST model
- Continued use of district wide agenda/minute forms used at all meetings
- Update SIP to be in agreement with Dr. Ouellette’s district-wide Education Reform Plan

II. Highlights from 2011-2012:

- Back to School Family Social
- Professional Learning Community implementation - school wide-commitment goals from all staff
- Establishment of School Governance Council
- Computer technology instructor in lab
- Use of computer lab weekly by all grades
- Laptop given to all teachers for technology integration
- Safety team established needs and goals
- Monthly newsletters for school parent communication (English, Spanish and Albania)
- PBIS program used school wide
- PBIS Fall and Spring Tag Sales
- PBIS Spring Pancake Breakfast
- Provided four part-time reading tutors working in grades K-5
- Partnership with University of Bridgeport for grades 3 and 4 utilizing reading strategies to increase comprehension skills
- Fall for Reading Harvest

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- Family Math Night
- Extended School Hours program for students in grades 3 & 4 for enrichment and CMT prep
- “Healthy Minds, Healthy Bodies” Inter-District after school program - Grade 5
- Supplemental School Services available this year on site: SMARTIES, A+ Tutoring, and Catapult Learning
- CALI (Connecticut Accountability of Learning Initiative) available for technical assistance five times on site
- Intervention Blocks for Tier II and Tier III students (grades K-5)
- Addition of second computer lab for CMT testing
- Restructuring of Data Teams to function more effectively
- Literacy Academy for grades K-5
- Literacy How computer program with IPod testing piloted with support in grades K-3
- LEXIA computer program for grades K-5
- Literacy Reading Family Fun Night
- Healthy Bodies- Zumba Family Night
- School Wide CMT Rally

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 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.
- 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.....	25
Presidential Awards.....	25
Art Awards.....	1
Perfect Attendance.....	<u>5</u>
Total	57
Transfer In *As of (09/01/10)	
Within Waterbury System.....	133
From Outside of Waterbury System.....	<u>78</u>
Total	211
Transfer Out *(As of (09/01/10)	
Within Waterbury System	74
From Outside of Waterbury System.....	<u>69</u>
Total	143

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WENDELL CROSS SCHOOL

Joseph Amato, Principal

I. Goals

Wendell Cross School's number one concern and initiative continues to be the improvement of CMT scores. This is especially true because we missed making AYP by only three students in Reading. The redistricting of our school due to the opening of the new Gilmartin School made a huge impact on Wendell Cross. In addition, we had to train many schools to become Literacy Academies which also took its toll on instruction and, consequently, our CMT results. We have hosted many school visits from staff and have also visited other schools as part of this initiative. A continuing problem is the performance of new students transferring into the building. They 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. Our fourth year as the Literacy Academy has been a success. We continue to fine tune and make changes appropriate to the program as necessary.

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, Curriculum on the Wall, Curriculum Guide pages, in CPR (Create, Perform, Respond) 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
- 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.
- Developmental Spelling Assessments (Literacy How) (Grades K-5)
- Administer Fall, Winter & Spring DRA2

II. Highlights:

1. Wendell Cross continued to receive training from Literacy How (Haskins Laboratories) during the 2011-2012 school year. Using only scientifically/research based strategies and methodologies to teach reading, we were able to have all K-5 teachers receive advanced training this year. As in the past five years, teacher training was accomplished by releasing teachers from the second scheduled monthly staff meeting to meet, be trained, and observe utilizing the strategies taught. The facilitator also modeled these strategies weekly in their classrooms. The school has 100% of its teachers trained. Wendell Cross teachers have the expertise and knowledge to provide expert literacy instruction to their students.

2. Wendell Cross completed its fourth 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 beyond 120 minutes daily in several grades K, 1 & 4 for the 2011-2012 school year. Each quarter, 20 students identified as in need of more intense remediation 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 Professional Learning Community 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

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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 we can still make even more improvement in the participation of the parents. Our Parent Teacher Association (PTA) continues to fund many of our activities including the improvements made to our Library/Media Center. For the fourth consecutive year, we have several minority members on our PTA executive board. Our PTA reflects the diversity of its student population.

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.

Number of students transferred in and out of your building

- (a) Within system, in 48; out 55;
(b) Outside the system, in 24; out 25.

DRIGGS ELEMENTARY SCHOOL **Diurca Tomasella, Acting Principal**

I. GOALS:

a. Accomplishment of Goals 2011-2012

Literacy Academy

Our School Improvement Plan for the 2011-2012 academic school year focused on improving reading performance. This year Driggs School continued to provide targeted small group instruction to help identify students' specific learning needs. The AIMS Web and Lexia program enabled us to address the needs of our Tier II and Tier III students. These programs provided weekly/biweekly progress reports for individual students. Throughout the school year we were able to progress monitor students and adjust instruction to individualize the child's academic program. We used the student data forms to support documentation for our current EIP students.

Parental Involvement

Our effort to increase parental involvement continues at Driggs School. This year we held elections and created our School Governance Council. This allowed for teachers, parents, community members, and the principal to work collaboratively to set goals for the 2012-2013 academic school year. The Parent Teacher Organization (PTO) continues to meet and has planned successful activities for our students to enjoy.

b. Goal for 2012-2013 :

For the 2012-2013 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 continue to conduct centers to teach behavioral expectations for students at the beginning of the 2012 school year. The PBIS Team will model for students "Blue Behavior". Driggs will also continue to utilize the in-school suspension to decrease out-of-school suspensions. The CPI training on deescalating will be utilized to help staff deal with difficult behaviors.

II. HIGHLIGHTS from 2011-2012

During the course of the 2011-2012 academic school year, parental involvement continued at many school sponsored events. We were especially proud of our Dr. Seuss Day. Many education members and community members participated by reading to our children during the day. At night we held special activities related to Dr. Seuss and saw one of our greatest numbers of parents and families take part. This night we saw about 300 family and students arrive. Throughout the year, parents also volunteered their time in classrooms as well as activities such as the Christmas Bazaar, Ice Cream Social, Family Fit Nights, and much more.

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We are extremely proud of the outcome for our students participating in the Olympics of the Mind. This year Driggs placed first for the West Division in the fifth grade category. This was truly a special honor and we celebrated their accomplishments with a special day for the children.

III. STRENGTHS of the Education Program

This school year we were fortunate to continue using our instructional tutors to help struggling students. These tutors focused on increasing reading performance. Direct Instruction was utilized as part of the reading program for our primary grades. The use of marble notebooks continued where students answered CMT based reading questions based on specific reading strands. A rubric was set to help score the responses. Teachers were also given a specific amount of questions to address weekly. Administrators continued writing positive comments on student notebooks on a weekly basis. Student at times read exemplary responses to open ended questions during morning announcements. Weekly Data Team meetings continued this year but with a stronger emphasis on the 5 Step Data Team process. Teachers developed their weekly agendas and established grade level norms for meetings. Teacher roles were given in advance and circulated amongst the grade level team each week. This year CMT prep began in January and teachers were given detailed guidelines to follow in regards to daily instruction. A CMT Rally was held and students that completed their weekly CMT assignments were entered into a raffle for a chance to win a free admission to Quassy. Our best behaved classes during CMT prep were also rewarded with a pizza party.

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= 25 Awards
2. Most Improved (One student per class) Total= 15 Awards
3. Specials Award/Art Elks Poster Contest Total=2 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 5 West Division Total=5
7. Literacy Academy Awards (Grade 3) Total=19

Number of students transferred:

Within system in 115 out 154

outside system in 45 out 57

DUGGAN PRE K – 8 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)
- Designated Common Planning Time CPT (grade level) meeting to monitor and analyze student work
- Differentiated instruction to meet diverse learning styles for all
- Offered Tutorial services 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 2012 – 2013

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.

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Goal #1 Literacy

- Increase percentage of all students who are reading at grade level by 15% at the end of 3 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 15% 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%
- Add additional collaborative time blocks to each teacher's daily schedule.

Goal #2 Numeracy

- Increase by 15% the percentage of students scoring proficient or higher on district assessments over a three 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
- To 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 Crisis Prevention Services Team (attendance counselor, parent liaison and other support staff).

Goal #4 Parental Involvement

- Increase to 95% the number of parents who sign and return the Family School Compact
- Increase family involvement in the educational process by 15% over 3 years

II Highlights from 20112012

- A. Duggan School implemented the Literacy Academy mode in grades K – 5.
- B. Duggan 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 PBIS celebrations conducted.
- D. An end of the year field day and parent involvement evening were 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. Duggan 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.

IV Statistical Data

A. Elementary

1. Number of students receiving various kinds and types of awards:
 - Superintendent's Award (1)
 - Dragon of the Week (960)
 - President's Award for Educational Achievement (10)
 - Average percentage of students attending monthly PBIS celebrations (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 86	out 92
Outside system	in 35	out 46
Totals	121	138

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M. M. GENERALI SCHOOL

Kathy Stamp, Principal

I. GOALS:

a. Accomplishments of Goals 2010-2011

Although we did make Adequate Yearly Progress (AYP) on the 2010-2011 CMTs, we continue to strive towards excellence to ensure that we make AYP again this year.

The general goals for the 2011-2012 school year at M. M. Generali School are the continuation of life-long learning, the functioning of students 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 2012-2013

- We will continue to work on our school improvement plans.
- We will revise our School Improvement Plan after analyzing our data.
- We will continue to strive towards making AYP on our CMTs. However, we are embracing the Common Core Curriculum and preparing for the next round of testing. 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 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 in June.
- We had our annual Field Day in May 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.
- We had a winter and a spring family fun night where families and staff came together to have a wonderful experience.

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 welcomed 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 Intervention Support Training with SERC (State Education Resource Center). Two school-wide positive behavior programs are utilized at the school. The parents are notified daily of their child's behavior by a color chart 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 development. 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" awards provide 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	234
Perfect Attendance	0
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	2
Achievement	8
Citizenship	4

b. Number of Students transferred in and out:

Within the system	in:	74	out:	77
Outside the system	in:	55	out:	62

JOHN G. GILMARTIN SCHOOL

Dr. Donald Burzler, Principal

I. Goals

a. Results of the Connecticut Mastery Tests (CMTs) indicated that Gilmartin School missed making AYP by one student for the 2010-2011 school year. This was an impressive beginning considering that we had opened a new school that included grade six in addition to the regular prekindergarten to grade five classes and had expanded to two classrooms at each grade level. Our school improvement plan for the 2011-2012 school year consisted of adopting the Literacy Academy reading instruction format to our school. Despite concerns and contradictions given our performance on the CMTs, this was a successful transition. Built into our schedule was a two hour literacy block at each grade level. Regular bi-weekly data team meetings in the area of reading addressed student performance in this content area and common formative assessments were developed to evaluate progress toward mastery of essential content "power" strands. Technical assistance from the Connecticut Accountability for Learning Initiative (CALI) contributed to both the transition to the Literacy Academy and the performance of the data teams.

Parent involvement remained strong throughout the 2011-2012 school year. The Gilmartin Parent Teacher Group (GPTG) met regularly and planned a significant number of activities for students and their families. These included a family game night, holiday celebrations, a field day and picnic, and it culminated with an awards ceremony at the end of the year. Regular meetings of the Gilmartin Community Club were conducted at our school and local neighborhood and area concerns were addressed. Both of these organizations are moving toward the true community spirit in which the first prekindergarten to grade eight neighborhood school was established. The interaction of our school with the Community Club resulted in our school receiving a city award for the role we have played in facilitating the effectiveness of the club.

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Our Positive Behavior Intervention Support (PBIS) Team and their respective program functioned solidly throughout the school year. Weekly awards were given for students who demonstrated good “gator” behavior. In addition to certificates and pencils, students also received credit for merchandise at our school store. At the end of each month a celebration was held to acknowledge those students who had performed at behavioral expectations for the month. These activities consisted of dances, sport activities, cupcake decorating, and other motivational rewards. Each activity was very successful and served as a significant motivating factor for students to follow behavioral expectations throughout the school day.

b. Development and Implementation of a School Improvement Plan for 2012-2013.

With the abandonment of the Literacy Academy for the 2012-2013 school year there can be little doubt that reading instruction will be a major focus for the 2012-2013 school year. While formats have not currently been developed for district plans, we have begun moving ahead with plans to provide high quality reading instruction for our students. These plans include quantifying instructional variables to enhance teaching and ultimately improve student performance on measures of reading ability. In the true spirit of “professional learning communities,” we have initiated dialogues and professional development to establish planning, as well as instructional procedures, that will insure student success. Careful attention will be given to instructional procedures for small group direct instruction as well as independent learning centers. Functional planning and documentation will be an integral part of all improvement initiatives. District goals such as parent involvement, a safe and secure learning environment, and numeracy will be additional areas of focus for the next year. These efforts should include expansion of the role of our Gilmartin Parent Teacher Group, integration of the Gilmartin Community Club to address more student and family issues, continuation of our building PBIS initiatives, and professional development in reading and mathematics to address the Common Core State Standards (CCSS) for the content areas of reading and mathematics.

