

CHIEF ACADEMIC OFFICER

Anne Marie Cullinan

I. GOALS

a. Accomplishment of Goals 2014-2015

Goal 1: Provide all students with quality school principals and teachers who deliver rigorous and effective instruction.

Objective 1: Develop instructional district-wide leadership capacity to support improvement of student achievement.

1. Instructional Leadership Director positions were created during the 2012-2013 school year and fully developed in 2013-2014. Two ILD's were replaced during the 2014-2015 school year due to resignations. The alignment of networks changed to facilitate two elementary networks, one middle school network and one high school network. This configuration better lent itself to a true focus on each level and facilitated the re-design work on the MS/HS levels.

Further support and development of Instructional Leadership Directors have occurred throughout the year with CEL and CCSC professional development and on-site coaching. The purpose is to ensure they are highly effective and that they employ research-based practices in their roles.

2. School networks were created based on differentiated need they are as follows:

Network D	Network P	Network M	Network K
Regan	Kingsbury	WSMS	KHS
Washington	Chase	NEMS	WHS
Generali	Hopeville	WMS	CHS
Reed	Wendell Cross	Enlightenment	WCA
Carrington	Tinker	State Street	WAMS
Gilmartin	Wilson		Night School-CARES
Duggan	Bunker Hill		
Bucks Hill	Maloney		
Sprague	Rotella		
Driggs	Walsh		

3. All administrators are proficient in their capacity as evaluators. The teacher's evaluation plan has been developed in alignment with the Connecticut Guidelines for Educator Evaluation as modified and approved by the State Board of Education in May 2014. All new administrators were sent for State training.

Objective 2: Provide embedded professional development for teachers and administrators.

4. A professional development calendar based on student, teacher and administrator need was established and implemented during the 2013-2014 school year and continued during the 2014-2015 school year.

Objective 3: A new teacher and administrator evaluation system was implemented.

5. A new teacher and administrator evaluation system aligned with the SEED model has been developed and approved by the Connecticut State Department of Education. The evaluation plan was updated Spring 2015 and again was approved by the SDE and WBOE.
6. Truth North Logic and Bloom Board have been adopted by the Connecticut State Department of Education to track and to monitor teacher and principal evaluations and to provide Professional Development.

Objective 4: Use Data to Improve Effective Instruction.

- 7a. All school administrators and coaches have received extensive training in all facets of Reading and English Language Arts.
- 7b. District and School-wide data teams are held on a scheduled basis. Central Office data team schedule was as follows:
 - Through Network Meetings a common process for data teams has been adopted and is in place for all grade, content, school and district data teams.
 - School leadership teams have been established at each school.
 - School action plans aligned with the Blueprint for Change and based on the data of each school will be completed by September 2015. They will be available by network.

Objective 5: Recruit and retain high quality teachers and administrators that reflect the diversity of the community.

A plan has been developed to recruit and retain high quality teachers and administrators. A very aggressive representation at Teacher Recruitment Fairs occurred during the spring. The goal is to hire early and hopefully get the highest quality of teachers.

Goal 2: Ensure all students equal access to quality curriculum that is aligned to Common Core State Standards (CCSS).

Objective 1: Continuously update the curriculum audit and create or adopt units of study that align to CCSS.

Objective 2: Review assessment practices and align assessment with CCSS and Smarter Balance assessment recommendations.

- A committee worked on a design for a district assessment calendar specific to the needs of elementary and secondary. The purpose of this committee is to re-evaluate Waterbury's current assessment calendar and to recommend needed changes.
- The committee chose to contract with Acuity for Pre/Post Testing and progress monitoring.
- The district supervisors worked with Acuity to develop tests.
- The Pre/Post tests were given marking periods 2, 3 and 4. They were analyzed by ILD's and helped to form teaching strategies specific to students' strengths and weaknesses.

- Unfortunately Acuity did not deliver as expected in Year 2 of the contract and the district is looking at a different assessment system for 15-16 school year.

Objective 3: Integrate use of technology with curriculum development.

- It was found that our Middle Schools (MS) and High Schools (HS) need more technology to adequately meet the needs to schedule and test 1200 students on state mandated tests.
- Courses will be offered through Library Media Specialists in specific grade levels dealing with technology skills for our students
- The Technology Committee will meet to monitor and update the 2012/2015 Technology Plan. The committee was reconvened to discuss:
 - Each team had to review their goals and objectives that were not met and discuss the reason and ways to overcome the barriers.
 - Submit a plan for meeting unmet goals and objectives
 - Any unexpected outcomes or benefits of the technology plan.
 - Review other needs that may have emerged since the plan was last written
 - Delete any objectives that were no longer relevant to the current situation.
 - Developments in technology that we can take advantage of to improve the school district.
 - The Business/Tech Ed classes have opened in every comprehensive middle school for the 14-15 school year.

Objective 4: Provide tiered support for English/Language Arts and Mathematics

- Intervention based on each school's SPI was prioritized this year.
- The following network/Alliance schools received targeted assistance by the Instructional Leadership Directors:

Review: Bunker Hill, Carrington, Chase, Driggs, Duggan, Gilmartin, Hopeville, Reed, Sprague, Washington, Wilson, North End, Wallace, West Side, Kennedy, Wilby

Focus: Bucks Hill

Turn-Around: Walsh, Crosby

Goal 3: Provide all students a safe and positive school climate that welcomes and actively engages all families.

Objective 1: Create effective school climate plans for each school.

- Monthly meetings are held with Safe School and Positive Climate committee. Data from – CTC, SWISS, SET and TIC are used to analyze school data and to create school climate plans.
- The district has made a concerted effort to connect with community agencies and resources through the Bridge to Success initiative.

Objective 2: Increase parent involvement in schools.

- School Governance Councils have been established at the following schools:
- Bucks Hill, Carrington, Chase, Driggs, Sprague, Walsh, Washington Wilson, North End Middle, Wallace Middle, West Side Middle, Crosby High School, Kennedy High School, Wilby High School, Duggan, Gilmartin, Hopeville, Regan and WAMS.

- Plans to develop new SGC at WCA and Reed during the 15-16 school year will be explored.
- The structure of open house and parent conferences had been redesigned. We held an Open House in September followed by Parent/Teacher Conferences in December and April. We feel this is another attempt to engage our families in the education of their children.
- Several schools will be completing Professional Development on welcoming Walk Through protocols. Further training will be held in the June 2015 retreat for administrators.
- Every school actively participates in PBIS and has a coach and committee per school.

Objective 3: Sustain and improve Positive Behavioral Intervention Supports implementation.

- The SET and TIC have been used to measure the effectiveness and implementation of PBIS.
- The Collaborative Instruction Coach has been providing need-based differentiated professional development for each school.
- Recommendations have been integrated into school climate plans that will be completed by June 2015. A new method will be utilized in 15-16 SY to incorporate all school plans in one document.

Goal 4: Ensure that all students who enter grade 9 are prepared to enter colleges or careers of their choice by graduation.

Objective 1: Create and sustain programs that increase college graduation and college readiness

- Student Success Plan sessions have been held bi-monthly in our MS/HS during the 2014-2015 school year. A team is currently updating the SSP curriculum and administrators will be trained during June 2015 retreat.
- The Naviance web-based program is in all district middle schools.
- The school system is participating in the Gear-Up program with Naugatuck Valley Community College.

Objective 2: Create a middle and high school study team to review restructuring possibilities.

- Night School Program has been established. There is a further description under the Highlight section.
- Restructuring at our large comprehensive middle schools continued during the 2014-2015 school year.
- A team which includes a Behavior Technician and a Hall Monitor is in place in our MS/HS.
- Blended learning and distance learning has been used as an option this school year.
- New Business/Technology Curriculum and course structure had been approved by the BOE, June 2014 and fully implemented at our middle schools during the 14-15 school year.

II. HIGHLIGHTS

a. Truancy Clinic

The Truancy Clinic is a collaborative and systemic approach to addressing truancy. Anne Marie Cullinan, Chief Academic Officer for the Waterbury School District, and Judge Thomas P. Brunnock believed that students should be given the tools to support their educational success as early as possible. Thus, the Truancy Clinic was installed at the elementary school level in Waterbury.

Because the Truancy Clinic fixed itself to the elementary school population, the Truancy Clinic proceeding is initiated against the parent(s)/guardian(s) (hereinafter referred to as "Parent") of the students, and not the students themselves. The average elementary school student is 5 to 12 years of age and as a result of their minority, they cannot bear the responsibility of answering for their truancy. Rather, their absences are a consequence of their parents' actions, inaction and/or some larger systemic family issue.

A fundamental difference between the Waterbury Truancy Clinic and the Truancy Courts in other jurisdictions rests within the nature of the proceeding. The Truancy Courts are a judicial proceeding (i.e., arraignment, drug testing, and punishment). The Truancy Clinic, however, is non-judicial. A Judge oversees the process but the Truancy Clinic is voluntary, non-punitive and designed to identify and resolve the causes of absences.

Currently, the Truancy Clinic operates as a by-product of the Waterbury Regional Children's Probate Court ("WRPCPC"). The overall mission of the WRPCPC is to more efficiently serve those children under the age of 18 and their families involved in matters of guardianship, termination of parental rights, adoptions, claims for paternity and voluntary admissions to the Department of Children and Families. Through a systemic and collaborative approach of mental health, community and educational service providers, the WRPCPC works to maintain and support family preservation, to deter the Court's children from future involvement with other Court systems, to mitigate their mental health issues and to encourage their educational success.

Dovetailing the WRPCPC mission, the Truancy Clinic also engages the collaborative efforts of the local Board of Education, Department of Children and Families (DCF), teachers, social workers, truant officers, community resources/services, and most importantly, students and parents in a non-judicial process that addresses the systemic cause of the student's truancy. Ultimately, the Truancy Clinic returns a once truant child to a positive academic environment armed with self-esteem and personal growth. The outcome of the Truancy Clinic is not only a student, but also the student's entire family system, completely vested with and invested in educational success.

The Procedure – the Truancy Clinic procedure is simple. School officials regularly review their attendance records. Students with a demonstrated history of unexcused absences are identified as potential Truancy Clinic participants and may be the subject of a referral to the Truancy Clinic. Once a referral is deemed necessary and ultimately made by the school, the Clerk of the Truancy Clinic will process the referral by first assigning and preparing the Citation and Summons for the Presentment Part I ("P1") date. The Clerk will attach the school's referral form to the Citation and Summons and the Parents are then summoned to appear for the initial P1 proceeding before the Truancy Clinic Judge ("Judge") at the school of their truant student.

During the P1 proceeding, the Judge addresses the Parents in a group setting; he explains the reason for the Summons along with the nature and requirements of participation in the Truancy Clinic. Participation in the Truancy Clinic requires that the Parents agree to insure that their child will (1) attend school every day; (2) be on time; (3) behave; and (4) complete all assigned classroom work and homework. Further, the Parents are instructed that by participating in the Truancy Clinic they are also agreeing to comply with the school-required protocol regarding sick days.

After the Judge has reviewed the requirements of the clinic, the Parents are then excused and instructed to return the following week; same day, time and place for the Presentment Part II (“P2”) proceeding. As the Parents leave, they are given the Participation Agreement (which details the requirements of participation in the program) and a Release of Confidential Information (which provides for the mutual sharing of student related information).

During the P2, each Parent meets individually with the Judge and states whether they intend to participate. If they agree to participate they are excused and given a date and time for the following week to appear for the next stage of the proceeding, the Review. (A parent who agrees to participate does so for a twelve (12) month period of time; e.g., if the participation commenced in January 2013, then the termination occurs in January 2014).

At the time of each Review, the Parents meet with the Judge individually. This Review process is the reallife of the Truancy Clinic. During these Review meetings, the Parents and Judge engage in a dialogue about what they understand to be the cause of the unexcused absences. This process is designed to be non-adversarial, provide an assessment of the dynamics of the truancy and to develop, in collaboration with school officials, an understanding of and a pragmatic resolution to the unexcused absences. Since October 2011, DCF has assigned a social worker to each of the schools. The parents are told that DCF is a participant to the Clinic to help identify issues and offer services to families on a voluntary basis. Once a plan is established, the Parents return to weekly, or as needed, reviews.

Linkage and Coordination – in an effort to provide appropriate linkages to related programs, the Truancy Clinic utilizes all school department professionals including teachers, social workers, guidance counselors and administrators. Because truancy is such a dynamic issue, there is a need to have a diverse array of program services to meet the needs of the students and their families.

The Truancy Clinic has been in operation since January 2008. One of the most significant recent developments has been the participation of the Department of Children and Families (DCF) in the Clinic. A DCF social worker is assigned to each of the Truancy Clinic elementary schools. The social worker’s role is to assist families who request assistance, e.g. referrals have been made for IICAPS services, individual therapy, transportation assistance, etc.

During the 2014-2015 school year the clinic operated in:

1. Driggs Elementary School
2. Walsh Elementary School

b. Night School

The C.A.R.E.S. Night School program, housed at Wilby High School, provided Waterbury Public High School students from Crosby, Kennedy, and Wilby with an

opportunity for a non-traditional pathway to graduation as well as college and career readiness. The program’s philosophy embraced the importance of college and career readiness, achievement, respect, empowerment, and success, hence, the acronym C.A.R.E.S. Being true to its motto, the program encouraged all students to develop high expectations for one’s learning. Together, students and staff created individualized learning plans and identified strategies to assist students to meet their short- and long-term goals.

Staffing consisted of a program administrator, one administrator per evening, one parent liaison, one behavior technician, eight teachers, one secretary, one guidance counselor, and one social worker, one day per week, and one psychologist two days per week.

The program served a total of seventy-eight (78) students. Students were referred to the C.A.R.E.S. for a variety of reasons, which may have included, but was not limited to being under-credited, over-aged, at-risk, or more comfortable in a smaller educational setting. Using a blended approach, a combination of traditional instruction and a digital curriculum, Edgenuity, course offerings included core subjects such as Mathematics (Algebra 1, Geometry, Algebra 2), English 9 - 12, Science (Physical, Environmental, Biology, and Chemistry), Social Studies (U.S. History, World History), in addition to a wide variety of electives such as: Art, Music, Physical Education, Health, Career Planning and Development, Spanish, Microsoft Office, Graphics, Strategies for Academic Success, and Personal Finance.

Upon enrollment, the student met with the program administrator and a guidance counselor to review and evaluate his/her school transcript. Accordingly, the guidance counselor determined which courses are needed for graduation. Subsequently, the program administrator and guidance counselor assisted the student in developing an Individualized Learning Plan (ILP) and determined which courses to assign to each student to fulfill the necessary graduation requirements of the State of Connecticut. Staff consistently kept students, parents, and guardians, abreast of each student’s progress.

