

**ANNUAL REPORT  
2011 - 2012**

**WALLINGFORD PUBLIC SCHOOLS  
DR. SALVATORE F. MENZO  
SUPERINTENDENT OF SCHOOLS**

**Mission:** To inspire, educate and support all students as they discover and pursue their best.

**Vision:** Wallingford Public Schools, with families and community, will distinguish itself with innovative teaching and learning experiences in a safe and supportive environment. Our goal is to ignite passion for learning and excellence in every student so that each becomes a life-long contributor to the local and global communities.

Over the course of this school year, we have achieved several extremely successful outcomes due to the hard work and dedication of students and staff. As a district, we continue to strive to meet the needs of all students through the district vision and the implementation of our strategic plan. Below are highlights from our strategic plan that illustrate the incredible efforts being made in our district.

**STRATEGIC PLAN**

**1. CURRICULUM AND INSTRUCTION**

Wallingford Public Schools Spring 2012 CMT and CAPT District Results by Grade						
Grade	READING		MATHEMATICS		WRITING	
	% at/above proficiency	% at/above goal	% at/ above proficiency	% at/ above goal	% at/ above proficiency	% at/ above goal
3	81	67	91	74	86	68
4	85	70	94	77	89	70
5	85	74	92	79	80	68
6	90	78	93	72	85	62
7	91	88	94	79	86	63
8	95	86	96	75	90	75
10	90	61	83	50	92	72

Under the NCLB legislation by school year 2013-2014 all students (100%) are expected to make AYP in order for a school and district to be deemed successful. Beginning next year, AYP targets make a significant increase to:

**2011-2013 CMT Targets**

- 89% At/Above Proficiency in Reading
- 91% At/Above Proficiency in Math
- 70% At/Above Basic in Writing (serves as an “Other Academic Indicator”)

**2011-2013 CAPT Targets**

- 91% At/Above Proficiency in Reading
- 90% At / Above Proficiency in Math

The complete results are warehoused at [www.ctreports.com](http://www.ctreports.com) and are available to the public. Districts are allowed to access or ‘mine’ the data for useful information. Subgroups making AYP targets in reading and mathematics on CMT and CAPT has been an ongoing challenge in Wallingford since school year 2004-2005, which has been increasingly more challenging as federal proficiency targets have steadily risen over the last 8 years. The table below indicates subgroups of Wallingford students that *failed to make adequate yearly progress (AYP)* on the CMT and CAPT targets in **2012**:

Subgroup	CMT		CAPT	
	Reading	Math	Reading	Math
<b>Blacks</b>	N/A	N/A	N/A	N/A
<b>Hispanics</b>	X	X	X	X
<b>Students with Disabilities</b>	X	X	X	X
<b>English Language Learners</b>	N/A	N/A	N/A	N/A
<b>Economically Disadvantaged</b>	X	X	X	X

*N/A = AYP not reported for subgroups <20*

**2011-12 Curriculum and Assessment Development**

The development of K-12 curriculum and performance assessments as well as ongoing instructional improvement continued to be district priorities in **2011-12**. District efforts have focused on aligning with the new Common Core State Standards (CCSS), adopted by the State of Connecticut in July 2010. Information on the Common Core State Standards (CCSS) can be found at:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322592>

Common Core Standards alignment will continue for several years. In addition, a top priority in **2011-12** was aligning WPS with best practices in curriculum, particularly pacing guides or calendars, as well as the development of a comprehensive district assessment plan.

Highlights of the work accomplished include:

### **Grades K-5**

#### Language Arts

- K-5 district implementation of new balanced literacy units, unit assessments and a mandatory daily 90 minute LA block
- K-5 district implementation of the Universal Screening and Diagnostic Assessment Plan
- K-5 district implementation of a District Assessment Plan
- K-5 district implementation of a Enrichment / Intervention Block (45 minutes 2-3x per week)

#### Mathematics

- K-5 district implementation of Unit Pacing Guide and Growing with Math Units
- K-5 district implementation of a District Assessment Plan
- K-5 district implementation of a Enrichment / Intervention Block (45 minutes 2-3x per week)

### **Middle School**

#### Language Arts

- Pacing Guides and district assessment plan
- District implementation of an Intervention Block for high risk students (45 min. 3-5x per week)