II. Highlights from 2011-2012

a. Outreach efforts to involve the community in the education of Gilmartin students are having a significant impact on the quality of programming for our students. The active role played by the Gilmartin Parent Teacher Group (GPTG) has provided activities for our students as well as a variety of recognition and reward opportunities. Student of the Month was initiated this year and regular events such as Multicultural Day were held throughout the year. Combined family and student activities were an integral part of our yearly efforts. The regular meetings of the Gilmartin Community Club (GCC) were held at Gilmartin School. A sports interest survey was conducted and some community issues were addressed through their initiatives. Gilmartin School was awarded city recognition and received a Governor’s proclamation for their support of the GCC. The coordination of these two groups and their combined interactions are truly realizing the District goal of establishing a community based prekindergarten to grade eight school.

b. Through combined initiatives of the mayor’s office and the department of education, we received The Safe Routes to Schools grant from the Connecticut State Department of Transportation. This substantial acquisition has provided The City of Waterbury with a half million dollars for improvement of sidewalks and promotion of healthy habits for the Gilmartin community. In addition to supporting new sidewalks, the grant includes bicycle safety, bicycle racks, walking initiatives and coordination of city resources through the police department and YMCA. The primary goal is to promote healthy students and families in the Gilmartin community. The highlights of the program this school year was the kickoff community meeting at which we had a significant response from the community, the extended resources, and the staff at Gilmartin School. We are looking forward to fully implementing this program for the 2012-2013 school year.

c. The academic performance of students at Gilmartin School was impressive for our first year of operation in 2010-2011. Connecticut Mastery Test results indicated that we missed Adequate Yearly Progress (AYP) by a narrow margin. This year we have added grade seven to our program and next year we will complete the expansion by adding the eighth grade. Teachers have been provided with collaborative planning time and have played an active role in data team meetings that are used for planning and assessing instructional procedures. At this point in time we are getting beyond the “new” school persona and establishing an identity unto itself.

III. Strengths of the Educational Program

a. The staff at Gilmartin School has a nice mix of veteran educators with teachers at the beginning of their careers. This has provided us with professionals who are willing to go beyond the minimal job performance requirements to provide a quality education for our students. This is evidenced by participation and planning in programs that go beyond regular classroom instruction. Teachers have demonstrated a willingness to plan and participate in our

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Extended School Hours (ESH) program. Several staff members have put in significant hours in addition to their regular responsibilities in helping plan and provide monthly activities for our Positive Behavior Intervention Support (PBIS) program. Teachers were willing to spend the significant portion of a weekend helping prepare and insure the security of our Connecticut Mastery Tests this school year. Almost all staff attended our kickoff Safe Routes to School community meeting and many of our colleagues supported our annual musical performance by raising money and helping with management and ticket sales. It is this willingness to go above and beyond that provides our students with a quality well-rounded education.

b. The staff of our facility, working with the responsive population we serve, provide a personable education for our students and their families. Teachers and administrators are accessible to parents both by individual initiative and programmatic goals. Parents feel they have a level of responsiveness that gives them a confidence that all efforts are being made to provide children with the best possible education. Strengths in our special education team, as well as our mathematics and reading departments, also develop a high level of support service to families of children with special needs. Early intervention techniques in combination with quality tier intervention procedures support admirable levels of student learning. The result is that we end up with a total package that is truly the integration of extensive and diverse quality efforts coming together to best serve each child.

IV. Statistical Data

Students Receiving Awards at our Awards Ceremony:

Classroom Awards:

Attendance: 15
Considerate Citizen Awards: 15
Remarkable Reader: 15
Mathematical Whiz: 15
Excellent Effort: 15

School Wide Awards

Most Improved Reading: 2
Sportsmanship Award: 2
Most Musical: 1
Library Media Service Award: 1
Second Language Achievement Award: 2
School Wide Perfect Attendance: 6
School Psychologist Award: 1
Academic Scholarship Grade 7: 1
Citizenship Grade 7: 1

Number of students transferred:

Within our system: in: 121 out: 20
Outside our system: in: 56 out: 23

HOPEVILLE SCHOOL

Thomas Pannone, Principal

I. GOALS

a) Hopeville School's Annual Report for the 2011-12 school year will deviate from the usual format due to the unique circumstances which affected the school. The CMT cheating scandal, along with an overall dysfunctional school culture, demanded a complete overhaul of the school's operation. In addition, all previous year's assessment data could not be validated, making comparisons of year to year progress unreliable. In addition, a 2011-2012 School Improvement Plan was probably never developed in the 2010-2011 school year. No copy of a 2011-2012 School Improvement Plan could be found.

b) At the time of this report, the Waterbury Public School's 2012-2013 District Improvement Plan has not been finalized. This is due to very recent Education Reform Legislation, and its impact on the Waterbury Public Schools.

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In addition, a new principal for Hopeville is expected to be appointed in late June/early July of 2012. The 2012-13 School Improvement Plan's goals will be consistent with the new District Improvement Plan, along with input from the new school principal and the School's Improvement Team.

II. HIGHLIGHTS from 2011-2012

Without question, the biggest highlight of the 2011-2012 school year was a complete change in both the school's culture and operation. As well documented in the State Department of Education CMT Scandal Investigation, Hopeville School's culture was dominated through fear and intimidation toward staff, students and parents alike. The school was certainly not student oriented, parent friendly, nor conducive to a healthy working environment for staff.

The only focus appeared to be an obsessive drive to improve student test scores at any cost. It is this obsession, I believe, that created the perfect storm for the unfortunate events that followed.

The limited space constraints of this section of the Annual Report will not permit sufficient detail of all the highlights. An overview of the major highlights would include the following:

- Developing and maintaining a student friendly, fun and exciting learning environment.
- Developing and maintaining a very welcoming environment for parents and community members.
- Involving parents in various school governance committees and encourage positive parental involvement.
- Developing and maintaining an honest, open, collaborative relationship with all staff.
- Restoring integrity in and confidence in Hopeville School

III. STRENGTHS

Prior to the 2011-12 school year Hopeville School's Educational Program was a highly structured, intensively rigid academic curriculum which focused almost entirely on literacy and numeracy. District initiatives and instructional programs were not adhered to. Reporting of discipline data to central office was non-existent. Teacher and staff evaluation were neither completed, nor submitted, to the H.R. office. I believe the continued high test scores reported over the past five years masked deception in the overall school operations.

The 2011-12 school year has provided a solid foundation for continued success going forward. I do, however, believe there are a small group of staff members who present obstacles which will impede future success.

IV. STATISTICAL DATA

Students Receiving Awards

- 1 Superintendent Recognition Award
- 6 Gr. 5 Olympic of Mind – 1st Place West Division Presidential Award Winners
- 8 Academic Achievement
- 2 Academic Excellence

Number of students transferred:

- Within system: in/124 out/115
- Outside system: in/110 out/85

KINGSBURY SCHOOL

Pamela K. Baim, Principal

I. Goals

A. Accomplishment on 2011 –12 Goals

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

Accomplishments for the above goal are as follows:

- Kingsbury School made Safe Harbor for the third year in a row.
- Kingsbury School is a School of Choice.
- Tier III implemented for grades K – 5 for Reading.
- Tier III SRBI Smart Goals matrix implemented.
- Intervention Log done on a daily basis by interventionists.

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- Intervention Enrichment Program with the Specialists for Kindergarten – grade 5 students.
- Interventionists selected focus area from the 5 Pillars of Reading and the use of additional assessments to set a SMARTGOAL for each child.
- Assessments are consistent throughout the building given by teachers that have been given training and resources through the Reading Lab.
- Reading Facilitator modeled guided practice for all teachers.
- Progress monitoring sheets filled out by interventionist.
- SMART Board training given to all staff.

B. Goals for 2012 – 2013

- 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 2012 – 2013 school year.
- Kingsbury School’s Tier II and Tier III interventionists are to implement explicit small group instruction.
- Data is gathered from the students’ latest DRA to direct the tiered instruction.
- Reading Laboratory will focus on comprehension, vocabulary and fluency.
- Focus on refining and improving effective teaching methods within the Common Core.
- To make curricular and instructional overhauls to meet the Common Core standards.
- To enhance the classroom and media center libraries to include text exemplars.

II. Highlights

- Kingsbury School made Safe Harbor again this school year.
- Family Fitness Night servicing 99 families.
- Literacy Night servicing 169 families.
- Palace Theater field trip for our 3rd graders funded by Target.
- Quisenberry Arcari Grant given to Kingsbury grade 3 students to attend field trip.
- Norwalk Maritime Museum Grant for field trip to the museum for 3rd grade.
- Tanglewood Marionettes for the Kingsbury School students funded through pasta fundraiser.
- JumpRope for Heart fundraiser totaling more than \$2,800 raised by Kingsbury students.
- Pennies for Patients fundraiser \$636.
- Hop A Thon for Muscular Dystrophy \$580.
- Box Top Program - \$130.
- Bottle Collection from 5th grade – money donated to a family that was displaced by fire.
- Adoption of Endangered Animal by Library Media Specialist.
- Gold Medals given to 71 students in our present 4th and 5th grade for attaining at least a Level 4 in all areas of the CMT.
- Newsletter is written in both Spanish and English and is also online.

III. Strengths

- Intensive, targeted planning and instruction are what assisted us in making Annual Yearly Progress, a federal No Child Left Behind benchmark.
- Small Group Walkthrough data show Result Indicators Proficiency between 85 – 94% proficiency.
- Matrices showing focused strands highlighted for data collection according to theme addressed every 6 weeks.
- Grade level minutes showing instructional focus for upcoming 2 week period.
- 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.
- SRBI – Kingsbury SMART GOAL Worksheet showing these tiers include entry date, DRA score, ESL or 504 distinction, retention and exit date if applicable.
- Enrichment classes for children who are not in Intervention are working well.

IV. Statistical Data and Awards

Students of the Month	240
Fifth Grade Awards for Presidential Certificates	31
Michael Mobilio Math Award	1

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Diana Colon ESL Award.....	1
Olympics of the Mind 2 nd place North Division – 3 rd grade	
Olympics of the Mind 3 rd place North Division – 5 th grade	
Olympics of the Mind Overall Highest Individual Score	

Number of students transferred into Kingsbury	
Within System	132
Outside of System	49
Total	181

MALONEY INTERDISTRICT MAGNET SCHOOL

Donna Cullen, Principal

I. GOALS

A. Accomplishment of Goals Based on School Improvement Plan

During the 2011-2012 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. Factors that contributed to the accomplishment of the School Improvement Plan include:

- 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, individualize instruction according to needs
- Intervention Block has continued to offer Tier II and III support and to offer enrichment activities
- Literacy and numeracy blocks
- Guided Reading Program in grades 1-5
- 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 and 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 2011-2012 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
- Monthly newsletter
- Iris System, Phone Call
- Book Bingo Night
- Japanese Parent Visits
- Welcome Back Ice Cream Social
- Pre-K Events: Pizza Night, Ginger Bread Making Night

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- PTO Monthly Meetings
- PBIS/Reading Kick Off Pep Rally
- Student Council Induction Ceremony
- Kindergarten Exit Criteria Parent Workshop
- Kindergarten Orientation
- Guided Reading Parent Workshop
- Student of the Month Celebrations
- Open House – twice a year
- Author visits
- International Student Education Conference
- CMT Parent Workshop
- Science Fair 4th and 5th grades
- PAC Meetings
- School Wide Field Day
- Chorus and Instrumental Concert
- 5th grade Promotion
- End of year Kindergarten Celebration
- Japanese New Year Celebration
- Dr. Seuss Day

During the 2011-2012 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, PBIS Celebrations

The Student Council served its 13th 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 1000 items to the troops overseas
- Collected over \$4,000 for Pennies for Patients (2nd highest statewide)
- Food Drive
- Student led recycling program
- Donation to Student Scholarship Fund

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 group experiences, students learned about cooking, pottery, 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.

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- 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.
- Authors Peter Lourie and James Christopher Rumble. Storyteller, Mary Jo Maichack
- 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.
- International Education Conference for grades 4 and 5 students in participation with the U.S. Department of Education International Week 2011 was held in November, 2011 in an effort to build international understanding and prepare students for a global environment.

B. Goals for 2012 – 2013

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 CCSS, 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 implementing intervention block, which includes enrichment as well as support
- Continue to emphasize PBIS as a school-wide initiative

II. HIGHLIGHTS OR ACCOMPLISHMENTS FOR THE 2011-2012 SCHOOL YEAR

- We continued to meet the magnet school requirements set by the CSDE. The interdistrict enrollment for 2010-2011 was 35%.
- Our CMT scores continue to be among the best in the city and our ERG.
- Patricia Yurchyk, Kindergarten teacher, was recognized as the Maloney School Teacher of the Year.
- At the OOM competition in May, Maloney 3rd graders won second place for the west division. Our 5th graders were the third place winners for the west division.
- The school raised \$500 for Global Playground.
- 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 Megan Perez and Lauren Mendela, all college bound graduates of Kennedy High School and Terryville 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 graders had the opportunity to travel to New Jersey to attend the Medieval Times Tournament.
- The 3rd and 4th grades held a poetry reading for their parents and peers, to celebrate the publishing of poems and books. The Writing Teacher Leader, in collaboration with the classroom teacher, guided the students through the narrative writing process.
- Maloney was represented by nine students at Waterbury’s Hispanic Heritage Celebration.
- Grade 1 Japanese Spring Festival in conjunction with Wilby High School students. Students wore traditional Japanese kimonos and ate sushi.
- 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 Grades 1-5
- Sixty Maloney students were chosen to assist in creating the tiles for the Waterbury Mosaic Program.
- Students raised \$500 for Global Playground.