Attendance: C.A.R.E.S. had an average daily attendance rate of 85% - 90%.

An attendance counselor was hired in February, 2015, to provide additional services to students and families. The attendance counselor provided the following additional supports to C.A.R.E.S. students and families:

- Referrals to Waterbury Youth Services System 23
- Phone calls home 31
- Meetings with students 32
- Letters home 26
- Meetings with families 25
- Home Visits 12

Discipline: C.A.R.E.S. recorded twenty (20) Out of School Suspensions (OSS) during the 2014/15 school year.

C.A.R.E.S. has hired a behavior technician, a school resource officer, a school counselor, a school psychologist, a social worker, and an attendance counselor to support our at-risk students.

Students were provided with 1:1 or group counseling as warranted.

Discipline	Current Year-to-Date Total
Out-of-School Suspensions	20

Graduation Status – all students must earn a minimum of 22 credits, including required courses as determined by the Connecticut State Department of Education, to be eligible for a high school diploma.

As a result of the blended instruction and interventions provided in the C.A.R.E.S. program, the following chart depicts the number of students who have earned, or who are projected to earn, a minimum total of 22 credits and are now on track for graduation:

School	Crosby	Kennedy	Wilby	District
Total	6/7	7/8	19/22	32/37

On-Track Status – as a result of the blended instruction and interventions provided in the CARES program, the following chart depicts the number of grade 11 students who have achieved “Senior Status” by earning a minimum total of fifteen (15) credits.

Grade Level	Crosby	Kennedy	Wilby	District
Cohort 2016	2/6	5/14	1/8	8/28
Cohort 2016	2/6	9/14	4/8	24/28

c. ELA Concept and Data Based Curriculum Vision Statement
 K-8 English Language Arts Curriculum in Waterbury Public Schools Vision Statement

In Waterbury Public Schools, we believe that all students have the capability to become successful readers and writers. The English Language Arts curriculum will foster students’ conceptual understanding and appreciation for language. It will nurture and recognize students’ strengths to help them become knowledgeable communicators, thinkers, and participants in a complex information society.

Effective instruction is the key to meeting the needs of all learners. It embraces culturally responsive pedagogy that recognizes and values the diversity within the school community. It provides a variety of instructional strategies that help advance struggling learners and provide opportunities to challenge and extend learning for students meeting or exceeding expectations. Methods of instruction include small collaborative groups and explicit instruction tailored to meet the needs of learners. Additionally, student-centered classrooms provide opportunities for high-level discourse and student choice to give young scholars greater ownership, purpose, and motivation to learn. They also promote and foster self-regulation to help students gain greater responsibility and independence.

A concept-based curriculum and instruction will expose students to a variety of genre and media, and will provide guidance for effective learning experiences, differentiation, assessments, and resources. Aligned with Common Core Standards, concept-based units will clearly define what students are expected to understand and master in reading, writing, viewing, listening, speaking, researching, and presenting at each grade level.

Commitment, communication, and collaboration among teachers, parents and students, will be essential to ensure that a stimulating and standard-based English Language Arts curriculum remains a priority in our schools. Relevant and on-going professional development, for all educators, will help ensure that students are consistently supported as they transition through grade levels and move within the Waterbury Public School district.

This year the WPS sent 20 staff members to become certified in Concept-Based Curriculum.

d. Grants

1. Child Welfare – Education System Collaborations to Increase Educational Stability.
The DCF Partnership Grant between Waterbury Public Schools the Waterbury Regional Department of Children and Families has ended. The grant purpose: to create improved systems of communication and planning for Waterbury Public School students in foster care and increase educational stability and planning. A cohort of forty students was determined from grade 5 through 12 and is the target population for the grant outcomes. Waterbury Staff in conjunction with DCF Staff meet monthly to review grant progress and plan to improve methods and procedures for communication and planning. School staff underwent Trauma Response Training in collaboration with the Department of Children and Families Training Academy: Parent Liaisons, School Psychologists, School Counselors, School Social Workers, School Nurses, Identified Foster Parents, School Resource Officers and School Administrators. The training occurred multiple (8) times throughout the school year and focused on identifying student trauma as it manifests within the educational setting. Response to familial disruption, changes in foster care/home placement and mental health needs were also addressed within the trauma based training. Two school based liaisons have been appointed to the grant and have met with staff and students to review student academic and emotional functioning and address any impacts to student learning outcomes. During the May 2014 Partnership Meeting individual student cases were reviewed to ensure educational progress. This year the grant was able to support each student receiving a laptop and a computer information course. During May 2015, students identified in the grant received laptops and training from the WPS. The partnership will continue with on-going trauma training offered to WPS staff by DCF during the 2015-2016 school year.
2. Support for Pregnant and Parenting Teens
 - Expectant and parenting teen mothers and fathers participating in the Support for Pregnant and Parenting Teens (SPPT) programs are staying in school, graduating from high school and moving to higher education and training programs to reach their career goals.
 - These school based programs help students to be proactive and guide them in reaching out to supports and resources that can help them be successful in school and beyond.
 - 86% of participants graduated from high school.
 - Less than 2% had a repeat pregnancy.
 - 100% of children of teen parents were up-to-date on well-child visits, immunizations and screened for development delays.

Waterbury hired new core SPPT staff team (Social Worker, Nurse, and NFN Home Visitor) during the 14-15 school year. The Waterbury SPPT LAC meets monthly

and serves as a project management team that guides program implementation and drives continuous improvement. Participation beyond the school district, StayWell (NFN) and the Health Department has been limited. Waterbury implemented most of the core components of its SPPT program at the beginning of the 2011-2012 school year and has been on-going. Thirty-seven (37) students participated in the program during the 2014-2015 school year. This is the fifth year of implementation of the \$175,000.00 state Support for Pregnant and Parenting Teens Grant. This grant is in collaboration with the State and Waterbury Department of Public Health, StayWell Health Center, Nurturing Families Network and the Hispanic Health Council.

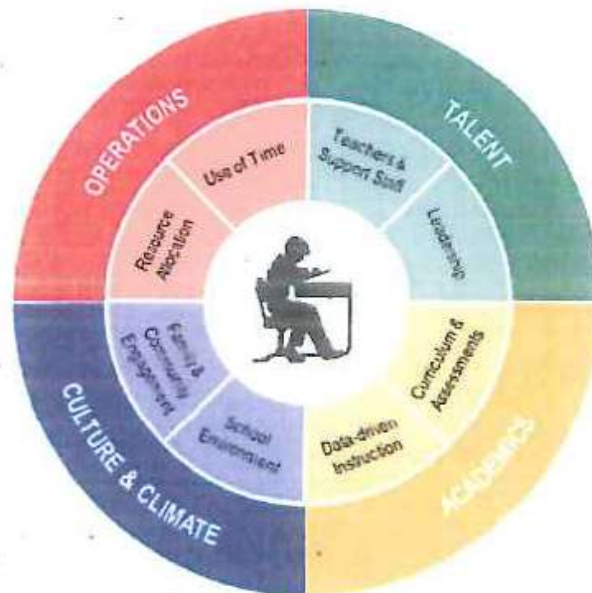
Waterbury is unique among the five SPPT districts in Connecticut because it runs its SPPT program across six schools – three comprehensive high schools and three alternative high schools. Because of this arrangement, the Waterbury SPPT team utilizes weekly group sessions at each school as a primary way to serve students. Waterbury group sessions were better attended than group sessions in any other SPPT district throughout the course of the year. Waterbury reported significantly fewer “brief contacts” with students than other SPPT districts, on the other hand, as the lack of a constant presence in any one school made it difficult for students to “drop in” on staff. Despite the challenge of being in multiple schools, the Waterbury staff team managed to hold consistent individual counseling sessions (30-40 per month with the exception of May).

3. Waterbury Parent Academy Program Grant
 - The school district has partnered with Waterbury Hospital on training parents in advocacy skills.
4. Alliance Grant
 - The Alliance and Priority School District Consolidated Grant was adhered to for the 2014-2015 school year.
 - Accomplishments, strategies and identified growth areas were discussed at Quarterly Progress Update meetings with SDE.
 - Review, Focus and Turnaround School Improvement Plans were also reviewed quarterly.

The Alliance District program is a unique and targeted investment in Connecticut's 30 lowest performing districts. C.G.S. § 10-262u established a process for identifying Alliance Districts and allocating increased Education Cost Sharing (ECS) funding to support district strategies to dramatically increase student outcomes and close achievement gaps by pursuing bold and innovative reforms. In total, Alliance Districts serve over 200,000 students in more than 400 schools.

Pursuant to C.G.S. § 262u, each Alliance District's receipt of its designated ECS funding is conditioned upon district submission and the Commissioner of Education's approval of a plan, district progress and performance relative to that plan, and subsequent annual amendments, in the context of the district's overall strategy to improve academic achievement. The CSDE reviews district plans on an annual basis and approves plans aligned to the goals of the program, Annual plan approval is predicated upon district implementation and performance during the prior year. Proposals for the use of Alliance District funding will be reviewed for the quality of the overall plan, as well as the degree of alignment between the proposed use of funds and the overall district strategy.

The CSDE's turnaround framework identifies four research-based levers to dramatically improve district and school performance and student achievement. School and district success requires strong systems and performance in each of the following four areas shown in the framework below.



- a. Talent: Employ systems and strategies to recruit, hire, develop, evaluate and retain excellent school leaders, teachers and support staff.
- b. Academics: Design and implement a rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction and assessments.
- c. Culture and climate: Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.
- d. Operations: Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

The Alliance and PSD grants allow for investments in each of these critical areas. Districts are encouraged to pursue reforms that align to district-specific needs and long-term strategic plans in these areas.

Additionally, the CSDE has prioritized and will ask all districts to include comprehensive strategies in the following areas:

- Educator evaluation and support systems;
 - Transition to Common Core State Standards (CCSS) and next-generation assessments;
 - Kindergarten through Grade 3 (K-3) literacy; and
 - Interventions in low-performing schools.
5. Readiness Grant – The Waterbury School Readiness (WSR) program was funded this year at \$10,068,313 with the award of expansion seats in September of 2014. This funded a total of 1346 preschool seats across the Waterbury community. The WSR program consists of 18 community sites and five Waterbury school system sites. School Readiness funded seats provide peer models for children with IEPs in ECEP classrooms including those at Bucks Hill Annex, Reed, Gilmartin, Duggan, and

Carrington schools. Under the leadership of Patricia Moran, Duggan School Readiness classrooms were awarded accreditation in June 2014 by the National Association for the Education of Young Children (NAEYC) in Washington, DC. Carrington and Reed classrooms are in process complying with their timeline deadlines. Accreditation support of consultation, stipends for teacher time out of classrooms, and curriculum materials was supplied through Quality Enhancement funds to programs seeking initial accreditation or reaccreditation. All 18 community sites, 100%, have achieved reaccreditation or maintained accreditation by NAEYC.

Technical assistance, coaching and consultation, continued to School Readiness funded programs to meet the new Learning Experience Plan guidelines and standards incorporating the new Early Learning and Development Standards (ELDS). A new progress report of 10 standards, 6 cognitive and 4 social emotional, was developed in a collaborative with community administrators. This progress report is completed on all children leaving a school readiness funded classroom, WPS and community, and forwarded to the child's kindergarten. It has proved very helpful to kindergarten teachers to get a snapshot of the child and plan. A new survey of preschool experience was included in this year's kindergarten registration packet to assist in gathering data on children entering kindergarten. The data is being compiled in a collaboration with Bridge To Success.

Programs continue to use the CT Preschool Curriculum Framework and Preschool Assessment Framework as the basis of instructional strategies in the classroom. Lesson plans will be audited and rated by the School Readiness Coordinator using the Office of Early Childhood rubric and these will be discussed with program administrators and educational staff to continue quality improvements for improved child outcomes. 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. A mandated increase in education qualifications to Bachelor level for classroom staff with deadlines in 2015 and 2020 for all programs receiving public funding was addressed through ongoing assessment of current program staff qualification levels and discussion of plans to meet new requirements. All programs funded through the Waterbury School Readiness grant program meet this standard.

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, professional development sessions were held focused on literacy for both infant toddler teachers as well as preschool teachers in community programs. A full day session was presented by Literacy How! To continue to build knowledge and best practices in community classrooms. PALS was purchased to be distributed to community programs and in an example of another collaboration the ECEP will provide training to classroom teachers in the community on how to administer this assessment.

Outreach activities included collaboration with WIC to get books to families, working with the Family Intake Center to create a smooth transition to kindergarten including a new survey form to get more information on preschool experience of incoming kindergarteners, 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 work on Early Childhood Care and Education work group, Child Health and Development work group, and Family Engagement work group of the Bridge To Success (BTS) plan.

The School Readiness Coordinator was voted to represent the School readiness council on the Bridge To Success Community Council. Additional work is being with the Office of Early Childhood to ensure that the local voice is being considered in state policy and needs of the Waterbury Community is being represented.

e. Summer Programs 2015

Summer 2015 Summer Programs are:

- WAMS Encore Summer Arts Program
- High School Summer School
- Star Based
- Summer Enrichment Programs
- CPEP Summer Gaming Challenge
- “Gear Up” Summer Program – High School
- Transition Summer School Programs – Middle and High School levels
- Extended School Year – Special Education
- Soar to Success – K-4 Elementary

CENTRAL OFFICE ADMINISTRATION

Pamela Baim, Instructional Leadership Director

I. GOALS

a. ***Accomplishment of Goals 2014-2015***

Goal 1: Provide all students with quality school principals and teachers who deliver rigorous and effective instruction

- Monitored 10 principals and 2 content supervisors to lead their staffs to quality instruction which focused on student learning and the strengthening of professional competencies.
- Professional development supported administrators/teachers as they worked on their SLOs/IAGDs throughout the 2014-2015 school year.
- Data system and accountability strategies to improve achievement were monitored and evaluated throughout the year.
- Improvement of practice in delivering professional development evidenced by surveys taken by administrators after all sessions.
- BloomBoard training and support given throughout the year.
- Implement new Teacher Evaluation Plan.
- Conducted a minimum of 20 school visits per month to provide feedback to administrators on their leadership actions.
- Collaborated on multiple committees as asked by central office to align with the educational reform set up by the Superintendent.

Goal 2: Ensure all students equal access to quality instruction that is aligned to the Common Core State Standards.