#### Mathematics

- Pacing Guides and district assessment plan
- District implementation of an Intervention Block for high risk students (45 min. 3-5x per week)
- March – June 2012: District Implementation of three Common Core State Standards Units (pilot)

#### Spanish & French

- Daily World Language Classes created at the middle school level
- World Language moved to the Core, interdisciplinary grade level team
- Common curriculum for Level 1 at MS and HS levels including scope and sequence, common unit templates, and unit assessments

#### Developmental Guidance

- Defined scope and sequence addressing academic, personal and social goals for grades 6,7,8
- Unit Templates -12 lessons over school year
- Introduction of Naviance Software for the development of Student Success Plans (state mandated)

### **High School**

#### Algebra 1

- Common District Curriculum for Levels A & G
- Curriculum revision, alignment with CCSS
- Development of scope and sequence, unit templates with articulated common knowledge, skills and standards across levels
- Development of common mid-term and final exams

#### English 9-12

- Ongoing planning–revision/alignment to Common Core Standards (CCS) sequence

## World Language

- Common Curriculum developed for Level 1 Spanish, French & Italian
- Common Curriculum developed for Level 2 Spanish, French & Italian
- Development of scope and sequence, unit templates with articulated common knowledge, skills and standards across levels
- Common Assessments

## Developmental Guidance

- Scope and Sequence
- Introduction of Naviance Software for the development of Student Success Plans (state mandated)

## **2011-2012 Professional Development and Instructional Improvements**

District professional development and instructional improvement have focused on critical elements of the Connecticut Accountability for Learning Initiative (CALI) and Scientific Research Based Intervention (SRBI). Both initiatives have a strong focus on the use of data to make instructional adjustments to increase student achievement. Detailed information related to these state initiatives can be found at:

[http://www.sde.ct.gov/sde/lib/sde/pdf/Pressroom/RTI\\_Executive\\_Summary.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/Pressroom/RTI_Executive_Summary.pdf)  
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322294>

The district provided all K-12 certified staff with regularly scheduled, job embedded PD using Instructional Data Coaches to continue the professional development process of 2010-11 – Instructional data Teams.. In 2011-12, the district K-5 professional development plan addressed topics related to teaching strategies for English language learners, guided reading and small group instruction; Literacy Stations for independent student learning/ practice; and Running Records (an ongoing reading assessment monitoring student growth over time). In grades 6-12, staff received training in topics such as common formative assessment, introduction to Common Core State Standards, training in the use of classroom technology, as well as opportunities for self- designed teacher in-service.

### A sampling of 2010-2011 K-12 professional development activities includes:

- June 2011 – Independent Literacy Work Stations for Students – Grade 3-5 Teachers
- June 2011 – “My Learning Plan” Group-Designed Professional Development for District “Specialists”
  - District Physical Education Team - Compare Brain-Based learning programs: Action Based Learning, Brain Gym, and ABC Fitness.
  - Alternative High School Social Work and Psychology Staff - Alternate Methods for Meeting Transition Needs
- August 2011- Resources for Teaching the “Five Components of Reading” - K- 5 Teachers
- August 2011 – “Student Profiles/ Data Collection For Transition Planning” Special Education Teachers
- August 2011 – “Teacher Evaluation Plan” -Middle School Teachers

- November 2011 – “Overviews of Second Language Acquisition, Cultural Awareness, and Sheltered Instruction” – K-5 Teachers
- November 2011 – Naviance Training “Career Pathways and family Connections” – Middle and High School Guidance
- November 2011 – “New England Association of Schools and Colleges (NEASC) – Self Study” – High School Teachers
- February 2012 – “Running Records” - K- 5 Teachers
- May 2012 – Technology Workshops including “New Media-Effectively Engaging Students Using Collaboration Applications” and “Exploring Web Tools” – Middle School Teachers

## **PERSONNEL**

### **Employment**

The Personnel Department of the Board of Education has been busy meeting the staffing needs of our district during difficult economic times. Twenty-eight teachers were hired for the 2012-2013 school year. Some new hires were the result of retirement or resignation; however, two new curriculum resource and two new world language positions were created to staff world language programs in the middle school designed to build students’ skills in this area. In addition, eight new administrators were hired for the 2012-2013 school year. At the end of the 2011-2012 school year, the district was forced to eliminate certified positions. Six positions were eliminated because of financial enrollment or programmatic changes. All but two teachers effected by this process have found positions within the school district.