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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 16th year of operation. The school, with its multicultural curriculum, serves students from Waterbury as well as students from 10 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 regular classes for kindergarten through grade five. The school also offers a pre-school special education 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
- 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

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with Sensei”, student celebration of World Languages Week, Undokai Festival (Sports Day in Japan), 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

Students Receiving Awards:

Students of the Month – 250
Forever Wave Service - 8
American Citizenship Award – 29
Science Fair – 32
Writer of the Month Award – 10
Artist of the Month Award – 10
Reader of the Month Award -10
Mathematician of the Month Award-10
Superintendent’s Award – 1
Elk’s Drug Awareness Essay Contest – 3rd Place Winner

Students Transferred In/Out Building

Within system: In – 88 Out - 0
Outside system; In – 41 Out - 16

FRANK G. REGAN SCHOOL

Noreen Buckley, Principal

Goals 2011-2012:

Regan School Students will attain high academic achievement for all students in literacy. The 2011-2012 DRA data demonstrates 38/40 kindergarten students were proficient or above, 41/48 first grade students were proficient or above, 45/50 second grade students were proficient or above, 43/50 third grade students were proficient or above, 43/52 fourth grade students were proficient or above, 47/52 fifth grade students were proficient or above. The 2011 CMT scores demonstrated that 66 students in grades 3-5 were proficient or above in the area of reading. In order to achieve AYP in 2012, 56 more students need to be proficient or above.

Regan School students will attain high academic achievement for all students in mathematics. The CMT scores from 2011 demonstrated 86/150 students in grades 3-5 earned a score of proficient or above. In order to make AYP in the area of math 56 more students need to be proficient or above.

Regan School will provide a safe and secure teaching and learning environment. Regan School follows all BOE policies and procedures for all students, staff, parents and community. The Regan school staff participated in Crisis Prevention Intervention training throughout the course of the 2011-2012 school year.

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.

Goals for the 2012-2013:

Students in all grades will increase literacy ability by 5%. The school will continue to deliver the highest level of instruction in the area of Reading and Language Arts. Student’s data will be continuously analyzed at weekly data teams in order to drive instruction and deliver the highest quality of Tier I, Tier II, and Tier III instruction. Students will increase mathematics proficiency in all grades as measured on the CMT. School will analyze CMT scores for 2011 and implement a tiered intervention block based on the CMT scores, district assessments, and bi-weekly data

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team meetings. School continues to subscribe to CMT Test Prep Fun software program. Students are scheduled to attend computer lab one time per week for 45 minutes.

School will continue to decrease number of out-of-school suspensions by 5%. Through analysis of data provided to 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 to become involved in students' school life.

Highlights from the 2011-2012:

School implemented the Literacy Academy model. All grades scheduled an uninterrupted two hour Reading Language Arts Block. Students received targeted instruction during this time, as well as Tier II and Tier III instructions for students who required it.

Strengths of Educational Programming:

Weekly 45 minute data team meetings were held to develop pre and post Common Formative Assessment, discuss and monitor all students achievement in Tier I instruction, identify students requiring Tier II and Tier III instruction, begin EIP services as needed, review PBIS data and discipline issues if required. Three Title One Tutors worked from December through June to assist in language arts instruction. An Extended School Hours program took place in which students participated in community organizations and Boy Scouts and Girl Scouts program came to school weekly.

Statistical Data:

Number of students transferred within the system is	136 in	23 out
Number of students transferred outside the system is	82 in	32 out

ROTELLA INTERDISTRICT MAGNET SCHOOL **Gina Calabrese, Principal**

I. Goals

a. Accomplishment of Goals 2011-2012

According to results of the 2011 Connecticut Mastery Test, 80.0% of Rotella students were proficient in reading; 95.0% in mathematics; 88.6% in writing; and 90.5% in science. Working as a Professional Learning Community, Rotella teachers continue to focus on improving small-group differentiated instruction in reading, supported by literacy work stations. Scientific Research-Based Interventions (SRBI) have been fully implemented in math, reading, and behavior in grades kindergarten through 5. Instructional Data Teams meet weekly to analyze common formative 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 meets regularly to discuss academic programs, as well as 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 2012-2013

Rotella Magnet School's goals for 2012-2013 are to achieve 89% reading proficiency on the 2013 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 2011-2012

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Rotella was named a Magnet School of Excellence in 2010 and 2011 and a Magnet School of Distinction in 2012 by Magnet Schools of America (MSA). Principal Gina Calabrese was named Educator of the Year by the Waterbury Exchange Club. Visual Art Teacher Suzanne Dionne was presented with Artsonia's Leadership Award for the second year in a row. This award honors teachers who go beyond classroom walls to encourage family and community involvement in arts education. It also recognizes significant achievement in the area of technology integration within the school arts program. Thanks to Mrs. Dionne's efforts, Rotella Magnet School's online art gallery ranks #1 in the state of Connecticut and number 52 in the nation. For the ninth consecutive year, Rotella was awarded a combined grant from Capitol Regional Educational Services (CREC) Pupil Partners Program and Area Cooperative Educational Services (ACES). Rotella's third and fifth grade teams each performed extremely well 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 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

In honor of Waterbury having been named as one of the nation's 100 Best Communities for Young People by America's Promise Alliance and ING for the second year in a row, Waterbury's Bridge to Success sponsored a Community Forum and Recognition Ceremony for Waterbury's 100 Best Young People, at the Palace Theater. Two Rotella students were included on that list. One of our students won an Honorable Mention in the Long Island Sound and Its Watershed drawing contest, sponsored by the Long Island Sound Foundation, Inc. Another student won First Place in the City of Waterbury's Blight Enforcement and Control Task Force's slogan contest. One our 5th graders won third place among all the 5th and 6th grade contestants in the Gettysburg Address Oratorical Contest that was held in May at the Waterbury Arts Magnet School.

b. Number of Students Transferred

To date, 13 students transferred into Rotella Magnet School from within the Waterbury public school district and 0 students transferred into another district public school. The number of students transferring into Rotella from outside the system was 16. Transfers to schools outside the system numbered 21.

SPRAGUE ELEMENTARY SCHOOL

Donna W. Perreault, Principal

I.

A. Accomplishment of Goals based on SIP

Data teams met for both numeracy and literacy with focus on instructional strategies and results indicators. Time was always a factor. Support staff attended these meetings when scheduling allowed in addition to the Literacy Facilitator or Math Coach. Assessments continue to be analyzed, logged into the database, shared and used to make informed instructional decisions.

The new math series for grades 3, 4, & 5 began to move us toward thinking about the Common Core in numeracy. Our district assessments included fewer items with scoring by rubric. Everyone needed to make a shift with the coming of these assessments. Kindergarten, Grade 1 and Grade 2 used new applications with the Saxon math program in their instruction.

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We continued this year with the Literacy Academy model with an immersion class at each grade level. This group had great support and some students experienced growth. The Developmental Reading Assessment was given three times (September, January and May) this year.

Our Positive Behavior Interventions and Support team retrained students in the cafeteria expectations. Students had opportunities to earn eagles for their behavior in the cafeteria. Raffles and prizes were awarded monthly.

We continued to use the Immediate Response Information System (IRIS) to contact parents for a variety of messages. We need to continue to get current phone numbers for this to work.

B. Goals for 2012 – 2013

Data teams will continue at each grade level to analyze student strengths and weaknesses in literacy and numeracy and incorporate information regarding positive behavior strategies. Grade 2 will join grades 3, 4 & 5 in the new *Math Expressions*. The teachers have had some professional development and will continue to receive support through our coaches. We hope to increase the level of parent engagement in areas of literacy, numeracy and technology. We will hold our Family Night events, social action projects and Positive Behavioral Interventions and Support programming. Differentiated instruction in reading will have a focus and support as much as possible.

II. Highlights of 2011-2012

Classes participated in field trips, sponsored by the Parent-Teacher Organization, and student contributions. They traveled to Central Connecticut State University, University of Connecticut at Storrs, the Mattatuck Museum, Connecticut Science Center, Beardsley Zoo and Stew Leonard's. We also had in-house visitors from CCSU Engineering students with their professor, Shakesperience Theatre Productions, and Destiny Africa, a children's choir from the Kampala Children's Center in Uganda. We held Field Day in the spring and a picnic lunch was provided by Food Service with popsicles from PAL. We continued our participation in the Truancy Clinic with 16 students. First grade students were offered an after school program for 30 sessions with activity sessions from Talcott Mountain Science Center and High Touch, High Tech, while our 2nd through 5th graders had the 21st Century After School Program available. Twenty second and third grade students participated in the Sprague Unity Network (SUN Program) with a social worker once a week to talk about positive choices individually and in small groups. There were also sessions with families that included dinner and a program. This was through a grant that will continue. Three more SMART Boards were installed in classrooms this spring. Parents continue to be invited to all our activities, including CMT practice sessions for grades 3, 4, & 5.

III. Strengths of the educational program

The ESL teachers, Special Education, Basic Skills, Reading, Speech & Language teachers and the specials teachers support the classroom teachers regularly in academic areas. The staff integrates social, behavioral, and academic goals into daily lessons utilizing supplemental materials to expand skills for mastery in content areas. Teachers communicate with parents frequently. Our Social Worker supports at-risk students and students with IEPs and our Guidance Counselor uses the core curriculum in each class and handles crises that occur. The literacy groups change as needed, with groups of students needing like skills meeting together. These groups are flexible, fluid and constantly assessed. Teachers brainstorm appropriate instructional strategies during their data teams. We held successful family night events – Harvest Celebration, an evening with Strega Nona, family science night, cultural day for second graders, our Black History celebration and CMT practice sessions. We also had our First Day Celebration with service agencies providing information for parents.

IV. Statistical Data

Student Body	357	Kindergarten - Grade 5
	87	<u>Pre-Kindergarten</u>
	444	Total Student Body

Within System		Outside System	=	Total
Transfers in	96	41	=	137 in
Transfers out	88	36	=	124 out

Awards

- One fifth grader represented Sprague School in The Gettysburg Address speech contest
- One fifth grader received the Superintendent's Recognition Award

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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.
- Students were honored for Character Awards – fairness, caring and responsibility.
- Three 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.
- Our ESL teacher was named Teacher of the Year at Sprague School.
- 32 students earned a trip to Wilby High School for Positive Behavior Intervention Support field day activities. 98 additional students earned a trip to Quassy Amusement Park for their positive behavior. We also honored the remaining students who could not attend these trips with an afternoon reward on the school grounds – this was another 58 students. Each of these 188 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. This was an increase of 19 students over last school year.
- Seven of our fifth graders were accepted into the Middle School Accelerated Academic Program at North End Middle School.
- One teacher received a Margaret M. Generali grant and another received a Target Inc. grant.

WALSH SCHOOL

Erik Brown, Principal

Goal A

Walsh School students have accomplished considerable growth on the 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. 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 again do not meet proficient status are targeted with extra support. This is the second 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.

Highlights

At Walsh School we celebrate cultural diversity. Throughout the school year, community leaders of multicultural backgrounds join us for morning meetings to share information and share 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 formed a

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partnership with Naugatuck Valley Community College to assist parents in getting a College degree. We have also added the Fatherhood Initiative.

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 Nights, as well as Science Night. We also have many parent volunteers that assist our staff with special projects. Our community partners include the Police Department, The Department of Children and Families, Waterbury Community Center, local religious organizations, Probation Court, WOW, NOW, and PA. Some of these partners 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.

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 498
Participation Award 498
Improvement Award 498
Perfect Attendance – an average of 15 per class per month.

Number of students transferred,

Within system: transfers in 62 transfers out 27
Outside of system: transfers in 9 transfer out 51

Walsh School's Improvement Plan focuses on reading. The following are DRA Score comparisons for the years 2010-2011 and 2011-2012.

	<u>2010-2011</u>	<u>2010-2011</u>
Kindergarten		
Proficient	32.4%	32.4%
Basic	53.9%	48.6%
S. Deficient	14.0%	18.9%
1 st Grade		
Proficient	13.8%	14.7%
Basic	41.4%	15.6%
S. Deficient	44.8%	69.7%
2 nd Grade		
Proficient	18.3%	7.5%
Basic	55.9%	31.3%
S. Deficient	25.8%	61.3%
3 rd Grade		
Proficient	28.7%	18.7%
Basic	29.9%	22.0%

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S. Deficient	41.4%	59.3%
4 th Grade		
Proficient	11.4%	17.1%
Basic	14.8%	7.9%
S. Deficient	73.9%	75.0%
5 th Grade		
Proficient	13.7%	0.0%
Basic	27.4%	42.6%
S. Deficient	58.9%	57.4%

498 students were tested in 2010-2011 versus 536 students tested in 2011-2012. 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 SCHOOL

Roxanne Augelli, Principal

I. Goals

The accomplishment of the “immediate” 2011-2012 goal has been:

The goal to enhance current curricular change has been met through the year-long process of understanding the Common Core. Staff worked diligently to internalize the expectations of the Common Core standards. Staff members designed curriculum maps for literacy for each grade level.