- Monitored the implementation of mCLASS.
- Supported the implementation of Scientific Research Based Instruction district wide to ensure consistency and fidelity.
- Evaluated and supported 12 administrators in improved performance on the Common Core of Leading Rubric.
- Monitored clear protocols for increasing student attendance with a continued focus on reducing chronic absenteeism.

b. Goals for 2015-2016

- To improve overall student performance at all of my schools as measured by the mCLASS and District Assessments in the areas of phonics and phonemic awareness, as well as the first four mathematical practices outlined in the CT Core State Standards.
- To evaluate and support 12 administrators in improved performance on the Common Core of Leading Rubric.
- To improve chronic absenteeism in all 10 of my Network schools.

II. HIGHLIGHTS

- Oversaw the Arts Mini Grant Afterschool Program servicing 120 students during a 16 week timeframe in collaboration with the Mattatuck Museum in Waterbury.
- Presentation to School Governance Council on Chronic Absenteeism.
- Presentation on Blueprint for Change to Parent Leadership Training Institute.
- All administrators aligned their SLO/IGAD to district goals in ELA and Mathematics.
- Data system and accountability strategies to improve achievement were monitored and evaluated throughout the year.
- Focus Walks for all administrators were held on a monthly basis to improve administrative practice.
- Exemplar videos aligned to CCT Rubric given to all administrators.
- Monitor data analysis from assessments at district data team meetings
- Prioritize grade level meetings with administrators on a weekly basis alternating between Math and ELA.
- Network Meetings held monthly for all administrators when job embedded professional development was introduced.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Differentiated support was given to all 12 administrators based on individual needs throughout the school year. This was accomplished in the following ways:

- Defining structures and processes.
 - Reassignment of staff throughout the buildings.
 - Transformation of all participants to Network P.
 - Partnership with individual principals to deepen their instructional practice.
 - Supporting continual improvement of work practices and relationships with all 10 schools.
-

CENTRAL OFFICE ADMINISTRATION, Middle Schools

Michelle Baker, Instructional Leadership Director

I. GOALS

a. *Accomplishment of Goals 2014-2015*

b. *Goals for 2015-2016*

II. HIGHLIGHTS

- Chronic Absenteeism Focus in every school has resulted in a reduction in Chronic Absenteeism for the current school year from the 2013-2014 school year.
- All secondary school ILDs, principals, teachers and supervisors are working towards the same specific academic goals. Common goals have resulted in common professional development to identify strategies to improve effective feedback to teachers for improved instruction.
- All secondary schools participated in FOCUS WALKS and as a result, Secondary Principals and Supervisors had opportunities to calibrate their observations and discuss best practice at their colleagues' school.

III. STRENGTHS OF EDUCATIONAL PROGRAM

- All secondary schools participate in monthly FOCUS WALKS, and as a result, secondary principals and supervisors are calibrated as a group per the State and Waterbury Public Schools Evaluation Plan.
 - Middle School Reform Teams met monthly to collaborate and plan for the enhancement of the Middle School Accelerated Academy.
 - Mathematics and Literacy coaches were deployed to ensure that coaching cycles were administered to all middle school teachers for the 2014-2015 school year.
 - Middle School Leadership Teams met monthly at each comprehensive middle school to monitor progress towards all school improvement goals of the 2014-2015 school year.
-

CENTRAL OFFICE ADMINISTRATION

Darren Schwarz, Instructional Leadership Director

I. GOALS

a. *Accomplishment of Goals 2014-2015*

Goal 1: Provide all students with quality school principals and teachers who deliver rigorous and effective instruction.

- Monitored 10 principals and 2 content supervisors' goals/objectives and held each one accountable for meeting their targets associated with student learning objectives.
- Provided multiple professional developments to district-wide administrators on the new State Department of Education Administrator Evaluation and the new State Department of Education Teacher Evaluation and Administrator Evaluation

- Conducted school visits and 128 evaluations/conferences to provide feedback to administrators on their leadership actions
- Collaborated on multiple committees established by the central office that are integral to the educational reform initiative set by the Superintendent (Professional Development and Evaluation, District Data Team, Chronic Absenteeism and Summer School)
- Worked collaboratively with administrators to plan for and provide professional development for teachers in the area of learning targets, data teams, assessment for learning and using BloomBoard technology.

Goal 2: Ensure all students equal access to quality curriculum that is aligned to Common Core State Standards

- Supported the development of curriculum development in language arts and mathematics.
- Supported the implementation of Scientifically Research Based Instruction district-wide to ensure consistency and fidelity.
- Supported the implementation of the mCLASS assessment system district-wide.

b. Goals for 2015-2016

- To improve overall student performance at all of my schools as measured by the mCLASS and District Assessments in the areas of phonics and phonemic awareness, as well as the first four mathematical practices outlined in the CT Core State Standards.
- To evaluate and support 12 administrators in improved performance on the Common Core of Leading Rubric.
- To improve chronic absenteeism rates in all 10 of my Network schools.

II. HIGHLIGHTS

- Facilitated professional learning's to improve the overall leadership capacity in my network of principals.
- Supported principals in the development of their respective school-wide data teams, school improvement plans and student learning objectives to help drive instructional decisions at their respective schools.
- Observed classrooms with administrators to calibrate the quality of teaching and align their observations with the CCT Rubric.
- Reviewed data on student performance and provide actionable next steps (Specifically related to SLOs and the Survey Target Goal).
- Reviewed data on the quality of teaching and learning to provide actionable next steps.
- Reviewed data on the quality of leadership aligned with the Common Core of Leading Rubric and provide actionable next steps to improve.
- Demonstrated/modeled/role-played feedback conversations with teachers about the quality of their instruction.
- Provided written materials/resources aligned with learning need.
- Found and share instructional resources aligned with focus areas.
- Connected with central office to facilitate solutions to concerns.
- Co-planned professional development at the school level.
- Co-planned school-wide data team.

III. STRENGTHS OF EDUCATIONAL PROGRAM

I provided differentiated support to 12 administrators based on each administrator's individual needs as well as the strengths and needs of the schools or department.

Additional coordinated supports are in place for novice and struggling administrators. I accomplished this support in the following ways:

- Differentiating supports for principals' instructional leadership consistently over the entire academic year.
 - Modeling ways of thinking and acting that reflected desirable instructional leadership practice. Developing and using tools.
 - Brokering resources supportive of principals' instructional leadership.
 - Fostering dialogue with Network principals and leaders to serve as resources for each other around sound instructional leadership practices.
-

CENTRAL OFFICE ADMINISTRATION

Kevin Walston, Instructional Leadership Director

I. GOALS

a. *Accomplishment of Goals 2014-2015*

b. *Goals for 2015-2016*

Successfully implement processes and protocols around Chronic Absenteeism, Students, At-Risk Academically and for Behavior.

Successfully implement and monitor SWDT protocols amongst ALL of the High Schools to help monitor chronic absenteeism and students at risk.

Promote school facilitated focus walks during the 2015/16 school year to address calibration goals and school wide problems of practice to encourage adoption of best practice and school improvement initiatives.

II. HIGHLIGHTS

- Chronic Absenteeism Focus initiative has resulted in improved awareness throughout the secondary schools. Focus has resulted in establishment of Chronic Absenteeism teams to regularly review at risk students, as it relates to the indicators prescribed by the state (i.e. in school suspensions, out of school suspensions and absences from school)
- All secondary school ILDs, principals, teachers and supervisors are working towards the same specific academic goals. Common goals have resulted in common professional development to identify strategies to improve graduation rates and improve 9th grade on track status for promotion
- All secondary schools participated in FOCUS WALKS and as a result, Secondary Principals and Supervisors had opportunities to calibrate their observations and discuss best practice at their colleague's school.
- Development of centralized CARES Night School program yielded significant results for some of our most at-risk students. Preliminary results indicate that up to 85% of our students will either graduate or be on track for promotion to the 12th grade as a result of the CARES Night School intervention.

III. STRENGTHS OF EDUCATIONAL PROGRAM

- All secondary schools participate in monthly FOCUS WALKS, and as a result, secondary principals and supervisors are calibrated as a group per state and per Waterbury Public Schools evaluation plan.
- Secondary schools in Waterbury are moving toward small learning communities to support initiatives around high school reform. WCA, Crosby Turnaround & Wilby Redesign are in phase one of High School reform efforts. The reform initiatives support college and career readiness goals
- Articulation agreements have been developed with Naugatuck Valley Community College for students to earn dual credit (High School & College), and principals successfully schedule students to help realize our goal to prepare students for college and career readiness.
- Collaboration efforts with Gear UP continue to provide wrap-around support for students, as we identify interventions to promote 9th grade on-track status and overall goals toward graduation and college and career readiness.
- Rigorous & Relevant Summer Bridge program has been developed to support the immersion of GEAR UP's leadership principles and English Language Arts Common Core standards to engage students and prepare them for the rigors of high school and earn credit toward graduation.
- All secondary schools participate in annual district-wide SAT day, in which every student, grades 8-12, will be engaged in College Board Prep Material and Assessment: Grade 8 PSAT, Grade 9 PSAT, Grade 10 PSAT, Grade 11, and Grade 12 SAT. This will further promote district goals to support college and career readiness.
- Successfully identified and implemented an effective online (Edgenuity) Credit Recovery Program.

BILINGUAL/ESOL DEPARTMENT

Adela Jorge-Nelson, Supervisor

I. GOALS**a. Accomplishment of Goals 2014-2015**

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 Learners (ELs)
- 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 English Learners 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; and Content Area Curricula by conducting collaborative meetings, teacher training, walkthroughs, and monitoring student performance
- Supporting the implementation of Sheltered Instruction to maintain and enhance Best Practices for all students
- Working collaboratively with Instructional Leadership Directors to address needs of English Learners

b. Goals for 2015-2016

- Increase English Learners' academic achievement by monitoring curriculum implementation, teacher training, and student assessments
- Strengthen and expand partnerships
- Monitor the implementation of policies and procedures under Connecticut General Statutes (CGS), Section 10-17, OCR 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 English Learners
- Provide on-going Professional Development to ensure that all procedures and strategies aimed at improving English Learners' academic outcomes are implemented
- Continue implementation of the Bilingual/ESOL Education Department's Vision and Mission

II. HIGHLIGHTS

- The Bilingual/ESOL Education Department, in collaboration with the Supervisor of Early Childhood Education Program, and the Mayor's Office, celebrated the Fifth Annual District-wide Hispanic Heritage Month Celebration
- Administered Language Assessment Scale (LAS) Links to over 2,100 ELs as mandated by state and federal requirements
- Provided written translations of 111 documents and assisted with 88 oral translations at meetings and events
- In collaboration with NVCC, provided high school English Learners with a formal orientation and campus tour, as well as coordinated on-site acceptance days at Crosby, Kennedy, and Wilby High Schools.
- Developed process for electronically collecting parents' feedback of workshops provided

The Bilingual/ESOL Education Department provided the following Professional Development:	
October 7	Classroom Management 1
October 9	IDEL Training
October 20	Classroom Management 1
October 28	After School Collaborative Meeting: Building Academic Vocabulary Part 3
November 4	Professional Development: ESL Meeting Student learning objectives (SLO's)
November 7	Common Core
November 12	After School Collaborative Meeting: Building Academic Vocabulary Part 2

November 20	After School Collaborative Meeting: Planning for Implementation
December 1	School Focus Area: Differentiation: Vocabulary Instruction
December 2	School Focus Area: Differentiation: Vocabulary Instruction
January 23	Celebrating Hispanic Traditions
January 13	School Focus Area: Differentiation: Vocabulary Instruction
January 14	School Focus Area: Differentiation: Vocabulary Instruction
January 14	LAS Links Training
February 4	Mathematical Practices: Vocabulary
February 5	Mathematical Practices: Vocabulary
February 24	Collaboration
March 5	Cultural Enrichment ASP
March 6	On-Site Acceptance for ELs
March 10	Mathematical Practices: Vocabulary
March 16	Coaching and Modeling Classroom Environment
March 17	Coaching and Modeling Classroom Environment
March 18	Planning for Implementation: Vocabulary Instruction Steps 1-3
March 19	Planning for Implementation: Vocabulary Instruction Steps 1-3
March 20	On-Site Acceptance for ELs
March 23	Culturally Responsive Teaching
March 24	Culturally Responsive Teaching
March 30	In-Class Modeling/Observation/Feedback
April 1	In-Class Modeling/Observation/Feedback
April 13	Planning for Vocabulary for the Common Core
April 14	SIOP
April 15	Planning for Implementation: Vocabulary Instruction and CCS
April 16	Planning for Implementation: Vocabulary Instruction and CCS
April 21	Vocabulary Instruction Steps 4-6
April 23	On-Site Acceptance for ELs
April 24	On-Site Acceptance for ELs
April 22	Crosby Library
April 28	Planning for Implementation: ELs and Common Core Vocabulary Instruction Steps 4-6
May 4	Planning for Implementation: Developing the lessons
May 5	Planning for Implementation: Developing the lessons
May 12	Differentiating Instruction
May 13	Planning for Implementation: Reflections and Next Steps
May 14	Planning for Implementation: Reflections and Next Steps
May 19	SIOP

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, Bilingual/ESL Teachers, Parent Liaisons, Students and Parents.

Date	Title	Location
October 10	How to Help Your Child with Homework	Hopeville
October 27	Hispanic Heritage Celebration	NVCC
October 30	How to Help Your Child: Literacy Activity	
November 7	Common Core	Chase
November 13	Parent/Student Activity	NEMS
December 4	ESL Potluck	Duggan

December 17	Parent/student activity	NEMS
January 23	Celebrating Hispanic Traditions	Crosby
March 26	Mathematical Practices: Vocabulary	Chase
April 21	Parent workshop for new parents	Hopeville
April 24	Literacy Activity	Chase
May 29	Addition and Subtraction in Kindergarten Classroom	Chase

III. **STRENGTHS OF EDUCATIONAL PROGRAM**

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

IV. **STATISTICAL DATA** (as of May 30, 2015) for the School Year 2014-2015

- The Bilingual/ESOL Education Department currently serves approximately 2455 English Learners (ELs). 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 476 students for the time frame noted, of which 120 became eligible for during the school year 2014-2015.
- 1211 students were serviced through ESL classes and approximately 668 students through the Bilingual Transitional Model. There were 100 ELs who did not receive direct services due to parental request but are monitored and tested annually per NCLB.
- A total of 680 new incoming students were tested for English proficiency, of which 594 qualified for and accepted services. Of these, 241 received ESL services, 324 entered the Bilingual Program and 9 were serviced through
- 211 students met the exit criteria for proficiency and exited the program for the school year 2014-2015.