### **New Teacher Induction Program**

Induction Programs have been conducted for twenty-eight certified teachers, six administrators and twenty-three interns from Quinnipiac University. In addition, twenty-seven teachers will be involved throughout the 2012-2013 school year in the state’s new teacher induction program, TEAM (Teacher Education and Mentoring Program). The TEAM program requires that teachers new to the profession work with a trained mentor assigned by the district who guides them through the preparation of five projects or modules in two years. The projects focus the new teacher on the most essential elements of good, professional practice: classroom management and climate, lesson planning and unit design, instructional delivery, assessment and professional practices. The beginning teacher must implement strategies in the classroom, keep an on-line journal, log all interactions with his/her mentor and produce a reflective paper for each module. The final product is scored by a trained reviewer. Successful completion of all five modules is expected to take two years and to include significant research, data development and implementation of teaching techniques and instructional practices in the classroom. During the 2011-2012 school year, Wallingford Public Schools trained 7 master mentors, 40 mentors and cooperating teachers and 11 reviewers of module submissions.

### **Teacher Evaluation**

During the 2010-2011 school year, the district piloted a new teacher evaluation plan that linked the second professional development training, professional growth and job performance more closely to each other and the state’s Common Core of Teaching. This program was fully implemented during the 2011-2012 school year.

The product reflects the committee's dedication to the task of creating a meaningful and manageable process that encourages professional growth in multiple ways by allowing administrators opportunity to observe teachers teaching in the classroom, utilizing data to make instructional decisions, writing research, pursuing national certification, mentoring and co-teaching. It also prepares the district in many ways for the state's new teacher/administrator evaluation plan that will be implemented in 2013-2014.

### **Negotiations**

Negotiations for the following collective bargaining units were conducted during the 2011-2012 academic year. Negotiations have concluded for administrators, teachers, and nurses resulting in three year contracts for each group. Currently, negotiations continue with the food service and custodial unions.

### **PUPIL PERSONNEL SERVICES**

The PPS department has recently filled the remaining open positions as part of the restructuring of the PPS Office. Under the new structure the department now consists of the Director of PPS, two Coordinators, a high school special education department head, a middle school special education department head, a grade 3 – 5 special education department head and a preschool – grade 2 special education department head. This new structure will allow for increased oversight and consistency across the district in the delivery of special education and related services to students.

The PPS department recently completed its multi-year year PPS Improvement Plan. The Improvement Plan consists of six goals including, Ownership, Curriculum and Instruction, Assessment, Continuum of Services, Communication and Ongoing Professional Development. Each goal within the PPS Improvement Plan also contains several objectives.

The recent August professional development days focused on enhancing communication with parents as well as among PPS staff and PPS Administration. Related services staff and teaching staff began developing standardized processes and procedures in order to create greater consistency across the district in the delivery of service. PPT protocols are close to completion along with the development of a parent brochure and an update to the Welcome Packet. Standardized evaluation templates are also close to completion, as well as a standard procedure for sharing evaluation results with parents.

The PPS Leadership team is currently planning its November professional development for the department which will focus on the IEP development process, and specifically on creating more specific and measureable IEP goals and objectives.

The PPS department will continue to focus on the development of internal capacity of its staff and will expect district personnel to fill roles which previously were privately contracted. There has been a reduction in contracted services through Connecticut Behavioral Health within the district as well as through the district's ACES early childhood coach. The school district also no longer has a standing contract for psychiatric and neuropsychological evaluations.

The PPS Department has begun implementing an Adaptive Physical Education program at the Cook Hill Integrated Preschool during the 2012-2013 school year which has resulted in improved services to students, and allowed for a twenty percent reduction in Physical Therapy needs in the Integrated Preschool program. Further development of the adaptive physical education program in the district will be evaluated throughout the current school year.

Identified preschool students with itinerant speech needs who attend community daycare programs are beginning to be serviced within their community daycare/preschool setting. This has resulted in a reduction in the need to transport itinerant students to and from the Cook Hill Integrated Preschool.

The PPS Department will complete an internal program review of the Harvest Park Elementary Program as well as the ARTS Academy Program, and will present recommendations for improvement to Dr. Menzo by June 2013.