Parents at Washington School took part in an ASPIRE activity facilitated by Dr. Michelle Femc-Bagwell of the University of Connecticut. Parents shared their strengths, skills, professions, interests, relationships, and knowledge of the environment to provide the school with a detailed view of what gifts they can offer our school community.

Goals for the 2011-2012 school year

- 1) A collaborative model will be utilized to implement, monitor and adjust Common Core Literacy Curriculum maps.
- 2) Design, create and implement an ASPIRE (assets, skills, professions, interests, relationships and environment) directory to support parent involvement at all levels

II. Highlights of the 2011-2012 school program

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
- Gr. 2 Gingerbread Houses
- Polar Express
- Spring and Winter Concerts

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- Chris Smith Bike Show
- Rock Cats game for exemplar behavior
- Holiday Shopping Store
- Wolf Bucks and Wolf Den Store
- 5th and 4th Grade Dress Code Adherence Dance – “Disco Dance”
- Black History – “One Giant Step”, school-wide
- Volunteer Recognition Dinner/Breakfast
- Two-part Garden Series for Families
- Nutrition Series for Families with published Cookbook
- Box-out Bullying

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
- Bus trip to Farmer’s Market
- Maritime Aquarium of Norwalk
- Math 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.

Statistical Data

Number of students who achieved honor roll status (first and second honors for all marking periods.)

Total number of students selected by their teachers as Student of the Month. (Sept. - May) 144 students.

Students who received special awards at the grade 5 promotion ceremony:

Presidential Award for Academic Excellence 3

Presidential Award for Academic Achievement 13

Superintendent’s Award: 1

Memorial Award: 6

Number of students transferred in and out of the school during the 0010/2011 school year as of June 1, 2012:

Within System In: 77 Out: 37

Outside the System In: 90 Out: 42

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WOODROW WILSON ELEMENTARY

Robin Henry, Principal

I. GOALS

a. 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.

This is our second year adding Enrichment to our Direct Instruction block which began in October and ended June 7th. Students in grades Kindergarten through fifth grade received 45 minutes of reading intervention/ enrichment per day unless we were having an early dismissal. The major change to the Enrichment Block was having the teachers develop and implement the lessons. The lessons were more skilled based and richer in content. All students made growth on the DRA from September but students with an Individual Education Plan were more limited to the overall year of growth.

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

Teachers in grades 2-5 are using a new math series which correlates with the Common Core and is much more rigorous. Kindergarten and First Grade still use Saxon but First Grade is piloting a new series and won't be using Saxon next year. The districts assessments showed steady growth in each grade level.

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

PBIS is very strong in our school, and students are aware of all expectations. We did see an increase in school suspensions in and out but many were due to new students entering Wilson and others in the EIP process for behavior.

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. Our Parent Liaison has monthly meeting with parents to educate and inform on various topics. We also started a School Governance Council that has been meeting monthly. We have a monthly newsletter and use the IRIS System bi-weekly to monthly to inform our parents of upcoming events.

Upcoming Goals for 2012- 2013

- 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 a more skills based Enrichment period. We would also like to add a school end of the year spelling bee.
- To continue to attain high academic achievement in Numeracy by having an end of the year math bee to challenge students.
- To continue to educate students on the school's PBIS Expectations.
- To have grades 2-5 using Blue Ribbon Program to progress monitor students in reading, writing, editing revising, and math.

Highlights from 2011- 2012

- Distinguished Friends Award presented by CAS to Ed Mascolo for all his effort and dedication to Wilson.
- Gettysburg Address Participant – Eric Marrero did not win but did an excellent job!
- 21st Century Afterschool program – We had 3 students compete in the CT Invention Convention at UCONN. Damian Seda and Jaydalee Medina received participation award and PrinceyAna Clark received honorable mention.
- Peace Makers Mural – School Wide mural created on gym wall to represent Wilson's stop bullying campaign.
- Governance Council developed and in progress.
- Data Bulletin Boards.
- Cheerful Daisy developed this year to build up staff morale.
- Homework and CMT Family nights – highest attendance in years!
- EIP Data Teams received acknowledgment from CAS of significant growth this school year with many grade levels receiving exemplar.
- Implemented and completion of all staff being CPI trained.

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Strengths of Woodrow Wilson School's Educational Program

Our strengths at Woodrow Wilson are:

- Direct Instruction and Enrichment Block – refined this year and we will continue to make changes to best meet the needs of all students.
- 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 in reading.
- Reciprocal Teaching – Grade 4 & 5 – student fully engaged in not only reading but writing and speaking.
- The Staff is very involved in the families at Woodrow Wilson. It amazes 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 success.
- Data Bulletin Boards – students are involved in progress monitoring.
- Data Teams established and high functioning.
- Afterschool programs targeting weak skills in reading.
- Blue Ribbon Program for grades 2-5 that can progress monitor CMT skills and incorporating the Common Core State Standards.

Students Receiving Awards

38 students were recognized and received certificates for participation in the 2011 Governor's Summer Reading Challenge.

One student in our fifth grade was awarded the Superintendent's Award on May 23, 2012 at KHS.

Twelve students were honored for perfect attendance this year.

Three students were eligible to participate in the CT Invention Convention at UConn

One student won honorable mention in the CT Invention Convention

Number of students transferred

Within the system: 80 transferred in and 112 transferred out

Outside of the system: 65 transferred in and 34 transferred out

MIDDLE AND HIGH SCHOOLS

NORTH END MIDDLE SCHOOL

Michael LoRusso, Principal

I GOALS

A. Accomplishment of Goals from the School Improvement Plan

Our goals for 2011-12 school year were focused on four areas as described in the School Improvement Plan (SIP)

- Numeracy
- Literacy
- School Safety
- Parent Involvement

In the area of Numeracy, 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, sixth grade students have gone up 20.1% in math and seventh grade students have increased 14%. In reading, sixth grade students have grown 23.8 % since 2006, while seventh grade students have shown a 19.8 % increase. Eighth grade students have grown by 15.2 %. 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 district assessments to help teachers 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 continued 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 also 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.

We now have a literacy teacher able to provide service to each house, and this has allowed us to provide a Tier II 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 to determine progress. As student understanding improves they may be exited from the program and new students enlisted.

In the area of school safety, we have made significant progress. To date we have experienced a 29% reduction in the number of out-of-school suspensions (OSS) since the 2010-11 school year. Our baseline data established in 06-07 was 1542 OSS. In 2008- 09 we had 904 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 one school year and was 183 less than our projection of 898. As of June 6, 2012, we have had 506 OSS, with a goal for the year of 644. We are currently 138 suspensions below our goal. I feel this is directly attributable to the work of our 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 93.6 %. More importantly we had only a handful of students that exceeded the 18 day limit stipulated by our attendance policy.

Additionally, our Positive Behavior Intervention Support (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 Limited English Proficient (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 2011. 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 2011-12

The goals for North End Middle School for the 2011-12 school years 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 2011-12 school year was the institution of a number of instructional strategies aimed at improving student learning. We were able to identify specific students within specific sub groups that were in need of targeted instruction. Tier II interventions were then provided in math and literacy. For the 2011-12 school year we continued with the changes in our master schedule. Our Professional Learning Communities (PLC) team has been solidly in place since the 2009-10 school year. Their influence was felt throughout the building from a painting on the entry wall of a PBIS 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 PBIS initiative, teachers were asked to display their personal commitment to PBIS 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 their 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 PBIS 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. 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. Additional computers were added to our new computer lab and quiet reading areas have made our media an attractive place for students and staff.

We completed our relationship with "Executive Coach" Mr. Harry Dumeer, (CAS). Mr. Dumeer and North End administrators used walk-through visits as a means to give teachers feedback on their instruction. 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, including several City Championships, contributed to an outstanding year. North End was also featured on WFSB Channel 3 "Cool Schools", Mark Dixon from Channel 3 highlighted our "You Make a Difference Writing Program" with Mrs. McDermott, our Italian Avatars with Mrs. Scaccianemici, our Special Services programs with Mrs. Crane and our RAMS Athletic Center.

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 implementation of CPT and Common Formative Assessments (CFA) have been well received and are 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 areas 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.

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IV STATISTICAL DATA

Number of students transferred in and out of your

Building (a) within system	in	89	out	124
(b) Outside the system	in	137	out	120

Student/Teacher ratio for school: 13:1

For academic subjects: 17:1

WALLACE MIDDLE SCHOOL

Donald Rapuano, Principal

I. GOALS:

Accomplishments of Goals 2011-2012

A) To improve the Academic Performance of our Students

During the 2011-2012 school year, staff used CMT and Common Formative Assessment data to drive classroom instruction. In order to provide small group instruction and Tier II levels of support, the Leadership Team created a school-wide intervention block to provide real time, Tier II instruction to students in need of improvement in a particular skill, strand, or concept in math and reading. The dates were October 18th, 19th, 20th, December 13th, 14th, January 31st, February 1st and 2nd. After each session, student assessment data was analyzed and the teachers planned appropriate lessons during regular class time or for the next intervention / enrichment session. Additionally, each team completed a reflective questionnaire to assess effectiveness of the intervention plan. The Leadership Team reviewed the reflection questionnaires and provided feedback to the faculty.

B) The Implementation of Data Driven Instructional Practices

During the 2011-2012 school year, the entire master schedule was changed to allot for weekly data team meetings during the school day, previously teams met after school twice monthly. This increased collaboration time allowed for more consistency and continuity within teams. Lastly, the Connecticut Association of Schools Executive Coach and the Connecticut Accountability for Learning Initiative (CALI) consultant were able to provide teams with feedback on their progress towards the five step process, in turn, allowing teams to be more effective and efficient with the five step process.

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 2012-2013

Our goal for the 2012-2013 school year is to increase effectiveness of student engagement in the classroom by the teacher engaging students in healthy and positive relationships, maintaining classroom discipline with kindness, fairness, and consistency, and engaging students in student directed learning activities. The goal will also encompass the need for completing Student Success Plans for students in all grades six through eight.

II. HIGHLIGHTS

Highlight #1 Hammond House

PBIS was used as a reward system to create a positive atmosphere in the building. In the Hammond House, I began the Make My Day Award. Teachers nominated students who demonstrated an act of kindness without expecting anything in return. I would announce their names daily during morning announcements. Also, I would send a letter to parents and the students would receive a certificate along with prizes. At the end of the school year, I had a celebration honoring all of the students. The students had pizza and bingo with prizes. With the support of the teachers, I began a Homework Club for all grades. Students would stay after school weekly with parent permission

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to complete assignments. I also began the Word of the Day. Each week, I choose a word with a definition that dealt with character. A student would read the word, definition, and an example during morning announcements. Lastly, during the third marking period, Ms. Formato, the school counselor, and I met with students who were failing academically. We had the students write a goal addressing how they would improve their academics. Both Ms. Formato and I would communicate with the academic teachers to discuss progress and meet with the students.

Highlight # 2 Yeshion House

Ms. Gluz and Ms. Magnavice, sixth grade teachers, took a group of 40 students to Catamount Aerial Park where they completed various obstacles up in the trees such as tight wire bridges and zip lines. The students had to embrace physical and mental challenges while facing their fears. Additionally, the students were exposed to the beautiful scenery of the Berkshire forest which contrasts the urban environment of Waterbury. Other highlights included a field trip to the Science Center in Hartford where students explored hands-on scientific matter, six students received free passes to Six Flags due to independent reading through the "Read to Succeed" program, and the students completed interdisciplinary units on bullying and Greek Mythology.

Highlight # 3 Huckins/McCarthy House

During the 2011-2012 school year, the Huckins/McCarthy House continued to disaggregate data in pursuit of academic successes. We also utilized the Leadership Team to guide our process for intervention periods. Mrs. McGrane a sixth grade teacher co-chaired The Leo club at Wallace. They organized fundraisers as well as collected money for many city charities. Mrs. Davitt a seventh grade teacher was very instrumental in organizing the school's annual food drive to benefit needy families in the area. All food collected goes directly to the soup kitchen. She also organized the sale of 300 Earth Day t-shirts. The seventh grade science students also participated in making their own ice cream using baggies, ice, salt, milk, and vanilla as a project. This was an excellent activity involving all types of learners.