EARLY CHILDHOOD EDUCATION

Patricia Conlon Moran, Supervisor

I. GOALS**a. Accomplishment of Goals 2014-2015**

Goals: Provide leadership and support in Early Childhood to increase achievement for all Pre – K students by increasing proficiency in the identified Pre – K domains.

Goals for 2014-2015: to ensure that all the goals and strategies outlined in the District Blueprint for Change are implemented. This will include:

1. Continued development of Professional Learning Communities.
2. Continued development of systems, procedures and forms that will be district-wide rather than in individual schools.
3. Focus on oral language and vocabulary.
4. Focus on enhancing the rigor of instruction for all students.
5. Provide targeted professional development based on identified needs of teachers.

The goals for 2014-2015 were to ensure that all the procedures and strategies outlined in the District Improvement Plan were implemented. This included:

1. Continued focus on oral language, vocabulary for all Pre-K students
2. Coaches continued to provide on-going job embedded professional development tailored to the identified needs of teachers.
3. Continued targeted student support provided by Instructional Coaches in small group, intense intentional instruction focused on assisting English Language Learners and students in Tier III intervention.
4. Implementing federal and state initiatives and/or mandates:
 - School Readiness Grant: Bucks Hill Annex, Gilmartin School, Duggan School, Reed School and Carrington School.
 - Alliance Grant: Waterbury Career Academy and 2 classrooms at Sprague and 1 new classroom housed at Maloney Magnet School.
 - Title I: Bucks Hill, Bunker Hill, Driggs, Sprague, Walsh, Washington, Wendell Cross, and Wilson.
 - Title IIA: professional development for all Pre-K teachers.
5. Supporting Data teams
6. Continuing Professional Learning Communities.

b. Goals for 2015-2016

Goals for 2015-2016: to ensure that all the procedures and strategies outlined in the District Blueprint for Change for literacy are implemented. This will include:

1. Continued development of Professional Learning Communities.
2. Continued development of systems, procedures and forms that will be district-wide rather than in individual schools.
3. Continue developing the alignment and integration of the Connecticut Early Learning and Development Standards into our Pre – K curriculum for implementation in the 2015-2016 school year.
4. Continued focus on oral language and vocabulary for all Pre – K students.
5. Focus on enhancing the rigor of instruction for all students.
6. Providing targeted professional development based on identified needs of teachers.

7. Continued support of instructional coaches to provide job-embedded professional development tailored to the needs of teachers.
8. Continued targeted student support provided by Instructional Coaches in small group, intense intentional instruction focused on assisting English Language Learners and students in Tier III intervention

II. HIGHLIGHTS

1. Instructional Coaches 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.
2. Instructional Coaches provided targeted student support to small groups with intense intentional instruction focused on assisting English Language Learners and students in Tier III intervention.
3. Data teams are very strong and are implemented with fidelity.
4. Opening two new sites for Pre – K: Carrington School and Waterbury Career Academy.
5. The Pre – K at Waterbury Career Academy became an integral part of the Waterbury Career Academy community by having the ninth grade students interact with the Pre – K students in an authentic manner.
6. Opening two new classrooms at Sprague School in March 2014. The rooms were built, furnished and then an orientation was held for parents and children the day before classes began. The children have made amazing progress in these few short months.
7. Parent conferences were held twice during the year to inform parents about their child’s progress.
8. Providing professional development for all Pre – K teachers in Phonological Awareness, CTELDS for Pre – K and Universal Planning Tools (Universal Planning Tools are being used to help develop an integrated Pre-K Curriculum).
9. Collaborating with School Readiness Council and other Pre – K providers to agree on an assessment that can be used throughout the city for all Pre-K providers.
10. Reed School has completed the application for NAEYC and awaiting the site visit.
11. An application has been filed for Carrington School for NAEYC accreditation in the 2015-2016 school year.
12. Annual Reports submitted to NAEYC for Gilmartin School and Duggan School.
13. Increased parental involvement through the development of three Family Nights throughout the year that were very well attended by families. Each event was 5:00 – 6:30 PM, supper was served and children were given books to take home.
 Farmer Minor and Daisy the Pig
 Family Science Night
 Family Math Night
14. The ELLCO (Early Literacy and Language Classroom Observation) was given to all teachers new to Pre-K within the last two years. The results are as follows:

	1-Deficient	2-Inadequate	3-Basic	4-Strong	5-Exemplary
	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post
1. Organization of Classroom	0/0	0/0	1/0	0/0	8/9
2. Contents of Classroom	0/0	0/0	1/0	0/0	8/9
3. Classroom Management	0/0	1/1	1/2	1/1	6/5
4. Personnel	0/0	0/0	0/0	2/2	7/7
5. Approaches to	0/0	0/0	2/0	1/0	6/9

Curriculum					
6. Opportunities for Child Choice & Initiative	0/0	0/0	2/1	0/1	7/7
7. Recognizing Diversity in the Classroom	0/0	0/1	5/2	0/1	4/5
8. Discourse Climate	0/0	0/1	1/1	2/2	6/5
9. Opportunities for Extended Conversation	0/0	0/1	3/2	3/1	3/5
10. Efforts to Build Vocabulary	NO/0	1/1	1/1	3/0	3/7
11. Phonological Awareness	NO/0	0/0	2/1	1/2	5/6
12. Organization of Book Area	0/0	0/0	1/0	1/0	7/9
13. Characteristics of Books	0/0	0/0	2/1	2/1	5/7
14. Books for Learning	1/0	1/0	1/2	4/0	2/7
15. Approaches to Book Reading	1/0	0/0	1/0	1/2	6/7
16. Quality of Book Reading	NO/0	0/0	2/1	1/0	5/8
17. Early Writing Environment	1/0	0/0	1/1	3/1	4/7
18. Support for Children's Writing	0/0	0/0	2/0	2/1	5/8
19. Environmental Print	0/0	0/0	2/1	1/0	6/8

* No...not observed during ELLCO

15. The ELLCO (Early Literacy and Language Classroom Observation) was given to all teachers in Pre-K in the Spring, The results are as follows:

	1-Deficient	2-Inadequate	3-Basic	4-Strong	5-Exemplary
	#/%	#/%	#/%	#/%	#/%
1. Organization of Classroom	0/0%	0/0%	0/0%	0/0%	33/100%
2. Contents of Classroom	0/0%	0/0%	0/0%	2/6%	31/94%
3. Classroom Management	0/0%	2/6%	4/12%	3/9%	24/73%
4. Personnel	0/0%	1/3%	0/0%	3/9%	29/88%
5. Approaches to Curriculum	0/0%	0/0%	1/3%	1/3%	31/94%
6. Opportunities for Child Choice & Initiative	0/0%	0/0%	2/6%	1/3%	30/91%
7. Recognizing Diversity in the	0/0%	1/3%	2/6%	2/6%	28/85%

Classroom					
8. Discourse Climate	0/0%	1/3%	1/3%	4/12%	27/82%
9. Opportunities for Extended Conversation	0/0%	1/3%	3/9%	3/9%	26/79%
10. Efforts to Build Vocabulary	0/0%	4/12%	1/3%	4/12%	24/73%
11. Phonological Awareness	0/0%	0/0%	3/9%	5/15%	25/76%
12. Organization of Book Area	0/0%	0/0%	0/0%	2/6%	31/94%
13. Characteristics of Books	0/0%	0/0%	2/6%	3/9%	28/85%
14. Books for Learning	0/0%	0/0%	2/6%	7/21%	24/73%
15. Approaches to Book Reading	0/0%	0/0%	2/6%	3/9%	28/85%
16. Quality of Book Reading	0/0%	0/0%	2/6%	1/3%	30/91%
17. Early Writing Environment	0/0%	0/0%	2/6%	3/9%	28/85%
18. Support for Children's Writing	0/0%	0/0%	0/0%	3/9%	30/91%
19. Environmental Print	0/0%	0/0%	2/6%	2/6%	29/88%

16. Collaboration days used to provide teachers time to meet as teams.

III. STRENGTHS OF EDUCATIONAL PROGRAM

There are many strengths in this department but the overarching one is that Pre-K is the foundation upon which a child's educational journey is built and the department is committed to providing the best researched based program that is possible. The coaches and the teachers are a team that is always striving to reach to higher heights. Pre-K sites 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...students who need remediation as well as students who are gifted and talented. Teaching is differentiated at this level through hands-on application of skills in an authentic manner.

Finally, the Instructional Coaches providing on-going job embedded professional development tailored to the needs of individual teachers ensures that there is continuity among and between sites. This year, with the opening of a new Pre – K classroom and having 3 brand new teachers in Pre-K as well as two teachers transferring into Pre-K from upper grades, the coaches were able to provide the support and modeling to the teachers to ensure that the everyone was learning the Pre-K curriculum and developing their classrooms to reflect all Pre-K criteria as outlined in the ELLCO.

ENGLISH LANGUAGE ARTS (ELA) K-5

Dena Mortensen, Supervisor

I. GOALS**a. *Accomplishment of Goals 2014-2015***

- Implemented mCLASS 3D K-5 across all 20 schools.
- Revised system for SRBI using mCLASS.
- Hired 44 tutors to support intervention in the schools.
- Hired 7 additional literacy facilitators (now 1 per school).
- Purchased foundational skills program K-2.
- Implemented foundations skills program in Grade 1 (K, 2 next year).
- Created alignment between department-district goals, teacher/administrator evaluation, professional development, and student achievement.
- Partnered with Literacy How to train administrators and ELA department on Phoneme Awareness, Phonics, and Oral Language.
- Continued Literacy How at Driggs and added support to Carrington.
- Added Sprague to the state CK3LI expansion.
- Added Hopeville and Kingsbury to the state K-3 Literacy Expansion.
- Implemented curriculum management cycle.
- Created Interdisciplinary, Concept-Based, Standards-Based Curriculum.
- Collaborated with 6-12 ELA supervisor, 6-12 ELA coaches, K-12 Science Supervisors, and secondary Social Studies teachers to create and vertically align revised K-5 ELA curriculum.

b. *Goals for 2015-2016*

Continuously engage in a systematic standards-based review, development, implementation and evaluation process.

- Identify and adopt school/district-wide vertical alignment of developmentally appropriate grade specific standards.
- Develop curricula through the context of instructional learning cycles.
- Develop performance tools to describe, in measurable terms, student performance.

Establish a strategic plan for monitoring the implementation of standards-based, concept-driven curricula through the context of high functioning, data-driven instructional teams.

- Map and adopt teaming structures, standards, and feedback mechanisms.
- Implement instructional teaming standards for all team meetings; evaluate effectiveness of the teaming standards in relation to its implementation.

Track and evaluate measurable indicators of student achievement.

- Develop assessments to inform district, school, department and/or grade-level planning.
- Monitor assessment data.
- Develop, implement, monitor, and evaluate instructional practices – supported by responsive, job embedded professional development that directly aligns with the core curriculum.

Create the organizational framework that ensures school-wide collaborative inquiry pertaining to defining standards of performance concerning adult practice through a process of reflection, research and calibration.

- Provide staff with on-going, responsive technical assistance and coaching.
- Design protocols to ensure that lesson outcomes (and high leverage instructional strategies) explicitly focus on grade specific standards.
- Monitor the fidelity of implementation of high-leverage, research-based instructional strategies based on DDDM process (instructional data teams).
- Support understanding of, and competency in standards-based grading.

II. HIGHLIGHTS

- Implemented mCLASS 3D K-5 across the district.
- Increased student achievement from 50% at the beginning of the year to 59% at the end of the year.
- Increase teacher knowledge around Phonological Awareness from 46% to 80% across the district.
- Implemented Foundations (Foundational Skills Program) in all Grade 1 Classrooms.
- Created an Interdisciplinary, concept-based, standards-based unit for Kindergarten to be implemented next year.

III. STRENGTHS OF EDUCATIONAL PROGRAM

The strength of the ELA Department is the strong relationship, communication, and collaboration between the ELA supervisor and the teachers in the department who carry out the ELA Department's vision and mission in every building across the district. These literacy teams helped to facilitate the system for SRBI across the district and to train classroom teachers in best practices in reading assessment and instruction. They have been the liaisons for all new information/initiatives this year including CCSS, SBAC, and the concept-based curriculum. The literacy teams have assisted schools with their school-wide and grade-level data teams as well as have been a key participant in the school's PLC. The department has been relentless in its quest for clarity and consistency of all things literacy district-wide; in planning research-based interventions based on data, in its pursuit of professional growth and effective communication. The department has also been relentless in sharing professional knowledge with all educators and using that knowledge to build Tier I instruction. The strengths of this department lie within its members who carry out the mission with fidelity each year.

ENGLISH/LANGUAGE ARTS (ELA) 6-12

Steven Strand, Supervisor

I. GOALS

a. **Accomplishment of Goals 2014-2015**

- Hired 3 literacy facilitators (now 1 per comprehensive middle school)
- Created alignment between department-district goals, teacher/administrator evaluation, professional development, and student achievement
- Created Interdisciplinary, Standards-Based/Concept-driven Curriculum

- As part of routine, collaborated with K-5 ELA supervisor, K-5 ELA coaches, K- 12 Science Supervisor, to create and vertically align revised K-5 ELA curriculum/6-12 curriculum

b. Goals for 2015-2016

Continuously engage in a systematic standards-based review, development, implementation and evaluation process.

- Identify and adopt school/district-wide vertical alignment of developmentally appropriate grade specific standards.
- Develop curricula through the context of instructional learning cycles.
- Develop performance tools to describe, in measurable terms, student performance.

Establish a strategic plan for monitoring the implementation of standards-based, concept-driven curricula through the context of high functioning, data-driven instructional teams.

- Map and adopt teaming structures, standards, and feedback mechanisms.
- Implement instructional teaming standards for all team meetings; evaluate effectiveness of the teaming standards in relation to its implementation.

Track and evaluate measurable indicators of student achievement.

- Develop assessments to inform district, school, department and/or grade-level planning.
- Monitor assessment data
- Develop, implement, monitor, and evaluate instructional practices – supported by responsive, job embedded professional development that directly aligns with the core curriculum.

Create the organizational framework that ensures school-wide collaborative inquiry pertaining to defining standards of performance concerning adult practice through a process of reflection, research and calibration.

- Provide staff with on-going, responsive technical assistance and coaching.
- Design protocols to ensure that lesson outcomes (and high leverage instructional strategies) explicitly focus on grade specific standards.
- Monitor the fidelity of implementation of high-leverage, research-based instructional strategies based on DDDM process (instructional data teams).
- Support understanding of, and competency in standards-based grading.