The PPS Department is examining its current service delivery model and obligation to strictly adhere to federal guidelines within our non-public educational institutions.

The PPS department is reviewing its procedures for maintaining confidential records.

A new kindergarten –grade 2 special education program has begun implementation at Cook Hill School during the 2012-2013 school year. This program was developed to address the needs of students with significant global delays.

PPS Administration currently chairs the Special Services Management Team, The District School Climate Committee, the Guidance Management Team and the EIP Management team.

## **2. COMMUNITY OUTREACH**

Significant effort focused on increasing parent communication and preparing students for life after high school. In addition, tremendous collaboration between the Wallingford Public School District and local businesses helped increase our critical education-business partnership. To address these goals, staff efforts included:

- Revision and implementation of the developmental guidance curriculum for middle and high school students incorporating Student Success Plans (a Secondary School Reform component) using the software program "Naviance Succeed"
- Implementation of the PowerSchool Parent Portal for middle/high school students and parents to access class updates, grades and assignment completion
- Increasing partnership opportunities with community business and industry through grants and outreach
- Implementation of the E-Notify emergency notification system
- Creation of a district "brand" to promote communications by making our messaging readily identifiable to families and the community
- Redesign and launching of new district website

### **3. DISTRICT CLIMATE**

The Assistant Superintendent for Personnel serves as the district's safe school climate officer. Last year, the district's safe school climate committee coordinated school climate plans and developed forms and protocols for reporting instances of bullying and harassment.

#### **District Climate**

The District Climate Committee advanced our efforts which address recent State of Connecticut mandates for improved school climate and bullying prevention. Their work included:

- Development, approval, and implementation of school-based climate plans
- Submittal of school-based climate plans to the State Department of Education
- Substantial staff training to address the prevention/ early intervention in bullying behaviors or incidents
- Training in child safety required by the CT Department of Children and Families
- Creation and appointment to new roles - district climate officer and school climate specialists
- Development and implementation of district and school-based climate surveys to be used to inform and revise school-based climate plans

### **4. TECHNOLOGY**

#### **PowerSchool**

We opened up the PowerSchool parent portal for middle and high school students and parents allowing both to view online grades and attendance information. This also allowed middle school students to schedule course requests.

#### **Replacement Computers**

Approximately 400 new computers were purchased and installed to replace machines that were five years old and older. This included 7 media centers and 8 labs. All of these computers have the latest version of Windows and Office software.

#### **Camcorders**

Thanks to a donation of 200 units from the 3M Corporation, camcorders were made available to all of our schools.

#### **Middle School Computer Labs**

Two new computers labs, one at each middle school, were setup and equipped from scratch to increase the capabilities and access to technology at the middle schools. Each now has two full, dedicated computer labs.

#### **Transportation**

The automated calling system for parents was expanded to provide information if there is a significant bus delay. We have completed the implementation of a SIF School Interoperability Foundation server this year. Power School is the database for student information including transportation. The Parent Portal was expanded this year to provide parents and schools with bus route information.

## **5. FACILITIES**

### **MAINTENANCE**

This year, we completed installation of new football bleachers at Lyman Hall High School.

Pool upgrades were also completed at Sheehan.

New roofs have been installed at Lyman Hall, Sheehan, Dag, Moran and Stevens and asbestos abatement/tiling projects were completed at Cook Hill, Dag, Lyman Hall, Moran, Rock Hill and Stevens.

In addition, a new track was installed at Sheehan.

Some of the projects undertaken this summer by the maintenance department were:

- New entrance doorway system at Cook Hill.
- Rooftop air conditioning unit at Cook Hill.
- Air conditioning for the computer room at Dag.
- Windows cleaned in and out at Dag.
- Blinds cleaned at Dag.
- Exterior brick repointing at Moses Y. Beach and Highland.
- New front patio at Moses Y. Beach.
- Air conditioning in the library computer room at Lyman Hall.
- Air conditioning for 5 classrooms at Moran.
- Ducts were cleaned at Cook Hill, Highland, Parker Farms, Rock Hill and Yalesville.
- New rooftop air conditioning for the auditorium at Sheehan.
- Extensive new fencing at Sheehan.
- New lockers were installed at Sheehan.