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 Parent Teacher Organization was extremely active in building an inviting community for parents through various activities including holiday bingo nights, a carnival, and a basketball event involving teachers and the Harlem Superstars.
- The Wallace school counselors held their first Career/College Fair on May 4th. It was extremely successful with over 25 representatives from a variety of careers and colleges. The eighth grade students were inquisitive and received a lot of helpful information. Students reported afterwards that the Career/College Fair introduced them to more post-secondary options than they previously knew about. We hope to make this an annual event.
- Facilitated by Mrs. Hammond, 60 seventh and eighth graders participated with the Project Canvas program in downtown Waterbury.

IV. STATISTICAL DATA:

Student Awards:

Over 250 eighth graders received awards during our Eighth Grade Awards Day ceremony. Students received awards for academic performance, attendance, and positive school behavior.

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Additional awards presented to graduating eighth 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
Language Arts Award
Mathematics 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 72	out 144
Outside System	in 49	out 82

WEST SIDE MIDDLE SCHOOL

Maria Burns, Principal

1 GOALS:

(Taken from our School Improvement Plan 2011-2012)

Implement a CommPACT* (*Community/Parents/Administrators/Children/Teachers) School Model, partnering with the NEAG School of Education at the University of Connecticut (UConn), school wide with the primary purpose to improve student achievement through a shared leadership model. A shared leadership model is one where adults conduct business, interact with each other, coordinate their efforts, effect academic achievement and other educational outcomes.

Strategies:

1. Implement a school-wide Positive Behavior Intervention Support (PBIS) system that will address school climate and reduce school suspensions
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.
3. Conduct events and activities to increase parent involvement, update school website, utilize Channel 16, monthly newsletter, volunteer recruitment, school dances, kickoff celebration, leadership forum, school concerts, open house, and Aspire program (UConn).

West Side has continued use of the CommPACT leadership model with cadre work on targeted areas in need of improvement. Progress has been made on systems for student and staff recognition, school operations and tiered interventions: Data team work has been done effectively throughout the year at the grade and content level; each

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team has incorporated Common Core State Standards into their work. Parent involvement has increased this year; the School Governance Council has channeled parent input in a formal manner.

Goals for 2012-2013

- To increase student achievement in Reading and Math through the CommPACT model cadre work.
- To continue to implement SEM-R; to provide strong, intensive Tier II and III supports for individual improvement in reading.
- To address skills and concepts needed to address Common Core State Standards in Math and Reading.

II. HIGHLIGHTS

West Side Middle School saw an increase in reading scores on a number of assessments including the CMT and fluency and comprehension assessments. The School Wide Enrichment Model for Reading is being utilized (third year) and has been used as a model for other reading educators in the district.

West Side Middle School received a score of 96 on the SET (School Evaluation Tool) which assesses the Positive Behavior Support Systems, school climate and safety. This score reflects a 10 point increase since last school year.

The School Governance Council was formed and created by-laws; they projected activities for the upcoming school year to include increasing technology in the classroom.

The Positive Behavior Support System initiated a teacher recognition program designed with student input and a program to showcase teacher talents and accomplishments.

The school received a POTE Foundation award for the refurbishment of a nature walk; the grade 6 science department is in the process of cleaning and rebuilding this outdoor classroom to enrich the science curriculum.

III. STRENGTHS

West Side has successfully implemented the School Wide Enrichment Model for Reading for the third consecutive year. This reading program addresses individual strengths and weaknesses and provides student growth in a customized manner.

West Side has engaged in several school wide service projects this year including The Water Project which raised awareness about the lack of clean water in the world and raised over \$7,000.00 to build a well in Africa.

The administrative team re-designed the master schedule for students in grades 6, 7, and 8. Unified Arts courses are offered by marking period with a concentration in one specialized area plus physical education. This change allowed for increased rapport between teachers and students, consistency with classroom expectations, improved hallway transitions and increased student performance.

IV. STATISTICAL DATA

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

Academics-261

Valedictorian/Salutatorian-2

First Honors- 58

Second Honors- 163

Individual Subjects-38

Athletics-27

Soccer- 3

Cheerleading- 3

Boys' Baseball-3

Girls' Softball- 2

Boys' Basketball- 3

Swimming- 2

Girls Basketball-2

Flag Football-3

Cross Country-3

Volleyball- 3

Attendance-17

Perfect Attendance-17

Outside Program-15

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CPEP-9
CT. Middle Level Scholar Leader Award-2
Michael's Jewelers-2
Waterbury Lions Club Art Poster Contest-1
Domenic Mecca Award-1

Service-15

Good Citizenship-8
Forever Wave-5
Student Council-2

Other Awards Given-9

Most Improved-9

Unified Arts-75

P.E.-12
Health-3
Art-12
FCS-9
Tech. Ed-9
Spanish-6
Chorus-6
Band-3
Guitar-3
Literacy-9
Numeracy-3

Number of students transferred

Within system	in 127	out 106
Outside system	in 214	out 117

WATERBURY ARTS MAGNET SCHOOL

Elizabeth S. McGrath, Principal

I.A. GOALS FOR 2011-12

Improve literacy by increasing percentage of students at proficiency or higher:

- Develop tutoring/mentoring opportunities to supplement CMT/CAPT Review; implementation of the co-taught classes in Literacy, English and Arts classes.
- Implement CMT/CAPT prep classes in middle and high school.
- Continue to develop Common Formative Assessments to identify the needs of students.

Improve numeracy by increasing percentage of students at proficiency or higher:

- Develop tutoring/mentoring opportunities in CMT/CAPT prep classes to supplement Review.
- Integrate authentic problem solving tasks into all academic areas with art related focus.
- Develop Common Formative Assessments to identify the needs of students.

Increase parent participation and involvement in all aspects of the school:

- Expand use of the school web-site and email communication to parents.
- Expand informational, training and social opportunities.
- Expand parent participation in school committees through guidance counselors and the parent liaison.

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.
- Develop within the community arts and academics.
- Further develop co-taught collaborative classes.

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I.B. GOALS FOR 2012-13

Improve literacy by increasing percentage of students at proficiency or higher:

- Develop tutoring/mentoring opportunities to supplement current programs at the Tier II level.
- Refine CMT/CAPT prep classes in middle and high school.
- Continue to develop Common Formative Assessments to identify the needs of students.

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 II level.
- Continue to integrate problem solving into all academic areas.
- Continue to develop Common Formative Assessments to identify the needs of students.

Increase parent participation and involvement in all aspects of the school:

- Expand use of the school web-site, email and IRIS communication by parents.
- Expand informational, training and social opportunities.
- Expand parent participation in school committees through guidance counselors and the parent liaison.

Refine programmatic offerings:

- Further develop 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

- Planning and research of two year New England Association of Schools and Colleges NEASC Report (October 2013).
- Connecticut Music Educators Association (CMEA) Highest Awards for Instrumental and Vocal.
- Over seventy performances, Exhibit of Visual Art, Theater, Dance and Music at the Palace Theater, Apron Stage, Music Recital Hall, Atrium and in the community.
- 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 residency and visual art city mural collaborative.

III. STRENGTHS

- 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.
- An extensive range of learning experiences for students – both in the school and beyond the school – in the arts and academic areas.
- An extensive range of co-curricular experiences for students with the Palace Theater, Thomaston Opera House, Shakesperience Productions, Pilobolus Dance Company, and Mattatuck Museum.
- Extensive collaboration with area institutions, including Workforce Initiative, Life Dance Company, Waterbury Symphony.
- An ongoing commitment by staff to work above and beyond normal expectations, including support of an extended day program; performances of Theater, Dance and Music; creation of numerous Art exhibitions; participation in a community service initiative (Salvation Army, Cancer Society, Red Cross, St. Jude, etc.)
- School-wide, consistent, ongoing integration of students with special needs and English Language Learners into every aspect of the life of the school.
- A strong connection between teachers, students and parents, with a strong Parent Teacher Student Organization (PTSO) and involvement of parents in many special activities and committees throughout the year.

IV. STATISTICAL DATA

Scholarships, Awards, Honors:

- (18) CAPT Scholars
- (1) CAPT Super Scholars
- (16) Honor Society Inductees
- (49) Departmental Award winners

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- (2) President’s Education Award winners
- (8) Student Certificates of Achievement from the Center for Creative Youth
- (1) Thomaston Opera House Scholarship Winner
- (20) Senior College Scholarships from outside agencies
- (2) CAS Arts Leadership Award winners
- (2) CAS Scholar-Leader Award winners
- (2) Connecticut Community Foundation Alexion Scholarships
- (2) Michael’s Jeweler’s Award
- (1) WAMS Theater Booster Club Award
- (1) WAMS Vocal Scholarship Award
- (2) Principal’s Award
- (1) PTSO Scholarship
- (1) Governor’s Scholar Semi-Finalist Award

Number of students transferred (as Middle School and High School, projected through the end of summer 2012):

Within system:	105 IN	35 OUT
Outside system:	55 IN	30 OUT

<u>Graduation Information:</u>	Number	Percentage
Graduates	103	100
Entering four-year college	59	57.2
Entering two-year college	30	29.1
Entering vocational training	2	.01
Entering workforce	11	.10
Entering military	0	0
Unemployed	0	0
Not graduating	0	0

CROSBY HIGH SCHOOL

Dr. Louis Padua, Principal

I. GOALS:

a. Accomplishments of Goals 2011-12

During the 2011-2012 school year, we used CMT/CAPT student data and Common Formative Assessment (CFA) data to inform classroom instruction. Teachers utilized CFA’s specific to their content area. Through bi-monthly data teams and 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. Additionally, in January 2012, CAPT review packets were developed and utilized to provide targeted instruction to CAPT related items.

b. Goals for 2012-2013

Our immediate goal for the 2012-2013 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 frequent walkthrough 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

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- Crosby High School recently received commendations on our New England Association of Schools and Colleges (NEASC) one year special report. The Commission was pleased to learn of the following: 1) The school wide commitment to develop a process whereby school-wide and departmental rubrics are used to assess student progress. 2) The development of analytic rubrics for social and civic expectations and structures designed to assess student achievement. 3) The active involvement of the entire staff in the five-year curriculum revision schedule.
- Our English, Math, Science, and Social Studies Departments developed and administered 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 our students had the opportunity to meet with numerous college representatives.
- A College and Career Fair was held in April for juniors and seniors.
- A STEM fair was held in April with over fifty colleges and businesses attending.
- Speakers from “Making It Count” spoke to students about college and career planning.
- Financial Aid Information Night was held in October and was well attended by students and parents.
- Representatives from Naugatuck Valley Community College (NVCC) and the CONN-CAP (Connecticut Collegiate Awareness and Preparation) Program assisted individual students and their families in completing financial aid forms.
- Crosby’s Mock Trial team won the State Mock Trial Championship and went on to represent the state in the national competition in New Mexico.
- Students in our Life Smart competition won first place in the state contest.
- One of our students won first place in the Anti Blight City-Wide poster contest.
- One of our students won the Halo Award for his role in the 2012 school play “Hairspray”.
- Crosby had a very successful Carl Perkins review in June 2012. 1).The review team was very impressed with the Principal taking an active role in promoting the CTE program to middle school students. 2). The students that were interviewed were very enthusiastic about the programs that are being offered at Crosby and they have seen the importance and the relevance of the courses/programs to their futures. 3).The consultants were very impressed with the state-of-art technology in all areas; especially the Video Production Studio and the use of I-pads in the classroom.
- A CAPT incentive program was developed and implemented. The program motivated students to participate and perform at high levels. Prizes included \$100 gift cards and iPod’s, and other popular items.
- Administrators, teachers, cheerleaders, walked in the 4th Annual To-De-Feet Domestic Violence on May 19, 2012.
- One of our students won first place in the City-Wide Hispanic Heritage contest.
- Crosby’s Robotic team continues to be successful in competition and attends annual competitions at CCSU.
- Crosby successfully partnered with Naugatuck Valley Community College (NVCC) to offer courses in English, Mathematics, Physics, Biology, Manufacturing and public speaking.
- Over twenty Crosby students began the NVCC Manufacturing program at NVCC 2011-2012 school year.
- Crosby Distributive Education Clubs of America (DECA) students attended the DECA conference field trip to Six Flags in New Jersey in May 2012.
- Crosby PBIS Program was revamped this year. Students were recognized for positive school behavior throughout the school year.
- Crosby students continue to participate in Articulation Agreements with the University of Connecticut, St. Mary’s Hospital, and America’s Youth Corp.
- Students are offered Math and English Lab courses to improve their performance on the CAPT Test.
- Crosby offered 12 Advanced Placement and 10 Collaborative courses with NVCC in the 2011-2012 school year.

III. STRENGTHS

The faculty is committed to providing our students with appropriate instruction so that they can meet their fullest academic potential.

- The administration and staff is committed to Data Driven Design making process to increase student achievement.
- 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.

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- 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 feeder middle school.

Students are offered additional educational opportunities through our Career Academies, Culinary Arts and Junior Reserves Officer Training Corps (JROTC) Programs.

Monthly Newsletters, 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 87 in, 113 out

Transfers outside System 141 in, 178 out

Graduation Information

Number Percent

a. Seniors 242

b. Entering 4-year college - 24%

c. Entering 2-year college - 44%

d. Entering vocational training -10%

e. Entering work force – 16%

f. Entering military -4%

g. Unemployed 0 – 0%

h. Not graduating - 2%

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

Scholarship/Awards/Honors

Nearly 100 awards/recognitions were given out to 100 seniors on Senior Awards Night.