II. HIGHLIGHTS

- Devised K-12 Standards/Curriculum Maps
- Initiated revision process pertaining to iterative Units of Study
- Created instructional rubrics/sample exemplars
- Designed school improvement/feedback loop protocols
- Implemented and documented standards for instructional data teams and district-wide agenda protocol
- Devised common benchmark assessment process/protocol

III. STRENGTHS OF EDUCATIONAL PROGRAM

Schools represent a complex human capital intensive service. To that end, central to our professional learning plan is the strategic manner in which we build individual and organizational efficacy by ensuring that administrators and teachers have the knowledge,

skills, and competencies necessary to prepare all students for college and careers. We believe that rigorous instruction, relevant learning experiences and high quality teacher-child relationships are critical components of academic development for all students, and are particularly important in facilitating achievement gains for populations from diverse racial, ethnic, and socioeconomic backgrounds. Accordingly, powerful, equitable student learning continues to be the goal of our professional learning plan – i.e. providing all students, regardless of the challenges they face, the means to master challenging content and skills in subject-specific areas, developing habits of mind for further learning, and nurturing the preparedness which defines success relative to occupational futures and productive citizenship. We believe in continually building capacity so that our students have access to highly qualified and effective teachers. To that end, we accomplish this through our coaching cycles. Essentially, our strengths are derivative to the on-going, perpetual learning context from which we build from within- our teachers are our greatest resource.

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

Joseph R. Gorman, Supervisor of Health & Physical Education

I. GOALS

a. *Accomplishment of Goals 2014-2015*

Achievement Area #1: Student Performance – Satisfactorily completed

- Our 2014-2015 student performance goal was to continue to improve, or at least maintain 2013 performance levels on the 2014 Connecticut Physical Fitness Assessment.
- On the 2013 Connecticut Physical Fitness Assessment 43.7% of all fourth, sixth, eighth and tenth grade students met or exceeded the assessment Health Standard on all four test items.
- On the 2014 Connecticut Physical Fitness Assessment, 44.0% of all fourth, sixth, eighth and tenth grade students met or exceeded the assessment Health Standard on all four test items.

2014-2015 Student Performance Goal Met

Achievement Area #2: Staff Development

Our 2014-2015 staff development goals were to:

1. Complete refresher training with all staff in regard to the new SEED evaluation system.
2. Complete refresher training with all staff in regard to BloomBoard system management.
3. Align established departmental and pedagogical best practices with the Common Core of Teaching indicators in ways that support infusion within the curriculum.
4. Train all school staff to continue implementation of standards-based Elementary, Middle and High School Health, Physical Education and Wellness Curriculums.
 - Led collaborative Health and Physical Education Professional Learning Community development re: assessment; high school curriculum preparation and alignment to NEASC compliance reviews from High Schools
 - Continued with third year of new Middle School Physical Education Curriculum implementation.

- Continued with 2nd year of Elementary Physical Education Curriculum implementation
- Collaborative PK-12 Health and Wellness Education Curriculum Revision in progress; expect implementation in August 2015.
- Formal Elementary, Middle and High School Professional Learning Collaborative meetings were held on teacher collaboration days throughout the year.
- 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.
- Four more Health and PE teachers participated in TEAM Mentor certification training.

2014-2015 Staff Development Goals Met

Achievement Area #3: Grants Management

1. *Maintain responsible stewardship and accountability for all current grant programs.*
 - Successfully administered fifth year implementation of the \$175,000.00 (\$1.2M+ to date 2010 – 2014) state 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.
 - Expanded student participation in the Dixon Kid's Marathon from 1,506 at 16 schools, the YMCA, PAL Parks and Recreation and the Boys and Girls Club in 2014 to 2,007 kids at 30 schools, 4 parochial schools plus the YMCA, PAL, Parks and Recreation and the Boy's and Girl's Club in 2015
 - Continued to appropriate funding for Health instructional materials relevant to the PK-12 District Health and Wellness curriculum through the Mayor's Task Force Against Substance Abuse Grant, in collaboration with Central Naugatuck Valley Regional Action Council.
2. *Secure new funding sources to assist department programming and advocate for community wellness.*
 - Successfully applied for the sixth year implementation of the \$175,000 state Support for Pregnant and Parenting Teens Grant.
 - Successfully applied for two Support for Pregnant and Parenting Teens Mini-Grants totaling \$16,000 for summer youth employment and intergenerational programs.
 - Successfully applied for a \$3,000 mini-grant through the Healthy School Communities for Safe Students CSDE partnership.
 - Health and Physical Education won companion \$5,000.00 program grants from the Connecticut and New England Regions of the United States Tennis Association (USTA) that were used to fund launch of K-5 intramural tennis programs at Driggs and Washington Schools.

2014-15 Grants Management Goals Met

Achievement #4: Athletics

1. *Our 2014-2015 athletics goal was to sustain and grow athletic programs to empower increased student participation in athletics.*
 - Launched first K-5 intramural programs in city history at Driggs, Tinker and Washington Schools by offering K-5 IM volleyball and tennis programs.

- Waterbury Career Academy was admitted to the Naugatuck Valley League beginning 2015-2016.
- Unified Sports programs continued to expand at Wilby, Crosby and Kennedy, as well as North End Middle School to include state-wide competitions in soccer, basketball and track and field, et al.
- Elementary “Young Athletes” programs continued at Washington, Bucks Hill Annex, Wendell Cross, and Gilmartin, et al.
- Maintained 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.
- Maintained year-round athletic trainers for all interscholastic teams year-round throughout SY 2014-2015.
- Maintained athletic trainers for all home basketball games throughout SY 2014-2015.
- Submitted an RFP for full time athletic trainers at all high schools; approval of winning vendor pending as of 6-10-15.
- Maintained special appropriation for rehabilitation of football equipment to comply with state regulations and negotiated a long-term collaborative process whereby all three HS programs pool their reconditioning resources to leverage costs.

2014-15 Athletics Goal Met

b. Goals for 2015-2016

1. Our 2015-2016 student performance goal is to continue to improve, or at least maintain 2014 performance levels on the 2015 Connecticut Physical Fitness Assessment.
2. Our 2015-2016 staff development goal is to continue to align established departmental and pedagogical best practices with the Common Core of Teaching indicators in ways that support infusion within the curriculum and train all school staff to continue implementation of standards-based Elementary, Middle and High School Health, Physical Education and Wellness Curriculums.
3. Our 2015-2016 Grants Management goal is to maintain responsible stewardship and accountability for all current grant programs, and secure new funding sources to assist department programming and advocate for community wellness.
4. Our 2015-2016 athletics goal is to continue to facilitate and empower principals, athletic directors and coaches with programs and initiatives that continue to increase student participation in athletics.

II. HIGHLIGHTS

The Health and Physical Education Department:

- Coordinated Edgenuity online learning initiative at all high schools July 2014 – June 2015.
- Managed program development, personnel and payroll for the Edgenuity online learning after school programs at all high schools July 2014 – June 2015.
- Coordinated High School Save a Life Tour (Distracted Driving prevention program) at all district high schools February 2015.
- Coordinated Lion’s Club International KidsSight USA pediatric eye screening with students PK to Grade 1 at all elementary schools January-June 2015.
- Coordinated the Rod Dixon Kids’ Marathon January-June 2015.
- Launched first K-5 intramural programs in City history at Driggs and Tinker (volleyball) in 2014, and at Driggs and Washington (tennis) in April 2015

- Established and empowered 'teacher-led' Elementary, Middle and High School Health and Physical Education collaborative advisory groups September 2014 – June 2015
- Participated as one of 9 CT districts in the Healthy School Communities for Safe Students (HSCSS) partnership with the CSDE.
- Coordinated the Spring Fun 102 College and Career Fair and Bridgeport Sound Tigers hockey game with over 1700 Waterbury students in April 2015.
- Health and Physical Education Supervisor nominated for a Professional Merit Award by the Connecticut Association for Health, Physical Education, Recreation and Dance.
- Procured at no cost, and distributed student CPR training equipment from the American Heart Association to all secondary school Health and Physical Education teachers.
- Coordinated 1st Tee of Connecticut in-school golf clinics at elementary/middle schools.
- Reached consensus on the department Vision and Mission statements (May 2015)
 - Our Vision: Health. Moves. Minds
 - Our Mission: *The mission of the Waterbury Public Schools Health and Physical Education Department is to inspire and educate students on how to create healthy habits that have the potential to change into healthy lifestyles. We challenge and motivate students to pursue wellness while we enhance cognitive thinking and provide opportunities to develop positive character values. We shape physically active, critical thinkers to become responsible citizens that use their knowledge of health, fitness, and wellness for life. We reflect, assess, and adjust routinely for continuous improvement to establish a standard of excellence in Health and Physical Education instruction.*
- Created, led and chaired transition from Interdepartmental Committee to expanded School Health and Wellness Advisory Council (September 2014 – June 2015).
- Assisted coordinating the Astronaut Rick Mastracchio presentations at Crosby HS, et al.

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 curriculum implementation 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.

With the adoption of concept-based ELA and Common Core, this support becomes even more critical for student success. We strive to steadily 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.
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MATHEMATICS – ELEMENTARY

Janet Frenis, Supervisor of Elementary Mathematics

I. GOALS

a. *Accomplishment of Goals 2014-2015*

In the 2014-2015 school -year, the Elementary Mathematics Department collaborated with Instructional Leadership Directors (ILDs), principals and teachers to establish common math goals and develop strategies to implement and monitor those goals. The Elementary Math Department created and administered frequent common formative assessments (CFAs) in grades kindergarten through five. These assessments were aligned with district curriculum and Connecticut Core State Standards (CCSS) and were modeled after Smarter Balanced item types. Data from the formative assessments was collected and analyzed at the classroom, school and district levels to monitor student learning relative to common math goals and make instructional and programmatic adjustments. Nine district math coaches provided instructional supports to elementary schools by assisting with data analysis, modeling research-based instructional strategies and providing job-embedded professional development to teachers in content as well as the Standards for Mathematical Practices. The Elementary Mathematics Department provided district administrators and teachers with professional development on understanding the Standards for Mathematical Practices as well as research based strategies for implementing the practices in classroom instruction and assessment. Math Expressions Common Core was purchased as a primary resource for grades three through five and curriculum was adjusted to reference appropriate lessons and activities.

b. *Goals for 2015-2016*

- Increase students' abilities to persevere in solving rich, complex mathematical problems through classroom instruction, instructional coaching, and frequent monitoring of formative assessments
- Implement a minimum of three 30 minute small group math blocks for differentiated mathematics instruction including Tier II intervention.
- Provide administrators, teachers, and instructional coaches with professional development designed to promote effective instructional practices aligned with the CCT Rubric, Connecticut Core Standards as well as the district curriculum and assessments.
- Pilot and evaluate a math intervention program that includes diagnostic benchmarking and progress monitoring.

- Begin next phase of curriculum development. Units will include full lesson plans for both direct teaching and inquiry based lessons.

II. **HIGHLIGHTS**

In the 2014-2015 school-year, all district personnel shared a common mathematics goal aligned to the Mathematical Practice Standards. Through an alignment of goals, curriculum, instruction, assessment and professional development students demonstrated an increase in the ability to demonstrate proficiencies and habits of mind such as problem solving, reasoning and proof, communication, representation and mathematical connections. In kindergarten through grade two 84% of students demonstrated growth in these areas, while 58% of students in the grade three to five band demonstrated growth. The Elementary Mathematics Department implemented instructional coaching cycles to provide teachers with longer periods of instructional support. Through the collaborative coaching cycle, teachers planned, taught and reflected on instruction with district coaches. During the 2014-2015 school-year, teachers and administrators built a shared understanding of the grade appropriate rigor required under the Connecticut Core Standards.

III. **STRENGTHS OF EDUCATIONAL PROGRAM**

The first draft of Connecticut Core Standards aligned curriculum is complete. All grades have Connecticut Core aligned resources. Every school has an instructional coach at least half time. District coaches are the mathematics leaders in their buildings and provide job-embedded professional development on mathematical content, effective teaching practices, the Core Standards, and Smarter Balanced assessments. The district has increased the amount of professional development time devoted to mathematics. Shared goals across the district has led to more effective analysis of data for determining growth in student performance, identifying areas for instructional adjustments and professional development, and increased collaboration within and between buildings.

SCIENCE AND TECHNOLOGY, K-12

John Reed, Supervisor

I. **GOALS**

a. **Accomplishment of Goals 2014-2015**

Goals for 2014-2015 included developing common assessments for middle and high school science, introducing science and technology education teachers to the Next Generation Science Standards (NGSS), and having science and technology education teachers work together to develop engineering and modelling activities consistent with NGSS.

Another goal was to enhance science education in the elementary schools by initiating curriculum development and disseminating resources and activities.

b. **Goals for 2015-2016**

- Consistent with the State's NGSS rollout model, familiarize elementary, middle, and high school teachers with the NGSS teaching practices and activities.
- Continue to develop NGSS-based science curriculum in pre-K through grade 2.
- Encourage higher level science activities throughout all grades.

II. HIGHLIGHTS

In 2014-15 assessment committees were formed for grades 6 through 12. Common assessments were developed for regular and Accelerated Academy classes for grades 6, 7, and 8, and for high school physical science, biology, chemistry, and physics. The assessments were given and results collected and tabulated from around the district.

The first 2-day Professional Development in August combined science, technology education, and math teachers from middle and high schools. Mixed groups of teachers designed, built, and tested parachutes and race cars. In subsequent PD's, teachers continued to work together across grade levels and disciplines.

The pre-K supervisor and elementary English Language Arts (ELA) supervisor began developing science curricula that was integrated with ELA and consistent with NGSS.

A number of science events took place including the Crosby STEM fair, Wilby robotics competition, and Invention Conventions at a number of elementary schools.

III. STRENGTHS OF EDUCATIONAL PROGRAM

- Dedicated science teachers and an enthusiastic student body with a pent-up demand for challenging science opportunities, especially at the elementary level.
- A system of data teams that allows for communication and discussion of best teaching practices.
- Administrators and teachers willing to take risks and devote extra time to science events such as robotics competitions, invention conventions, and STEM fairs.
- Increased preparedness for new teaching and learning as required by the Next Generation Science Standards, assuming adoption by the State.

SPECIAL EDUCATION AND PUPIL PERSONNEL

Wendy Owen, Director of Special Education and Pupil Personnel

Roberta Abell, Special Education Supervisor
Melissa Baldwin, Special Education Supervisor
Lisa Brown, Special Education Supervisor
Denise Carr, Special Education Supervisor
Robert Delaney, Special Education Supervisor
Monica O'Neal, Special Education Supervisor
Melina Rodriguez, Special Education Supervisor
Amy Simms, Special Education Supervisor
Sharon Walsh, Special Education Supervisor
Lori Pecukonis, Transition Coordinator
Marines Wilson, Transition Coordinator
Elaine Skoronski, IDEA Coordinator
Dunia Rodrigues, Data Manager

I. GOALS**a. *Accomplishment of Goals 2014-2015***

1. The Special Education Department monitors and analyzes data required by the Connecticut State Department Education SPP indicators in all areas on a continual basis. At present the district has met with 100% compliance for SPP indicator 11, the 45-day timeline evaluation for the 13'-14' school year. In addition, Special Education Data Application and Collection (SEDAC) citations decreased 55 in October 1, 2013 to 21 in October 1, 2014.
2. Training was provided to new staff on classroom management during new teacher orientation. The district Board Certified Behavior Analyst (BCBA) provided support training to Applied Behavior Analysis (ABA) Therapists, paraprofessionals in the Behavior Disordered Learning Center (BDLC), and support staff as appropriate throughout the school year.
3. The Special Education Department collaborated with the Reading Department in the development of a uniform Action Plan to be used in the development of SMART goals for Scientific Research Based Interventions / Early Intervention Project (SRBI / EIP). Special Education Supervisors continue to collaborate with building administration to provide continued training and support to staff in the SRBI/EIP process for Pre-K-12. An EIP/SRBI checklist was developed to assist staff and copies of the EIP checklist were provided at the Principals Forum to all administrators. The SRBI procedure for middle and high school were revised and was put into effect for the 2014-2015 school.
4. Programmatic meetings were held quarterly with School Psychologists, Social Workers, School Counselors, and Speech Language Pathologists to review any new policies and procedures and best practices.
5. New for the 14'-15' School Year - A cohort of Lead Special Education Teachers from each building participated in departmental meetings to implement the Trainer-of-Trainer model. Topics covered included: A District PPT Binder, the legislative changes to laws regarding Dyslexia, training on new diagnostic tools, and evaluation report writing.
6. Special Education Supervisors trained building staff on Special Education Laws, Tienet, procedures, best practices, and development of quality IEP development.
7. The Special Education Department developed a Mission Statement and Departmental Goals.
8. All staff including School Psychologists and Special Education Teachers received training from DCF on Mandated Reporting, Bullying Update, legislative changes to laws regarding Dyslexia. School Psychologists received information on Autism criteria, PPT checklist, and ADOS checklist. School Social Workers met to discuss policies and procedures, professional development materials, best practices, school based intervention, and data collection methods. Community agencies came to the meetings to discuss their services and referral process. Speech pathologists reviewed eligibility criteria, district procedures, and assistive technology devices.
9. Paraprofessional development included: DCF Mandated Reporter Training, Legal Issues/Bullying, Assistive Technology, Workplace Safety, Roles/Responsibilities, Restorative Justice, and Common Core State Standards.

10. The Special Education Department hired 15 additional Social Workers via the Alliance Grant funds to promote a positive School Culture and Climate through improved student behaviors and mental health. Social Workers received training in conducting bullying investigations.
 11. In the process of creating a model BDLC program to include a college career readiness as well as social skills program and a uniform schedule across the 3 comprehensive high schools.
 12. The Special Education Department purchased the necessary assessment tools for in-district staff to conduct comprehensive reading evaluations.
 13. The Preschool Program at Bucks Hill Annex successfully completed National Association for the Education of Young People (NAEYC) renewal accreditation in May, 2015.
 14. The Special Education Department hired a full-time Student Success Plan Coordinator who provides on-going training and support to middle and high school staff in the development of transition and post-secondary goals utilizing Naviance and develop advisory lessons.
 15. The Special Education Department developed the Registered Behavior Technician position which is in- alignment to the Behavioral Analyst Certification Board. The Waterbury Board of Education approved the position in December of 2014.
 16. The Special Education Department continues to explore the possibility of an 18-21 year old program with a focus on functional life skills, vocational and community training.
 17. The Waterbury Transition Program at Naugatuck Valley Community College (NVCC) for 18-21 year olds continues in its 3rd year on campus. The program has increased the amount of applicants from the 2014/2015 school year (16) to (25) for the 2015/2016 school year. The selection of applicants is based on an application process and individual interviews conducted by the Transition Coordinator.
 18. The Special Education Department led the district in creating SMART goals based on SWIS data. The Special Education Department has supported building administration in the implementation of PBIS practices in the district. District co-teaching facilitators have provided SWIS training as needed at the building level for staff. The Special Education Department continued to support district initiatives towards building a positive school climate, increasing school-wide activities, connecting with community agencies, and promoting a culturally rich environment.
 19. Special Education Supervisors have met with staff to develop Student Learning Objectives (SLO's) and Indicators of Student Growth and Development (IAGD's) based on data derived from school wide data team process. Special Education supervisors monitored student achievement through analysis of data in the teacher evaluation system.
- b. Goals for 2015-2016**
1. Special Education Department will continue to monitor and analyze required Connecticut State Department Education SPP indicators in all areas.

2. The Special Education Department will collaborate with Central Office Personnel regarding implementation of the revised Seclusion and Restraint Laws that will go into effect July 1, 2015.
3. The Special Education Department will collaborate with the Reading Department to provide professional development to special education teachers in foundation skills for reading instruction.
4. Improve Individualized Education Plan (IEP) Report and Goal/Objective writing.
5. Provide training to School Administrators on Special Education Laws and use of Tienet web-based systems.
6. Continue programmatic meetings held quarterly with School Psychologists, Social Workers, School Counselors, Special Education Teachers and Speech Language Pathologists to review any new policies and procedures and best practices.
7. Paraprofessional development will be offered during the 2015-2016 school year based on student and district needs.
8. Restructuring of Elementary Autism program.
9. The Special Education Department will provide training and support to middle and high school special education staff in the development of transition and post-secondary goals utilizing Naviance and develop high school transition curriculum.
10. The Special Education Department will continue to explore worksites and expand options for college – career readiness.
11. Continue to support and train pupil personnel staff on mental health issues and cultural sensitivity to promote a positive School Climate and Culture.
12. The Special Education Department will continue to support buildings District Co-Teaching Collaborator.

II. HIGHLIGHTS

- a. The Special Education Department created a pre-vocational horseback-riding program for students with disabilities. Five middle school students from State Street School participated in the program. To date, there has been a marked decrease in behavior incidents, increase in attendance and one student received the Superintendents Recognition Award.
- b. Bucks Hill Annex Preschool Program was awarded NAEYC re-accreditation with high scores in May 2015.
- c. A fulltime Student Success Plan (SSP) coordinator was hired in the fall of 2014. During the months of September through May the SSP coordinator has conducted weekly visits at all middle school, pre-8 schools and high schools.
- d. A SRBI manual with Tiers of Intervention was developed and provided to all schools at a Network Meeting to promote positive behavior and school climate.

- e. The middle school SSP coordinator developed a revised lesson for SMART goal writing at the beginning of April 2014 and supported school staff via co-teaching and modeling during the school year.
- f. The SSP Coordinator has trained all new counselors, career liaisons, and several library media specialists in the use of Naviance so that they can assist the process of getting students on Naviance. She has also presented parent training sessions at six schools, and at the Parent Leadership conference. Training and support is ongoing.
- g. Special Education Supervisors represented the district at the UCONN career fair held in Hartford this spring.
- h. Several Special Education teachers received Teacher of the Year award.
- i. All supervisors met with building administrators and staff on the State Performance Indicators in an effort to improve compliance across all areas.
- j. Waterbury Public Schools participated in the Walk for Autism through Autism Speaks and raised over \$5,000.
- k. A representative from the Special Education department ran in the first annual 5K Bash and Dash to raise money to support the youth in the Waterbury community.

Preschool – Currently there are seven co-taught pre-school classrooms across the district. The 5.5hrs/day classrooms provide inclusive pre-k experiences for students with developmental delays. The special education department continues to support 10 half-day co-taught classrooms and 2 half- day inclusive classrooms for three year olds who have developmental delays. Also, the department continues to support 4 half-day co-taught classrooms for four year olds with developmental delays. Support for preschool students in the City of Waterbury stretches beyond our public schools. The special education department supports preschool students in both private childcare/pre-k programs as well as all school readiness sites. For students in these settings, IEPs are implemented by the support of 3 special education teachers from the public schools as well as 3 speech pathologists. This allows for students to receive services in their current setting rather than participate in multiple programs. Additionally, public school itinerant staff also supports the SRBI initiative within these community based settings.

The Pre-K at Bucks Hill Annex successfully completed the requirements for NAEYC re-accreditation for the next five years. The Annex received overall high marks in every area for the accreditation. The Annex will continue to ensure that NAEYC procedures continue to be followed.

The Pre-K at Bucks Hill Annex Parent Teacher Council (PTC) met approximately 3 times during the year to support activities for students. The sixth annual Multi-Cultural Potluck Dinner had a strong attendance this year with over 40 families attending the festivities. Similar increased attendance was noticed at the annual Zingo Bingo night. Students enjoyed several “In-House” field trips presented by Indian Rock. Throughout the year students participated in programs such as Terrific Turtles, Turkeys, Farm Animals, and Apples to Apple Sauce, Dr. Seuss Theatre, and a Multicultural Puppet show, and a Sign Language Storyteller.

Lastly, the Pre-K at Bucks Hill Annex celebrates the opportunities that the school provides to fellow Waterbury Public School students. Students from Wilby High volunteer weekly in our classrooms. While the students are learning vocational skills, they provide additional support to classroom staff. Their presence is truly appreciated and welcomed. We are also lucky to have volunteers from our middle/high school ABA program. These students come to the Annex and support our staff as they work on pre-vocational skills. They have become a valuable resource to the Annex.

School Readiness – The Waterbury School Readiness (WSR) program was funded this year at \$10,068,313 with the award of expansion seats in September of 2014. This funded a total of 1346 preschool seats across the Waterbury community. The WSR program consists of 18 community sites and five Waterbury school system sites. School Readiness funded seats provide peer models for children with IEPs in Early Childhood Education Program (ECEP) classrooms including those at Bucks Hill Annex, Reed, Gilmartin, Duggan, and Carrington schools. Under the leadership of Patricia Moran, Duggan School Readiness classrooms were awarded accreditation in June 2014 by the NAEYC in Washington, DC. Carrington and Reed classrooms are in process complying with their timeline deadlines. Accreditation support of consultation, stipends for teacher time out of classrooms, and curriculum materials was supplied through Quality Enhancement funds to programs seeking initial accreditation or reaccreditation. All 18 community sites, 100%, have achieved reaccreditation or maintained accreditation by NAEYC.

Technical assistance, coaching and consultation, continued to School Readiness funded programs to meet the new Learning Experience Plan guidelines and standards incorporating the new Early Learning and Development Standards (ELDS). A new progress report of 10 standards, 6 cognitive and 4 social emotional, was developed in a collaborative with community administrators. This progress report is completed on all children leaving a school readiness funded classroom, WPS and community, and forwarded to the child's kindergarten. It has proved very helpful to kindergarten teachers to get a snapshot of the child and plan. A new survey of preschool experience was included in this year's kindergarten registration packet to assist in gathering data on children entering kindergarten. The data is being compiled in collaboration with Bridge To Success.

Programs continue to use the CT Preschool Curriculum Framework and Preschool Assessment Framework as the basis of instructional strategies in the classroom. Lesson plans will be audited and rated by the School Readiness Coordinator using the Office of Early Childhood rubric and these will be discussed with program administrators and educational staff to continue quality improvements for improved child outcomes. 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.

A mandated increase in education qualifications to Bachelor level for classroom staff with deadlines in 2015 and 2020 for all programs receiving public funding was addressed through ongoing assessment of current program staff qualification levels and discussion of plans to meet new requirements. All programs funded through the Waterbury School Readiness grant program meet this standard.

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, professional development sessions were held focused on literacy for both infant toddler teachers as well as preschool teachers in community programs. A full day session was presented by Literacy How! To continue to build knowledge and best practices in community classrooms. PALS was purchased to be distributed to community programs and in an example of another collaboration the ECEP will provide training to classroom teachers in the community on how to administer this assessment.

Outreach activities included collaboration with WIC to get books to families, working with the Family Intake Center to create a smooth transition to kindergarten including a new survey form to get more information on preschool experience of incoming kindergarteners, 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 work on Early Childhood Care and Education work group, Child Health and Development work group, and Family Engagement work group of the Bridge To Success (BTS) plan.

The School Readiness Coordinator was voted to represent the School Readiness Council on the Bridge to Success Community Council. Additional work is being with the Office of Early Childhood to ensure that the local voice is being considered in state policy and needs of the Waterbury Community is being represented.

Autism Programs Preschool/Elementary/Middle/High School – There are four classroom programs in Waterbury Public Schools that support students with Autism Spectrum Disorder. The program sites are located at the Bucks Hill Annex, Duggan School, M.M. Generali School, Wallace Middle School and Crosby High School. At the Bucks Hill Annex and Duggan School, the program continues to be supported by the Institute of Professional Practice (IPP) in collaboration with pre-school staff.

Special Education Teachers, Behavior Therapists, and Speech and Language Pathologists received VB MAPP professional development training from a BCBA. The VBMAPP (Verbal Behavior Milestones Assessment and Placement Program) is used as an assessment tool to drive instruction, IEP goals and objectives, and teacher goals for student growth and success.

The middle school and high school programs focus on pre-vocational and life skills. The classroom supports academic skills, daily living skills and functional needs. The goal for all students is to foster independent living skills. The classroom 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 in order to learn day-to-day living skills. The program is 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. These skills are reinforced through weekly community based and vocationally based outings. There is always a continuum of services depending on each student's individual needs.

Behavioral Disorder Learning Center – At the conclusion of the 2014-2015 school year, there are 75 students in the elementary BDLC program. Since August, there were 24 requests for BDLC placement and 21 students were placed in the program. Of the 22 placements, 18 students were from in-district requests and 3 from the intake center.