Members of the Class of 2012 received acceptances to the University of Connecticut, Central Connecticut State University, Southern Connecticut State University, Western Connecticut State University, Lincoln College of New England, Post University, Gateway Community College, Mercy College, Quinnipiac University, Southern Adventist University, Springfield College, Fairfield University, Stone Academy, Wells College, University of Bridgeport, Lincoln Technical Institute, Holy Cross College, Trinity College, University of New Haven and Naugatuck Valley Community College. Total scholarships, grants, and loans awarded from colleges and other sources totaled approximately \$1 million for over 100 seniors.

JOHN F. KENNEDY HIGH SCHOOL

Michael Yamin, Principal

I. GOALS:

a. Accomplishment of Goals 2011-2012

1. Goal #1 & Goal #2: regarding literacy and numeracy: In progress.

Created a CAPT Coordinator position: The Coordinator meets with small groups of 9th graders each day from March to June. Each small group of seven to ten students meets for one entire school day. The one-time small group meeting includes administration of the Gates-MacGinitie reading test to determine the students' reading grade level, reading comprehension grade level and vocabulary grade level. The day also includes Reading for Information strategies and practice and Response to Literature strategies and practice. The data from these meetings is charted and shared with the faculty and administration. Once the Coordinator has met with every 9th grade student, the Coordinator will create groups of students (ten groups of ten) who need remediation in the fiction and non-fiction portions of the CAPT using the portfolio method until mid-February. Next, the Coordinator will present strategies in all science labs for two class periods twice during the school year, give a 45 minute practice Reading for Information test, build confidence and review strategies for the fictional portion of the test and then offer immediate support for those who need it. Finally, the Coordinator will be present in the cafeteria on CAPT testing days, building confidence levels and answering questions. After CAPT, the Coordinator will begin creating small groups of 9th grade students in the same way.

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Methods:

The following is a step-by-step guide of the methodology:

- 1) 9th grade students are alphabetically chosen to meet in small groups in March. Groups of seven to ten students meet with the Coordinator for an entire school day. The Coordinator welcomes 9th grade students and introduces them to the reading portion of the CAPT. The Coordinator explains the importance of the test and offers students a full day of test preparation.
- 2) The coordinator administers the Gates-MacGinitie test to determine each student's overall reading grade level, vocabulary grade level and comprehension grade level. The Coordinator grades the individual Gates tests and charts students' reading levels on a spreadsheet.

Goal #3 to reduce out-of-school suspensions. Goal accomplished.

- Reduced number of retentions and loss of instruction time with continued reduction in Out-of-school Suspensions (OSS) and increase in In-School Suspensions (ISS).
- Held PBIS celebration for the West district elementary schools
- Held a Perfect Attendance contest. Recognized PBIS students with movies, celebration, bracelets, etc...
- Goal #4 to provide a welcoming environment for parents. Goal in the process
- Held Cultural/international day and invited parents
- Bi-lingual speaking staff in main office and guidance to increase ability to be receptive to families
- Held College Fair and invited parents
- Two PTSA meeting in which computers were raffled and the attendance was over 50 parents at each meeting, 75% percent higher than typical environment.

Goals 2012-2013: To increase student performance.

II. HIGHLIGHTS from 2011-2012

- Created a Kennedy / West Side Mentorship program for at risk students.
- International Business class sponsored a Cultural Day.
- Developed two new half year courses.
- Mary Carini and Frank Purcaro, two Kennedy High School teachers, received THE UCONN EARLY COLLEGE EXPERIENCE "ROOKIE(S) OF THE YEAR" AWARD FOR EXCELLENCE IN FIRST-YEAR COURSE INSTRUCTION. This award recognizes a First-Year UConn Early College Experience instructor teaching one or more UConn ECE courses. UConn ECE instructors are recognized as University of Connecticut adjunct faculty members.
- English and journalism students won four more New England Scholastic Press Association journalism awards, bringing their total to 50 awards since 2004. The ceremony was May 4, 2012 at Boston University.
- The journalism/public speaking course (058-059), through an articulation agreement with Naugatuck Valley Community Technical College, offered students college credits.
- Mrs. Martone won a 2012 Kappa Delta Pi (KDP) International Honors Society in Education Teacher of Honor award.
- Developing a 5k for September 29th at Kennedy High School to increase community outreach and to help support our school's PBIS program.
- Dr. Paolino represented Kennedy High School World Languages at a conference at Central Connecticut State University.
- Italian Club participated in UNICO Annual Day of Community Service on April 20th non-perishable food drive to benefit Greater Waterbury Interfaith Ministries.
- 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" campout on June 2-3, 2012. They also collected money for the American Cancer Society with raffles, cookie and candy sales.
- Kennedy's H.O.P.E. club volunteered their services around Waterbury: Tutored students at the North End, Recreational Center and W.O.W. 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.
- Volunteered time gift wrapping during the Christmas season at the Waterbury Mall, donated coats for the needy in Waterbury, participated in a Breast Cancer Awareness Walk in October 2011, Stop and Shop A-plus fund raising program, Principal's Challenge.

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- Field trip to South Carolina with 12 H.O.P.E. and YES students. Students took educational tours around the area, donated books to an after-school program and participated in Habitat for Humanity May 16th through the 21st, 2012.
- The highlights for the Kennedy High School Science Department for the 2011-12 school years focused on the Development of Interactive Rubrics, Technology, Search, Robotics, and Lab Safety.
- Technology: Technology was a focus for the Science Department during the 2011-12 school year. Last year the SMART Boards were installed in every classroom, and our goal last year was to get them up and running and to become somewhat operational. We began the transition last year from overhead technology to using Power Point, Smart Notebook, IPADS, and interactive animations, etc... to assist teachers to enhance best practices, in preparation for various lessons, labs, or activities. The Science Department has met its goal of becoming fully operational, which has enhanced student interest and learning. Through the use of Power Points, Smart book Notebook, IPADS, and Interactive animations to enhance lesson understanding and engagement, teachers have indicated it is a powerful tool to reach students. We will continue evolving with the use of SMART Board technology for next year.
- SEARCH-SEARCH is a program associated with the Connecticut Department of Environmental protection. SEARCH participated, along with one hundred other high schools in Connecticut. The program is designed to have high school students test and monitor water quality in Connecticut streams and rivers in their area. SEARCH also sends a copy to the Army Corps of Engineers at Hop Brook for their review.
- 2011 Waterbury Tech Expo - We held a booth at an event where local technology/engineering companies/groups got together and inspired high school students about technology/engineering in the Waterbury.
- Comcast Cares Day - We cleaned up Fulton Park in Waterbury. We mulched the playground, picked Success Stories.
- Our Top Programmer was accepted to Boston College to study math and physics. He plans to pursue a Master's Degree in engineering.
- Students from Kennedy High School's Technology and Pre-engineering department participated this year in the FIRST Sikorsky STEM (Science, Technology, Engineering & Math) Challenge. The Challenge is based on the national STEM challenge whereby teams of students are given an engineering challenge to solve. Connecticut, with Sikorsky as a sponsor, developed this in-state version with schools from across the state.
- During the awards ceremony at Sikorsky Aircraft on June 7th, the team was presented with individual trophies and a 'Best Trade Study' award plaque for their development of a new engine mount for the Corsair F4U.

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 believes that all students can be successful. This year the faculty and staff of John F. Kennedy High School revised its mission statement and created the required New England Association of Schools and Colleges (NEASC) Standard; Core Values and Beliefs. The School Leadership Team, through a true Professional Learning Community (PLC) process voted on the new Core Values and Belief statement and aligned a revised set of school wide rubrics. They are completely computerized and "cutting edge" with technology. It will be displayed at the annual New England Conference for Secondary Schools in October 2012. We are a fully accredited comprehensive high school. We offer a full range of advanced placement (AP) courses and college articulated courses. Students are offered Math and English lab courses to meet state standards as defined by the Connecticut Academic Performance Test (CAPT). KHS has also created a literacy specialist this year with the focus on a Tier II intervention model to reduce the achievement gap in literacy across all subgroups. KHS offers 14 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 41 clubs, groups, and athletic teams. The academic offerings at KHS have grown to 500 plus classes. The offerings create a focused curriculum that provides an opportunity for enrichment and enhancement. Students must align their classes with core requirements, but programs are available to students such as Allied Health, Early Childhood Education, Students of Academic Renown (SOAR), and Manufacturing programs.

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. The HOPE club raised over fourteen thousand dollars in unison with the YES club and traveled to South Carolina to work with Habitat for Humanity. National Honor Society applicants are required to

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perform 40 community service hours by their junior year. Members of the Eagle Flyer provided dinners for needy families during the holiday season. Key Club collects donations for UNICEF, Toys-for-Tots, and the American Cancer Society. 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:

Students Receiving Awards (by type, number)

Number of students transferred

 Within system in 101 out 108

 Outside system in 179 out 161

High Schools Only;

Graduation Information:	Number	Percent
Graduates	259/312	83%
Entering four-year college	104/312	33.3%
Entering two-year college	81/312	26%
Entering vocational training	9/312	2.9%
Entering work force	40/312	12.8%
Entering military	4/312	1.3%
Unemployed	12/312	3.8%
Not graduating	53/312	17.0%

Scholarships, Awards, Honors

\$779, 406.00 this year in awards/scholarships

WILBY HIGH SCHOOL

Robyn Apicella, Principal

I. GOALS:

a. Accomplishment of Goals 2011-2012

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 quarterly data assessment sets in both Literacy and Numeracy. This information was analyzed during department meetings and Professional Development days, increasing collaboration between department and content teachers and enhancing instruction and learning. The implementation of English Writing Portfolios, My Access Writing Lab and Read 180 program for 10th grade, increased proficiency by 13% over last year. All departments were given State Education Resource Center (SERC) data team training and were self assessed by using State Department Rubric of Data Team Proficiency. Wilby's plan also provided a systematic, collaborative, pro-active approach that helped to reduce dangerous actions and support appropriate behaviors through Positive Behavior Intervention Support (PBIS) strategies. This year one of our goals was to increase parental involvement in school activities. We held 19 family functions that improved participation by 30%. We conducted our Advisory program weekly, and covered topics such as bullying and cyber bullying. Wilby High School received full New England Association of Schools and Colleges (NEASC) accreditation and commendations in all seven teaching and learning support standards.

b. Goals 2012-2013

Wilby High school will continue to identify and utilize best practices for maintaining a safe learning environment through conflict resolution and a collaborative approach with staff, students and parents to ensure intervention prior to referral. Next year we will be implementing advisory program two times a month, in which Student Success Plans will be embedded. We will continue to offer our Advanced Placement (AP) program and offer comprehensive training for AP and Pre-AP vertical team teachers. Next year we will be reinstating AP United States Government and Politics. Students will continue to attend after school tutorial sessions and Saturday prep sessions throughout the year. Our goal is to have 310 AP exams administered to Wilby students for the 2012-2013 school years. Wilby will expand vertical teaming between Wilby and North End Middle School and dual enrollment opportunities with

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Naugatuck Valley Community College. Wilby will continue to attain high achievement in Numeracy and Literacy with calibrated assessments, SMART Boards, laboratory equipment and a tutor for remediation in those areas by the use of My Access and Read 180 programs.

II. HIGHLIGHTS from 2011-2012

Our Allied Health program worked closely with the UCONN Medical Center and Waterbury Hospital. Results of the May 2012 Connecticut / National Occupational Competency Testing Institute test included gains in seven out of ten academic standards and a three point gain in overall exam average (74.4%). Our Technology Department constructed and raced an Electrathon Electric Alternative Energy vehicle in May and won first place at Limerick Park. The Science Department continues to partake in the Innovative Technology Experiences for students and Teachers Grant (ITEST) Cyber Challenge. Students in the freshman and sophomore class participated in numerous fieldtrips and workshops. The Guidance Department's annual College Fair had over 50 colleges and universities represented and over 500 students participated in this event. The Guidance Department implemented the Naviance/Family Connection with a career facilitator doing career inventories on all 9th and 10th graders. The Guidance Department utilized the software for 11th and 12th grade college applications and scholarship eligibility. The English Department had an English instructor who conducted the pilot program College Access and Challenge (CAC) with Naugatuck Valley Community College. Our Media Center continues to be the educational hub for Wilby, hosting numerous events including book fairs, reward ceremonies, concerts, the CLP book club, CBIA presentations, a mentorship program and parent forums and 1,051 class sessions.