In an effort to maintain continuous progress monitoring and fidelity of implementation as it relates to behavior management, BDLC stage review forms/behavioral graphs are completed and discussed bi-monthly. Collaboration among the classroom teacher, school psychologist and/or social worker, and building special education supervisor ensures that service delivery and response is carefully executed and monitored. Programmatic meetings for Elementary BDLC were held quarterly to maintain consistency among the classrooms, provide updates on data collection and program criteria. Programmatic meetings for Middle and High School BDLC programs were held quarterly in order to bring those programs in line with the elementary programs. This provides fidelity of implementation from K-12. Students have earned opportunities to transition through one of four stages developed in the program, ultimately aiming to maximize the time spent with non-disabled peers. Four students have been recommended for maximum mainstreaming time within the program (approximately 25.0 hours per week based on a 31.25 hour school week). Furthermore, in an effort to address the needs of students who have not demonstrated growth within the program, multiple measures have been employed to help facilitate increased success. Data-driven decision making has led to the incorporation and revision of Behavior Intervention Plans, safety plans, Functional Behavior assessments, check in/check out, individual and/or group counseling, and consultation with various school support staff. Students whose behaviors and/or emotional instability warranted a more restrictive setting were referred to the Therapeutic Intervention Program at State Street School. In the same way, students meeting success, as evidenced by the level system utilized at State Street School, were able to transition gradually back into the BDLC classroom.

All BDLC classrooms have access to Scientific Research Based Interventions to address both academic and behavioral needs. Students are exposed to grade level curriculum via the implementation of their IEP goals and objectives, which are directly aligned with the Common CORE state standards. In addition, the Fountas and Pinnell leveled literacy intervention program, Lexia, Reading A-Z, leveled classroom libraries, Origo Math, and Think Tank provide consistent exposure to the current Reading, Language Arts, and Math curricula. Pre and post data has shown that students who have been in the BDLC program since the onset of the 2014-2015 school year have demonstrated growth in their independent reading levels, written expression abilities, and math calculation/problem solving skills.

BDLC teachers and paraprofessionals have continued the implementation of deescalating techniques, in an effort to ensure proper preventative measures are being adopted and maintained to promote student success. Students' voluntary usage of opportunity rooms gives them the opportunity to self-regulate their behavior and practice positive coping skills. BDLC students are also included in district and school-wide PBIS activities, granting them equal access to the same rewards and privileges as their same age/grade peers.

State Street School Program – The State Street Program is a therapeutic site for Waterbury Public School students who have been identified as having severe social, emotional, mental health and/or behavioral needs in Kindergarten thru grade twelve. The program is housed in the Police Athletic League (PAL) Building for the 2014-2015 school year. The school staff and the PAL have developed and continue to foster a partnership in building positive and successful youths.

The therapeutic nature of this Program has enabled students the opportunity to both academically develop while addressing their mental health and emotional needs. Four School Social Workers provide intensive counseling services in small group and individual settings. The team approach with community agencies and families affords opportunities

for wrap-around supports and services where both academic and emotional growth is promoted. Our efforts to integrate local community based agencies to assist in establishing positive working relationships with parents and students has proven effective as 10% of our overall population has transitioned to a less restrictive environment during this 2014-2015 school year.

The Special Education Department created a pre-vocational horseback-riding program for students with disabilities. Five middle school students from State Street School participated in the program. To date, there has been a marked decrease in behavior incidents, increase in attendance and one student received the Superintendents Recognition Award.

Classrooms consist of a self-contained Special Educational Teacher and a Paraprofessional at all three grade levels. Certified staff access district-wide professional development; modeling in differentiation of instruction and data-driven models of decision making. Staff is afforded common planning time and actively participate in regularly scheduled Literacy and Numeracy Data Teams. The Program, in addition to the services required in a students' Individualized Education Plan, offers the Read 180 Program for Middle and High School Students who struggle in reading and Edgenuity for distance learning and credit retrieval. Within the classroom, stations are set to include Sustained Silent Reading, Direct Instruction and an individualized computer activity that is leveled to the reader's ability. 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. High School students also have the opportunity to participate in the NVCC transition program and community worksites.

During the 2014-2015 school year, the State Street Program educated 129 students. This caseload fluctuates due to movement in and out of psychiatric hospitalizations, detention, USDII facilities, and incoming transfers from district schools.

Throughout the 2014-2015 school year, programmatic meetings were held to discuss restructuring the State Street School Program. Building staff, administrators, and central office staff attended these meetings. Discussion centered on the incorporation of a vocational component, alternative hours, and collaboration with community mental health agencies. In addition, the building administrator, ILD, and building staff visited several therapeutic day treatment programs. The team plans to incorporate Art and Technology courses for the 15-16 year.

The building administrator also participated on the DMC committee. State Street held a graduation/promotion ceremony for middle and high school students. Eighteen students participated in the ceremony, 8 of whom received their high school diploma.

Out-of-District Caseload – The out of district placements continued to fluctuate throughout the school year. For the 2014-2015 School Year, we currently have 71 special education and 3 regular education students in out of district placements. There are currently 17 students placed out by DCF, 2 students placed out by DDS, 1 student placed out by the Court, and 54 students placed out by the WBOE.

During the school year from the out of district caseload, 32 students transferred in then discharged out to the following: 4 students discharged to a hospital psychiatric setting, 2 students discharged to USDII facilities, 3 students discharged to detention, 10 students

returned to district, 6 students changed nexus status, and 7 students changed out of district placements. Four students graduated this school year from our out of district caseload.

During the school year, 8 students came in from other districts.

This Department and its staff oversee all Waterbury nexus students placed in foster homes outside of the Waterbury Schools. These students attend schools in the town where their current foster home placement is located. This caseload fluctuates throughout the school year. During the 2014-2015 school year, there are currently 32 students currently placed out. There were 24 students that transferred in and out of this caseload for the following reasons: 13 students changed nexus status, 3 students entered a Waterbury district school, 3 students were placed in out of district placements, 1 student returned to regular education, and 4 students moved to new foster homes.

Our office continues to maintain records for students placed in USDII facilities as well as a variety of statewide detention centers such as New Haven and Bridgeport. Their cases are re-opened with the Waterbury Public Schools upon their return from these facilities.

Transition Program at NVCC – The program is in its 3rd year on the NVCC Campus. The students that attend this program take the ACCUPLACER exam, audit two classes per school year, along with participating in volunteer work experiences within the community to improve employability skills. The students researched the different adult service agencies within their community as well as the different departments within the campus. The students participated in presentations given by BRS, Student's disability office, job placement center office, counseling center and tutoring center.

This year the program started with 15 students and 14 completed the program. Nine students will be enrolling at NVCC for the fall of 2015. Two students will be enrolling in continue education classes. Two students will be attending Belle Academy of Cosmetology in Waterbury, and one student will continue with transition services provided by DHMAS.

Transition Services within the District High Schools – All District High School Community Based Training and IWE Programs continue to evolve in incorporating best practices in Transition. Staff from the Special Education Department provided Professional Development to middle and high school Special Education Teachers which focused on Secondary Transition and the SSP. Worksite opportunities increased from 16 sites to 18 sites in the community. Transition coordinator in conjunction with DDS (department of Developmental Services) Personnel provided a workshop pertaining to eligibility and Autism Services to the parents of the schools in the District's east end. The Community Based Training Programs from Kennedy and Wilby High Schools received community service awards from a representative from the Mayor's office for their hard work at the Waterbury Senior Center.

Gifted and Talented Education

- Guidelines for Identification
In order to identify students, the district employs an achievement measure Smarter Balanced Assessments (formerly 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). This is consistent with the CSDE guidelines of requiring the use of multiple criteria to identify intellectually gifted students.

Students who scored at or above the 90th percentile on either the composite achievement or verbal aptitude tests are listed, and a rating scale is completed for

each of those students. Scores are plotted on a Baldwin Identification Matrix, which assigns weights to specific scores. The weighted scores are totaled to derive a single overall score for each student. These scores are ranked for each grade in the district. We have continued efforts to include minority and /or underprivileged students in the program by conducting additional testing and gathering additional information as needed for groups of students who may lack test-taking abilities. Special nomination procedures are utilized (including evidence of classroom performance, parent /student requests and staff recommendations) to assess potential for these students. A committee reviews data on all students and makes recommendations for placement in the program. Students are then scheduled accordingly, pending parental consent.

- **Elementary & Middle School (FOCUS)**
The FOCUS teachers are on sight at their respective elementary feeder schools. This model allows principals to have greater input as to how to meet the needs of their students. FOCUS teachers work with their students primarily during the Reading/LA block, providing both enrichment and reinforcement of grade level skills. A school-wide enrichment model continues to be employed at one elementary school. Middle school accelerated academies, for grades 6-8, are serviced in the afternoons. The scheduling of the model in this fashion has allowed for consistently high participation in the program. On the elementary level 181 students participated, while at the middle school level 169 students (138 of whom were in the Middle School Accelerated Academies) are enrolled this year
- **High School**
The high school program continues to use a modified enrichment model where students participate in small learning communities. Teachers identify 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 are received from staff using the following criteria: interest in participating, exhibit higher level thinking skills, and 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 are also incorporated by both the gifted and SLC staff to help facilitate the selection process. This year the program had a total of 167 students participate at Crosby and Kennedy High Schools. The program was well represented state-wide in several competitions, including mock trial, the Hartford Courant stock market game, and the Harvard Model U.N. Both Kennedy and Crosby participated in the Close-Up Washington civics program in Washington D.C. Students from the program at Kennedy again won the defense side of the state-wide mock trial competition this year; and placed in the top 50 in the stock market game.

Seniors from these programs have been accepted at several prestigious universities throughout the country, including: Rensselaer Polytechnic Institute, URI, Boston University, College of St. Rose, Post University, CCSU, ECSU and Endicott

Student Success Plan – A district wide SSP coordinator was hired, for middle school and for high school, to assist with the meeting the state mandates for Student Success Plans. She worked with school counselors, administrators, and staff and in the case of the high schools, the career counselors. She has assisted in advisory, development and revision of advisory lessons facilitated the development of SMART goals with individual students and assist staff in accessing Naviance. Lessons for advisory were put up on SharePoint for

2014-2015 but they will be taken down and put back into binder form for the next school year. Each student in grade 6 to 12 was provided with a green SSP folder to collect evidence of participation for SSP. The Student Success Plan manual is accessible on the district web page under school reform.

Professional Development – On August 21, 2014 special education teachers were trained in DCF Mandated Reporter Training, Legal Issues/Bullying, Naviance, transition, Common Core State Standards, Tienet and report writing. Also on August 21, 2014 paraprofessionals received training in Assistive Technology, Workplace safety, Roles and Responsibilities of Paraprofessionals and Common Core State Standards

On August 21, 2014, 280 special education teachers participated in professional development on IEP writing and accuracy, legislative updates, and federal/state evaluation guidelines.

On October 23, 2014 approximately 25 identified Special Education Teachers received training on an IEP/PPT Binder created by the Special Education Department to be utilized in the PPT room. In addition other topics regarding laws and district policy and procedures were discussed.

Restorative Justice Training was held on November 4, 2014. School Counselors, Social Workers, Psychologists, and Behavior Technicians participated in this 3-hour training. In addition to this training, all 104 participants were trained in Check-In Check-Out during the second half of the day.

Bullying Investigation Workshop was held on January 21, 2015 for 42 School Social Workers. Social Workers were trained on conducting a bullying investigation and the completion of the documents involved.

On February 25, 2015 approximately 25 identified special education teachers received training on the CTOPP2 and GORT5 and some aspects of the WIAT-III. Also on May 22, 2015 WIAT-III there was extended training on the WIAT-III to approximately 18 special education teachers who in turn will train all special education teachers at the district level professional development in August 2015.

Dr. Dave Galloway provided VB Mapp training in January 2015 for School Psychologists.

School Counseling Department – The district school counselors continue to provide developmental guidance lessons in the classroom for students in grades K-12 to address the academic, career and personal/social needs of all students. Each counselor continues to provide group and individual counseling to students as well as collaborate with teachers, parents and administrators to enhance the effectiveness of their program and improve overall student educational success. School counselors at the elementary, middle and high school meet every 6 weeks to discuss the counseling curriculum, district responsibilities and individual school issues. Mandated reporter training was provided to all school counselors by DCF at the beginning of the school year.

Elementary School Counselors – The elementary school counselors were able to establish consistency of instruction among schools using the core curriculum developed last year. The fifth grade assessment tool was reviewed, revised, and administered for the fifth time this year. Results are included in this report. The schools continue to use our services on a regular basis which at times keeps us from visiting the classroom as often as we would like or to reach the minimum amount of lessons required by our

curriculum. The K-8 schools are becoming more of a concern since there is much more individual academic planning required with middle school students.

Some preliminary district-wide school counselor activity data:

	2013-14	2014-15	Difference
Total # of classroom lessons taught:	2589	2846	+257
Total # of small groups managed:	164	199	+35
Total # of parent contacts:	1707	1877	+170

Middle School Counselors – Middle school counselors continue to strive for student’s to complete task on Naviance. They have begun to utilize the journal dashboard to replace the paper log they are required to keep. They have delivered developmental lesson throughout the year in the area of personal/social, academic and career. Several of our counselors have attended workshops offered by ASCA and CSCA. Counselors at each middle school to collaborate developed a list of monthly expectation relating to the task required of them throughout the year.

High School Counselors – This year the high school counselors assisted in implementing the first district wide SAT school day in October. Their efforts’ yielded an increase in those who took the SAT along with exposing underclassmen to SAT like assessments. This year all school counselors attended the College Board workshop in the fall with a focus on the new SAT and PSAT. A counselor from each district high school took approximately 55 students to the College and Career Fair in Hartford. They have begun to utilize the journal dashboard to replace the paper log they are required to keep. They have delivered developmental lesson throughout the year in the area of personal/social, academic and career. Counselors at each high school collaborated to develop a list of monthly expectation relating to the task required of them throughout the year.

School Psychology Department – School Psychologists promote educationally and psychologically healthy environments for all children and youth by implementing research-based, effective programs that prevent problems, enhance independence and promote optimal learning. Within the district, we meet quarterly to discuss programmatic issues and collaboratively discuss district and state initiatives. Specific focus has been placed on ensuring compliance with the SPP indicators of the CSDE Annual Performance Review. Evaluation Timeline (Indicator 11) and Transition Planning have occurred throughout the 2014-2015 school year. Staff has been trained in new assessment procedures for Smarter Balance/CMT/CAPT paperwork completion, continued discussion of Scientific Based Research Interventions (SRBI) and its relevance to the identification of students with Learning Disabilities, and new evaluation tools, including the WISC-V. 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.

Speech and Language – Our district speech and language pathologists continued to participate in district professional development to support the use of the Common Core State Standards. We remain actively engaged in supporting the District’s efforts to increase the literacy development for all students. This year the District’s Speech and Language Pathologists were trained on the administration of mCLASS and how to interpret the scores for our elementary students. Many of the pathologists wrote their Student Learning Objectives based on the mCLASS data. They wrote IEP goals and objectives in their students’ plan to support building early literacy skills necessary for success in reading. This

was a learning year for the entire elementary staff in administering a new assessment measure. It is felt the speech pathologists have already been instrumental in providing therapy on phonemic awareness at the elementary level, but this once again supported the regular education initiative to improve progress monitoring and to focus instruction based on student performance. It is felt much was learned with this year's rollout and the speech and language pathologists will continue to collaborate with the school administration and teaching personnel to support literacy for all students.