III. STRENGTHS:

The strength of Wilby's educational program is that the staff is committed to maximizing student outcomes, 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. Wilby High school has expanded our dual enrollment courses in conjunction with Naugatuck Valley Community College. Student currently participate in programs such as manufacturing and public speaking. NVCC also has expanded into our High School through cooperative programs with targeted students in Mathematics and English. Wilby has a multitude of course selections to help accommodate the diverse needs of students. In the spring of 2012 Wilby High School was informed that we had an extremely favorable self study and report from the visiting committee in the fall of 2011. The report of the visiting committee noted 59 total commendations across the teaching and learning and support standards for accreditation. We currently have 13 AP courses and numerous honor classes. For those students who desire to pursue a military career, we have the ROTC. For those interested in the health field we have our Allied Health program. We also have 37 inclusion classes for Special Ed and a very strong Tech Ed 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 received college scholarships totaling approximately \$ 1.7 million during the 2011-2012 school years. 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/116	out 118
Outside system	in/125	out/181

C. Graduation Information

	Number	Percent
Graduates	298	
Entering 4-year college	62	21%
Entering 2-year college	141	47%
Entering vocational training	18	6%
Entering work force	9	3%
Entering military	9	3%
Unemployed	9	3%
Not graduating*	38	13%

*Includes students returning for 5th year.

To date, of 298 seniors, 260 are graduating June 2011. At this time, the above figures are approximate.

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ALTERNATIVE PROGRAMS

Michele Buerkle, Supervisor

I. GOALS

Accomplished 2011-2012 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, multicultural, and other thematic lessons were planned. Cross-curricular instruction included school-wide themes. Vocabulary and language development 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 throughout the middle school program this year. High school students are assigned to Read 180 through a PPT or as a Scientific Research Based Intervention (SRBI). 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 II and III 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 CAPT language and high-level questioning techniques to guide students' critical thinking, analyzing, and synthesizing. Students below proficiency were targeted for this course. A course in writing continued to be a requirement for tenth graders. A writing rubric and holistic scoring were used to improve student writing skills. Students used their skills to write books, a newsletter, 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. Course offerings were expanded to include a high school Scholastic Aptitude Test (SAT) class. Through this course, students not only prepared for the S.A.T. exam, but enhanced their oral and written language skills, as well as test-taking strategies. S.A.T. practice assessment data showed a marked increase in scores as a result of this course. A public speaking course was offered to high school students this year. Through this course, students developed research and note-taking skills, writing and speaking skills. Students learned not only to research and present facts, increase their knowledge and language base; they began to formulate opinions based on fact and used their knowledge and learned skills to present information, as well as debate analyzing, synthesizing, and applying knowledge both orally and in written text. Students were eager to share their knowledge, skills, and newly found confidence as they completed this course. A newspaper club continued to be offered for students. Students learned interview techniques, writing and editing articles, as well as photographing newsworthy stories. The newspaper continued to be enjoyed by the students and staff and is also another means to involve parents and families bridging school and home communication. Data shows an increase in students' grades and assessments.

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

This year, the Positive Behavioral Incentive Support Program (PBIS) 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 PBIS model and has been part of our weekly student recognition activities for the past seven years. Specific character attributes are taught each week. Students are recognized for displaying appropriate behavior 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 to 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 were assigned to all middle school and grade 9 homeroom classes. Each counselor provided instruction utilizing the guidance and transition curriculum. Through this program, individualized behavior, career, and life

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goals were established. Counselors helped students identify areas in need of improvement and plan strategies to assist them in becoming successful students and citizens. The school counselor planned and provided career-planning programs which included field trips to colleges and technical programs, guest speakers, and individual counseling to all students in grades 6-12. The Naviance Program was introduced to all high school students. The senior class was provided individualized assistance in navigating this program. A Student Council and Advisory Committee continue to function as an advisory board to the principal. Through this committee, students are afforded the opportunity to be heard and be part of the school climate decision-making process, planning events. Students take on a leadership role when meeting with the student body to discuss a variety of student issues and concerns. Students involved with this initiative have demonstrated personal growth, confidence, and are learning leadership skills. This committee has a positive impact on the school climate.

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

This year, a new math position was added to the Enlightenment Program. As a result, Tier II interventions were provided in a small classroom setting as recommended. A math coach was assigned to Enlightenment this year. The math coach provides individual and small group instruction for students experiencing difficulty and need intervention. The math coach also provides college preparatory assistance for students preparing for college. Through collaboration with NVCC, mentors have worked with the middle school population providing tutoring in math. The extra attention and assistance has proven to be a valuable experience to our students. This year, the middle school and high school math teachers and Excel teachers met with the math coach to form a math data team. The data team consisted of all teachers of math including self-contained and Special Education teachers within the Alternative Programs. Teachers used benchmark assessments to collaborate on best practices and plan instruction. All teachers attended District math curriculum and assessment meetings. Their attendance during our weekly data team meeting was critical in keeping the 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 collaboration with the math supervisor.

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 and Black History Celebration was a huge success. Students presented their work to the school, community, friends, and families. 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 third annual School & Family End of the Year Picnic. This year, students earning honors status were recognized during a special ceremony and breakfast. As the year progressed, the number of students earning honors increased twofold! Our school newspaper highlighted all student successes. Our newspaper is mailed to parents to keep them informed of all positive events held at the school. We have received positive feedback regarding the school newspaper from students, as well as parents. We will continue to provide the newspaper course/club offering in the future. We will continue to plan events of this nature as data shows an increase of parent participation for these events.

Goals for the 2012-2013 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 Program will continue to be offered throughout the middle school program and as needed for high school students when determined through a PPT or Early Intervention Plan. All grade 10 students will be enrolled in a literacy course. This course will focus on vocabulary development, literacy instruction, and prepare students for the CAPT. Course offerings will continue to include a high school S.A.T. class.

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

The Positive Behavioral Incentive Support (PBIS) 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. An advisory

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period will remain in the schedule, but the plan of implementation will be revised. Teachers and other staff members will act as advisors to students. 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. Through collaboration with the Diversion staff and use of data, a graduated response model in dealing with student discipline and other issues will be developed and implemented.

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, to align and add rigor to the math curriculum with the District and to 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 in some of the classrooms 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 2012-2013 school year.

II. Highlights

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.

Enlightenment School was awarded a grant, Know How 2 Go, for the purpose of preparing students for college. The Enlightenment Scholastic Aptitude Test Preparation Course was created and was very successful this year. Students expanded their vocabulary and writing skills. Students learned test-taking skills. Through this program, students practiced authentic S.A.T. exams over three Saturdays. These students did participate in all college information sessions and field trips. Data showed an increase in S.A.T. scores.

This year the college awareness program continues to be a success. All students were trained in utilizing the Naviance Program. The middle and 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 this year, all of our seniors have applied to local colleges or have a career plan.

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.

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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. 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.
6. An advisory period is mandatory for all middle and high school students. Through this course, students are provided instruction aligned with the guidance, prevention, and transition curriculum. The advisory period is vital to student success and revisions are made as needed.

IV. Statistical Data

Number of students transferred in and out of building within system:

In – 154; Out – 30

Number of students transferred in and out of building outside the system:

In – 0; Out – 116

Graduation Information (for all Alternative Programs)

	Number	Percent
Graduates	22	88.0%
Entering 4-year college	0	0
Entering 2-year college	11	44.0%
Entering vocational training	1	4.0%
Entering work force	3	12.0%
Entering military	1	4.0%
Unemployed	2	8.0%
Not graduating	4	16.0%

Scholarships/Awards/Honors

Enlightenment High School Awards

- 1 Business
- 1 Citizenship
- 1 English
- 1 Literacy
- 1 Mathematics
- 1 Science
- 1 Social Studies
- 1 Reading
- 1 Art
- 1 Physical Education
- 1 Technology Education
- 1 Family and Consumer Science
- 2 Most Improved

Enlightenment Middle School Awards

- 1 Citizenship
- 1 Reading
- 1 Language Arts
- 2 Mathematics
- 1 Science
- 3 Social Studies

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- 4 Most Improved
- Excel Program Awards
 - 4 Academic Achievement
 - 6 Most Improved
 - 5 Citizenship
 - 3 Reading
 - 2 Life Management
 - 1 Literacy
 - 2 Mathematics
 - 1 Science
 - 1 Writing
 - 1 Social Studies
 - 2 Art
 - 1 Physical Education
 - 1 Community Involvement
- Other Awards
 - 2 Superintendent's Award
 - 2 OdysseyWare
 - 1 SAT Award
 - 1 Perfect Attendance
 - 2 School Spirit
 - 1 Community Involvement
 - 4 ELL Program Awards

WATERBURY ADULT EDUCATION

Antonio Musto, Principal

I. GOALS

A. Accomplishment of Goals 2011-2012

******* Note: All statistical data generated by Computer Associates is available on our Connecticut Adult Reporting System in July.**

1. Provide transitional support services across program areas.
 - Guidance department served as a one stop center for students in all program areas to obtain information and direction about Waterbury Adult Education (WAE) program offerings and requirements, social service agencies, medical care directory, and post-secondary educational opportunities. Collaboration among program personnel precipitated an increased number of students receiving transitional and support services.
 - Representatives from selected social agencies, post-secondary schools, job training facilities, and the labor market met with students in all program areas to disseminate viable data necessary for discerning transitional and life skills decisions.
2. Revise curriculum to reflect the skills and critical thinking competencies crucial to meeting the challenges of the 21st Century.
 - Throughout the program year, teachers have been reviewing existing curriculums and course outlines for alignment to State and CASAS standards. In all program areas the initial revision phase has begun and curriculums are being developed for new courses. Teachers have reviewed instructional material for content that is indicative of contemporary, age appropriate formats that reflect the current trends in education and employment acquisition.
 - While in the process of curriculum revisions within the Adult Basic and GED program areas, CANMI trained teachers have implemented evidenced-based instructional strategies and initiated the use of instructional materials that reflect the core standards in adult numeracy.
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 acquisition): Site records indicate a measurable improvement in reading,

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writing, and numeracy 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 (Placement in, retention in, or completion of post-secondary education, training, unsubsidized employment or career advancement): Self-reporting documents indicate that nearly 80% of our graduating class has been accepted into or in the process of completing registration for post-secondary education, job training programs, the military, or have entered employment.
- Core Indicator 3 (Receipt of secondary diploma or its equivalent): 333 students in the high school completion program have earned a diploma.

4. Facility

- Continue to monitor pursuit of larger plant facilities to accommodate the program's needs.

5. Professional Development

All program areas participated in the on-site collaboration sessions that afforded teachers the opportunity to address and resolve issues concerning student retention, learning gains, curriculum revisions, and effective instructional strategies. All instructors gained proficiency in using technology in instructional strategies, specifically SMART Board applications. Differentiated instruction and an introduction to the CCSS workshop was offered to the teaching staff. The staff participated in workshops for sexual harassment and Title IX. 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 2012-2013

1. Assess and Heighten Retention Rates.

- Sustain the successful resource room/study hall and continue to provide student access to the computer lab for personal and school related work before and after class schedules.
- Attendance counselor, guidance counselors, and program facilitators synchronize efforts to address the barriers to students completing the 60 hours of instruction provided for each course, and supply regularly attending students with renewable ten trip bus passes.

2. Restructure curriculums and instructional strategies to reflect needs of the 21st Century.

- Using teacher collaboration and professional development days throughout the program year, teachers review the Common Core State Standards and begin the process of revising existing curriculums for alignment to State standards.
- Initiate instructional activities that reflect interdisciplinary knowledge and skills that demonstrate critical thinking applications in reading, literacy, technology, writing, and core subject areas.

3. Monitor learning gains and Secondary Education Completion.

- Core Indicator 1: Attain targeted percentage of learners completing the educational functioning levels.
- Core Indicator 2: Increase the percentage of students within each educational functioning level who make gains.
- Core Indicator 3: Expand the number of ABE and ESL intermediate students who advance and enter the high school credit diploma program or the GED preparation classes.

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.

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II. HIGHLIGHTS

1. Throughout this past year, interagency partnerships and collaboration flourished.
 - A new partnership was formed with Liberty Tax Service. Liberty Tax provided free financial literacy classes to our ESL students.
 - 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 continues.
 - ESL and GED preparation for OIC is ongoing.
 - ESL instruction for Chase 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.
We are in the process of re-applying for new funding to continue the programs.
3. Student-oriented initiatives had a positive impact on students, as evidenced by the increased retention rate and program completers.
 - 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 fact or towards student learning. Many students contribute articles.
 - Art class is showcasing students artistic talents has been a positive addition to the curriculum.

III. STRENGTHS

1. High morale, enthusiasm, and open communication within the student and staff populations continues to have a positive effect on student performance.
2. Superior student performance in achieving learning gains in CASAS reading, writing, and math standardized assessments.
3. The ability of instructors to modify teaching strategies to address the highly diversified classes.
4. Servicing and meeting the needs of targeted populations (LEP adults, students with disabilities, teens, displaced workers, underemployed)
5. Re-organized the registration process making it more efficient.
6. Increased collaboration between high school counselors, career counselor, attendance counselor and ESL/ABE counselors.

IV. STATISTICAL DATA

- a. Awards
 - Academic Awards, 12
 - 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 available 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 dropout data.

Transferring Schools

- Crosby , 264

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- Enlightenment , 134
- Kennedy, 242
- WAMS, 11
- Kaynor , 5
- Wilby, 214

In District Total: 870 as of 6-1-12

c. Graduation Information	Number	Percent
▪ Graduates: 333	100%	
▪ Entering four-year college:	60	18%
▪ Entering two-year college:	127	38%
▪ Entering vocational training:	72	22%
▪ Entering workforce:	50	15%
▪ Entering military:	16	5%
▪ Unemployed:	5	1%

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Glossary of Terms

Accountability: the notion that people (e.g., teachers, administrators) or an organization (e.g., a school, school district, state department of education) are held responsible for improving student achievement.

ACES (Area Cooperative Education Services): the Regional Educational Service Center (RESC) for the twenty-five school districts in south central Connecticut.

Adequate Yearly Progress (AYP): an individual state's measure of yearly progress toward achieving state academic standards. It is the minimum level of improvement that states, school districts, and schools must achieve each year, according to the No Child Left Behind Act.

AIMSweb: a web-based assessment, data management, and reporting system that provides the framework for Response to Intervention (RTI) and multi-tiered instruction.

Alignment: the degree to which assessments, curriculum, instruction, instructional materials, professional development, and accountability systems reflect and reinforce the educational program's objectives and standards.

Assessment: the measurement of knowledge, skills and beliefs to determine the level of student achievement in a particular content area (e.g., performance-based assessments, written exams, quizzes).

BCBA: Board Certified Behavior Analyst.

Behavior Disorder Learning Center (BDLC): special classroom for students in need of extra assistance due to a behavior disorder.

Benchmark: a description of a specific level of student achievement expected of students at particular ages, grades, developmental levels, or during a specific point in the school year.

Benchmark Assessment: interim assessments administered periodically to measure students' mastery of standards-based curriculum objectives.

Best Practice: a technique or methodology that has been proven to reliably lead to a desired result through research and experience.

Capitol Region Education Council (CREC): cooperative organization which advocates public education. Information on programs, job bank, message board and links to sites of interest.

Connecticut Accountability for Learning Initiative (CALI): a state-wide model of continuous school and district improvement with the goal of closing Connecticut's achievement gaps.

Common Assessments: a broad term for assessments that are given routinely to all students in a grade and/or content area and that are the same for all students in a grade or course. Common assessments may be **summative** or **formative**.

Common Core State Standards: set of academic standards that provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. They are a national set of standards that are being adopted by individual states across the United States, including Connecticut.

Common Formative Assessments (CFA): assessments that are the same across a grade level and/or content area, are used to inform and adjust instruction, and are not used to evaluate student progress for a grade.

CRE - Coordinated Review Effort: review of school food service programs that includes checking for proper accounting of free and reduced meals, compliance with nutritional requirements, and the like.

Crisis Prevention Intervention (CPI): program utilizing strategies to prevent and de-escalate student behavior that may otherwise lead to confrontational or negative behavior.

Connecticut Parent Information and Resource Center (CT PIRC): a resource for Connecticut families that provides statewide support to families, community and faith-based organizations, and educators.

Curriculum: guaranteed course of study and learning objectives that integrates standards, instructional strategies, materials, and assessments to ensure that all students are able to achieve standards.

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Curriculum-based Measures (CBMs): measures for ongoing monitoring of students' progress through a curriculum.

Curriculum Framework: the Connecticut framework for a content area or developmental level (i.e. early childhood) provides the guidelines for PK–12 student learning.

Data-Driven Decision Making (DDDM): a process by which district leaders, school leaders, teachers and parents review cause and effect data to determine strengths and prioritize areas in need of improvement to inform instruction, curriculum and policy decisions to positively impact student achievement

Data Teams: teams of educators that participate in collaborative, structured, scheduled meetings which focus on the effectiveness of teaching as determined by student achievement. Data Teams adhere to continuous improvement cycles, analyze trends, and determine strategies to facilitate analysis that results in action. Data Teams can occur at the state, district, school, and instructional level.

Data Team Leader: educator who is responsible for leading the data team. Responsibilities may include facilitating meetings, communicating work to the larger community, focusing discussions around data, challenging assumptions, establishing meeting agendas, meeting monthly with principal and other Data Team leaders, and championing the work of data-driven decision making.

Developmental Reading Assessment (DRA): standardized test that assesses reading comprehension and fluency based on the developmental stage of student.

Degrees of Reading Power (DRP): an assessment of reading comprehension.

Differentiated Instruction (DI): an approach to teaching that emphasizes ways to meet the differing needs and learning styles of students within the general education setting, for example, through the use of flexible small groups, different instructional materials, or different ways of presenting the same content.

District Data Team (DDT): team of central office educators, with teacher, administrator and support staff representation, who meet monthly to monitor the implementation and efficacy of district improvement plans, and analyze disaggregated benchmark data from all schools in the district to make curriculum and policy decisions .

District Improvement Plan (DIP): a strategic plan for improvement in academic achievement across a district.

District Reference Group (DRG): classification system in which districts that have public school students with similar socioeconomic status and need are grouped together. Grouping like districts together is useful in order to make legitimate comparisons among districts.

EIP - Early Intervention Project: purpose is to empower educators to meet the needs of students in the classroom.

Effective Teaching Strategies (ETS): nine categories of research-based instructional strategies that were identified to be most effective in a meta-analysis conducted by Marzano, Pickering & Pollock (2001). They include: identifying similarities and difference, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, cues questions and advance organizers (Connecticut has added a tenth strategy, non-fiction writing, based on the research of Douglas Reeves).

ESL: English as a Second Language.

ESOL: English for Speakers of Other Language.

Extended School Hours (ESH): an after school program.

Fidelity of Implementation: use and delivery of curricula, instructional strategies, behavioral systems, and interventions in the manner they were designed and intended to be used (e.g., adhering to the treatment time and key features required for a particular intervention).

Formative Assessment: process used by teachers to determine how to adjust instruction in response to student needs, and by students to adjust learning strategies. Formative assessments are used to inform and adjust instruction, and are not used to evaluate student progress for a grade.

Grade Level Expectations (GLE): a description of what students should know and be able to do at the end of a grade level.

Holistic Accountability: a system that includes not only academic achievement scores, but also specific information on curriculum, teaching and leadership practices. It includes a balance of quantitative and qualitative indicators

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focuses on the progress of individual students. Holistic accountability includes Tier I, II and III Indicators (Douglas Reeves, 2004).

Horizontal Data Team: team of educators that are responsible for data analysis and instructional/curricular decision-making for a particular grade level.

Instructional Data Team: team of educators that are responsible for data analysis and instructional/curricular decision-making for a particular grade level (horizontal team) or content area across grade levels (vertical team); they include school leaders, specialists, and behavioral/mental health personnel. Common formative assessment data and samples of student work are analyzed to identify strengths and weaknesses in student learning and determine what adult actions and instructional strategies will best address students and learning objectives. The team reconvenes to analyze the effectiveness of the selected strategies as determined by common summative assessments.

Individualized Education Plan (IEP): a plan developed to address the special education needs of a specific student; including the education services that specific student is to receive.

Least Restrictive Environment (LRE): removing a special needs student from the general education environment as little as possible by providing specially designed instruction and supplementary aids and services in the general education classroom.

Looking at Student Work (LASW): the collaborative analysis of student work by educators, using a structured protocol, to inform instruction; it is an integral component of the Data Team process.

Local Norms: average patterns of performance defined in relation to a local population, such as that of a school or district.

Middle School Accelerated Academy (MSAA) Program: a program in Waterbury Public Schools that offers more rigorous instruction to students at the middle school level that have demonstrated the capacity to work at an advanced level.

National Norms: average patterns of performance defined in relation to a national population.

Naviance: particular brand of college and career readiness software.

NEASC - New England Association of Schools and Colleges: the New England area school accreditation organization.

NAEYC – National Association for the Education of Young People: organization that provides accreditation process for preschools.

OCR: Office of Civil Rights.

Performance-based Assessment (PBA): an assessment of student learning that calls for a demonstration and/or application of learned content that is integrated into lessons.

Positive Behavior Intervention Support (PBIS): program that seeks to modify student behavior in a positive way by providing rewards to students who exhibit good behavior, thereby encouraging other students to behave in more positive ways.

Priority Standard: learning standard that a school district has determined to be of particular importance for the students based on what has been collaboratively determined based on data and professional judgment to be important in life, school and on the state assessment. Priority standards are standards that endure over time, give students leverage in other content areas and prepare them for the next grade. Priority standards are revisited on an annual basis so that revisions can be made as new data are available (also known as a Power Standard).

Professional Learning Community (PLC): collegial group of educators who are united in their commitment to continuous adult and student learning, work and learn collaboratively to realize a common mission, visit and review other classrooms, and participate in decision making.

Progress Monitoring: regularly using data to track students' progress toward a goal, or a school or district's progress toward a goal for increased student achievement.

Response to Intervention (RtI or RTI): please see *Scientific Research-Based Interventions*.

Results Indicators: describes the specific behaviors (both student and adult) that the Data Team expects to see as a result of implementing agreed-upon strategies. Results indicators help Data Teams to determine whether or not the

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strategies, if implemented with fidelity, are working prior to a summative assessment so that mid-course corrections can be made.

Rubric: scoring guide composed of set criteria and related levels of proficiency that is used to evaluate a student's performance, product, or project.

School Climate: The nature of the interrelationships among the people in the school community physically, emotionally and intellectually; how the people within the school community treat one another (adult to adult interactions, adult and student interactions and student to students interactions) through their actions, verbal and non-verbal exchanges, tone of voice and the use/abuse of inherent power advantages.

School Data Team: team of school educators, including the principal, teacher representatives, and behavioral/mental support staff, who meet monthly to monitor the implementation and efficacy of the school improvement plan, and monitor the progress of Instructional Data Teams to make curriculum and policy decisions.

School Improvement Plan (SIP): school strategic plan that spells out the strategies and goals the school staff will use to improve student achievement.

Scientific Research-Based Interventions (SRBI): the use of educational practices, which have been validated through research as effective, for improved student outcomes. Educational practices that are implemented in a school or district which, through data analysis, demonstrate effectiveness (also known as Response to Intervention).

SMART Goal: a goal that is specific, measurable, achievable, relevant/realistic, time-bound (e.g., The percentage of sixth grade students that are proficient in estimation will increase from 57% to 75% as measured by the Spring 2010 Connecticut Mastery Test).

State Education Resource Center (SERC): a nonprofit agency primarily funded by the Connecticut State Department of Education. SERC provides professional development and information dissemination in the latest research and best practices to educators, service providers, and families throughout the state, as well as job-embedded technical assistance and training within schools, programs, and districts.

Student Success Plan (SSP): The Student Success Plan is an individualized student-centered plan that engages every student based on their unique interests and strengths helping them to understand the relevancy of education to achieve postsecondary educational and career goals. The SSP will begin in Grade 6 and continue through high school. It will provide the student support and assistance in setting goals for academic, career, social, emotional, and physical development that meet rigorous high school and postsecondary expectations. The SSP and supporting activities, such as student portfolios, experiences outside the classroom, dual concurrent credit, along with academic/personal records should be electronic and portable following the student from school to school and district to district.

Summative Assessment: assessments that are employed mainly to assess cumulative student learning at a particular point in time (e.g., the Connecticut Mastery Test, the Connecticut Academic Performance Test).

Targeted Prep Time Academy (TPTA): Waterbury Public Schools program that provides targeted students with extra academic assistance.

Teacher Support/Intervention Teams: teams of educators that are responsible for data analysis and decision-making in Tier II and Tier III and that may overlap with data teams; they include certain core members (e.g., the school principal, the school psychologist) as well as other members that may rotate on and off the team depending on the needs of the student under consideration (e.g., special educators, reading/language arts consultants or coaches).

TIENET: special education case management software.

Tier I Indicator: specific indicators used to determine whether state and district learning expectations have been achieved as evidenced by student "effect" data (e.g., The percentage of Latino students that are proficient in estimation will increase from 57% to 75% as measured by the Spring 2010 Connecticut Mastery Test).

Tier II Indicator: specific actions taken by adults to "cause" student achievement outcomes (e.g., 100% of faculty, student support staff and administrators will participate in the data team process).

Tier III Indicator: narrative analysis of relationship between Tiers I and II; this can include conclusions, questions raised, next steps, etc.

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Tier I in Scientific Research-Based Intervention: the general education core curriculum, instruction, and social/behavioral supports for all students, with adequate differentiation of instruction.

Tier II in Scientific Research-Based Intervention: short-term interventions for struggling students who have not responded adequately to the Tier I core curriculum and differentiation of instruction; it is part of the general education system.

Tier III in Scientific Research-Based Intervention: more intensive or individualized short-term interventions for students who fail to respond adequately to the Tier I core curriculum and differentiation of instruction; it is part of the general education system.

Trendline: the single line of best fit when the student's successive scores during intervention are plotted on a graph; the slope of the trendline shows the student's rate of improvement.

Vertical Data Team: team of teachers who teach the same content in different grade levels who are responsible for data analysis and instructional/curricular decision-making with regards to a specific content area.

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