School Social Work – 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 US 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 DCF as the provider to all social workers on the intake paperwork and changes which have recently been implemented.

During the 2014-2015 school year, the school social workers have supported students and staff through the district wide crisis team. The school social workers have also worked collaboratively with community service providers to address the mental health needs of our students and families. Through attendance at school and community events as well as professional development, the school social workers have increased their ongoing commitment to address the social/emotional needs of our students. In addition, School Social Workers, in conjunction with school principals, act as the School Climate Specialists and as such, conduct all bullying investigations. Training for completing bullying investigations was completed in January, 2015. All social workers complete the district bullying log and forward to the District Safe School Climate Coordinator. This school year, School Social workers have also been actively involved in the district's initiative to improve overall student attendance. They have been collaboratively meeting with school psychologists, building administrators, and attendance counselors to analyze student attendance data and brainstorm interventions to improve this area. School Social Workers have also been involved with families and the community to provide information and support to families in this area of focus.

Positive Behavior Intervention Supports (PBIS) – The District PBIS Team met four times this year. The primary focus at these meetings was to create practices that sustain the PBIS framework throughout the district. The team met on 10/28/15, 10/29/15, 2/26/15, 3/10/15, and 6/10/16. During these workshop meetings, the PBIS District team provided continued technical support so the implementation of PBIS in each building remains effective. The Collaborative Instruction Coach provided additional resources in the area of positive classroom management strategies to bring back to their schools.

The Collaborative Instruction Coach organized a schedule to conduct the Self Evaluation Tool (SET). This tool is an audit of PBIS practices and is used as a reflective tool to determine the fidelity of implementation of PBIS in their buildings. It also establishes next steps for improvement. The results have been incorporated into the team's Action Plan for

the next school year. The SET was conducted in 16 schools by the Collaborative Instruction Coach. By June 2015, most schools had been visited for the SET and the graphic representation was posted on the www.pbisapps.org website for the schools to review. The Collaborative Coach was available to provide assistance to any team k-12 in determining next steps.

Each school-based team conducted at least two TIC (Team Implementation Checklist) surveys. Certain schools that requested it conducted the Self-Assessment Survey (SAS) as well. These surveys provided a tool to further evaluate the quality of implementation of PBIS practices. The building based coaches, along with the Collaborative Instruction Coach, incorporated these results into each school's Action Plan for the next school year. All surveys were accessed on www.pbisapps.org.

The End of Year PBIS celebrations were school based. The district provided each building with funds (based on a percentage of the number of students per school) to plan special activities for students who successfully completed the building-based criteria which had been established and approved. The three comprehensive high schools hosted a day of activities for the fifth grade students from their feeder elementary schools with funds provided by the district. Treats consisted of ice cream, and other goodies, including pizza. Activities were held inside and outside of the buildings, utilizing the gym and outside fields. The dates were: Kennedy-June 1, 2015, Crosby- June 1, 2015 and Wilby-June 1, 2015.

The district team continued to define its role in the implementation of PBIS practice throughout the district. Several District Team members received continued training by attending the Northeast PBIS Forum on May 21 & 22, 2015.

The Collaborative Instruction Coach continued to be the district facilitator for the utilization of SWIS (School-Wide Information System) and also continued to facilitate the CICO (Check-In, Check-Out) component of the SWIS program. In these roles, the Collaborative Instruction Coach has been conducting on-site trainings in SWIS and CICO upon the request of building administrators or supervisors throughout the school year.

SWIS was integrated with the district discipline data base AS400. This was done to ensure fidelity of the discipline data that the district team analyzes

Second Steps social skills curriculum was purchased for middle school BDLC classrooms. The collaborative Instruction Coach along with the supervisors will provide training and technical assistance when fully implemented in 2015-2016.

The PBIS initiative has integrated with the Student Success Plan (SSP) initiative in the middle and high schools. Each advisory lesson will contain a PBIS expectations lesson that will be taught in September. In middle school, the personal growth goal in advisory will be behavioral based. This will be rolled out completely by 8/22/15.

The Collaborative Instruction Coach provided training to the Behavior Technicians on Restorative Justice Practices as well as Check in Check Out training. The dates were 2/25/15, 1/16/15, 10/3/14 and 3/15/15. The district created a Data Tracking form to be completed quarterly by technicians.

The Collaborative Instruction Coach provided training to school counselors and social workers in Restorative Justice Practices and Check in Check Out. The dates were 11/4/14 and 1/5/15 and 3/12/15.

The Collaborative Instruction Coach provided co teaching support and training to co taught classrooms in the high school and pre k classrooms throughout the district.

Safe School Climate Committee – The Safe School and Climate Committee (SSCC) reviewed recent legislation related to bullying and to school safety to determine its proper role in the review of data and other information on a monthly basis. Updated legislation was presented to the Board of Education and included in the district’s Safe School and Positive Climate Handbook. In addition, bullying investigation forms were revised. Training was provided to district administrators on the coding of bullying in AS400 and definition of protected class. The Committee created a school bullying data form to use in reporting bullying incidents to the District School Climate Specialist. All district social workers were trained in bullying investigation training. The SSCC will have safety incidents and bullying incidents as regular items on the monthly agenda. In conjunction with the District DMC/Right Response Committee, the SSCC Committee reviewed suspension and expulsion rates to determine the effectiveness of the leveled progressive discipline code with required interventions review of the SWIS information system as it relates to the state discipline codes. The SSCC is working with the PBIS Committee on aligning SWIS with the district and state’s discipline codes through the AS 400. The school district and the police department revised their agreement relating to juvenile justice matters in the school to allow for the referral of student misconduct cases to the Juvenile Review Board (JRB) run by Waterbury Youth Service System (WYSS). The District School Climate Specialist, Wendy Owen collaborated with the Information Technology (IT) department in replicating the Connecticut State Department of Education (CSDE) School Climate Inventory Survey in survey monkey and posting to the district website for completion by students and staff.

School Health and Wellness Council – The Special Education Department’s collaboration with the City Health Department through the School Health and Wellness Council produced updated board policies on the administration of medication to comply with changes in state law and district guidelines for Feeding and Swallowing issues with students. The Department and the Council worked on implementing the Administration of Medication Policy and the Feeding and Swallowing Guidelines with the Department of Health and Food Service. The Special Education Department updated homebound manuals, forms and procedures to reflect changes in state law. The City’s medical doctor has a new role in Homebound Applications to review student medical conditions as needed and is now part of the Homebound Procedure.

Data/Medicaid – This year our Medicaid Department submitted Random Moment Time Studies to UMASS, the time study coordinator. The Medicaid Department also provided Service Provider and Administrative staffing lists, completed Statistics and Penetration Data and School calendar, as required by the State of Connecticut. All of this information was submitted to the State of Connecticut department of Social Services when requested. All of these requests are now done 100% electronically.

We were also mandated to implement new Federal Regulations. This included parental notification of the regulatory changes and to obtain parent consent for our district to submit claims on their children’s public benefits to pay for related services under IDEA. The notification will be needed annually and the written consent is only required one time. We continue to provide parent notifications on the district website in English and Spanish and at the annual PPT. Our department is continuing to gather parent consent forms for the submission of claims. We currently have 2,738 signed consent forms for Special Education students receiving related services.

100% Data Compliance in the 2014-2015 school year as reported by the SDE – all data was timely and accurately reported. Noncompliance Citations went down from 55 in the 2013-2014 school year to 21 in 2014-2015.

IEP data continues to be reviewed daily to maintain timely and accurate data for SEDAC reporting.

Our staff will attend the 2015 CSDE Data Collection Training and Performance Summit in August.

Technology – Read 180 has had continued usage for 2014-2015. We've decreased the number of orders for supplies this year and have employed better strategies to elongate equipment lifetime. Refresher training was held in January whose participants felt benefited from it. Submissions for student account transfers continue which shows teachers' proactive nature with the program. This is the first year we've implemented the program at the K-8 sites. Data analysis will tell us how well we've fared once it comes back from the company.

Our department continues to expand its inventory of new technology benefitting students with disabilities. Adaptive equipment and assistive technologies needed by students were purchased by the Department and supported by the IDEA grant. Implementation and training of Staff in upgrades in existing online programming continued throughout the year.

IDEA – The Individuals with Disabilities Education Grant (IDEA) goals were reviewed and revised to align with current CSDE goals. Request for submission of the IDEA grant was presented to the Board of Education at the beginning of May 2015. The IDEA grant continues to pay for salaries of personnel working with students with disabilities including, special education teachers, speech language pathologists, ABA Therapists, transition coordinators, paraprofessionals and a collaborative instruction coach. These professionals are all involved with providing services to students with disabilities from ages 3-21 or supporting teachers to assist students. The Grant also supports the Special Education Department by funding secretaries, a data manager, a technology specialist, an IDEA grant manager and Special Education Supervisors to facilitate the department's work, communicate with parents and other third parties and respond to the needs of school personnel. In addition, the grant continues to support the electronic IEP system, Tienet, and helps to pay for updated testing materials, equipment and instructional supplies, interpreting services and some professional development. The grant also supports the purchase of assistive technology and equipment for students with disabilities. The Read 180 electronic reading program continues to be supported, improved, and upgraded by grant funds. IDEA funds also support parent activities, bussing for field trips and other needs of the Special Education Department. Parent workshops were held this year in individual education plan design and effective parent advocacy for students in conjunction with the parent liaisons. In addition, special education presentations were provided for various community events.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Department Strengths – The Waterbury Special Services Department continues to offer a wide variety of services and supports to students with disabilities. The preschool, applied behavior analysis and hearing impaired services are particularly noteworthy as they are firmly established, models for other Districts and responsive to new technology, new training and improvement. The variety of supportive services offered by the District rivals any other with highly qualified experts in Autism, Speech and Language, Occupational and

Physical Therapy, Assistive Technology, Psychology, Social Work and Nursing Services. The District actively seeks out new ideas for improvement and expansion of its programming and implements trainings and supports in any area that benefits students with disabilities in the District.

The Department's other responsibilities relating to pupil personnel, including school climate, PBIS, school discipline dovetail nicely with its special education responsibilities enabling it to positively impact students with disabilities through regular education programming and procedures. Recent changes to school discipline and the student handbook, PBIS initiatives, SRBI and Differentiated Instruction, new data and assessment tools and trainings help all staff to better assist students with disabilities. New Board policies and procedures relating to restraint and seclusion, discipline, administration of medications and others have a direct impact on students with disabilities. The Department's collaboration with the City Health Department helped to facilitate the implementation of new state laws in the District and collaboration with the City helped to increase student work opportunities in City departments. Examples of specific strength of the Department are set forth below.

- a. The District Collaborative Instruction Coaches observed individual classrooms that have been identified by administration as needing behavior management support. The coaches create a list of suggestions and recommendations for Tier 1 classroom management and help staff implement these strategies into their systems.
- b. The District Collaborative Instruction Coaches held quarterly trainings for the 30 PBIS Coaches in the district. Each school has a PBIS coach and a team. The trainings consist of a variety of topics that include, but are not limited to, PBIS assessments, SWIS data, progressive discipline and Tier I classroom management strategies, action planning and Best practices. The Collaborative Instruction Coaches facilitate the District PBIS Committee Meetings that are held monthly. The following dates indicate Coaches Meetings and District Meetings. The following dates reflect coaches and district PBIS meetings. Resources and agendas are available upon request.
- c. The District Collaborative Instruction Coaches train school administrators and personnel on School Wide Information Systems (SWIS) and Check In/Check Out. The trainings include frameworks for setting up decision making systems, how to enter and analyze the data, and how to respond to incidents that occur effectively and efficiently. The dates listed below reflect on sight trainings at the schools. Reports and resources re available upon request.
- d. Throughout the year, representatives of the Special Education Department were actively involved in community groups including Bridge to Success, United Way Education Impact Council, the DMC/RR Committee, and the List group run by Waterbury Youth Services which brings together community groups, parents, the Judicial Department, education and the Department of Children and Families.
- e. Representatives of the Special Education Department help to facilitate the Primary Mental Health Grant, the Right Response Grant and the Supports for Pregnant and Parenting Teens Grant.
- f. Special Education Department supervisors are actively involved in State wide groups including but not limited to CONNCASE, CEA, ASHA, and the Consortium for School Attendance through the state's Office of Policy and Management.

- g. The Department held workshops on Special Education for families at West Side Parent Room and provided special education workshops to the community. In addition, the Department has provided workshops on attendance for open houses and parent meeting in various schools around the District.
- h. Special Education Department supervisors are actively involved in State wide groups including but not limited to CONNCASE, CEA, ASHA, and Consortium for School Attendance.
- i. The department continued to assess student needs and conducted an analysis of staffing in order to ensure equity throughout the district. Several paraprofessionals were reassigned based on student need as well as special education teachers.
- j. The Supervisor of the Special Education for the Speech and Language Services has continued to participate on the Connecticut Speech and Hearing Association-Educational Program Committee. This allows our Speech Pathologists to have representation to voice areas of need. This Supervisor has continued to serve on University Advisory Boards at Sacred Heart University and Southern Connecticut State University. This has allowed our district to have a voice on what areas of focus recent speech and language pathology graduates need in order to be prepared when they enter our schools.
- k. The Department oversees the attendance counselors and truancy prevention specialists and worked this year to update forms to include excused and unexcused absences to implement the new attendance and promotion policies and state law revisions.
- l. The Supervisors of Special Education continue to meet weekly to discuss issues that arise within the Special Education Department. These meetings are led by the Director of Special Education.

Preschool Program Strengths

- a. The Pre-K at Bucks Hill Annex continues to meet requirements for NAEYC accreditation. Special Education Pre-K administration, ECEP supervisor, and the School Readiness director meet monthly to collaborate on all preschool programs within the City of Waterbury. This allows for a coordinated system of early education and positive outcomes for all three and four year olds.
- b. The Preschool special education program supports collaboration with all community based programs. The two systems work collaboratively to ensure all students receive appropriate supports including SRBI interventions and IEP services in their current settings.

Elementary School Strengths

- a. Special Education Supervisors worked collaboratively with building administration and staff in the development of SLO's and IAGD's.
- b. Increased collaboration with building administration on SRBI /EIP process has resulted in the development of more appropriate student SMART goals aligned to specific areas of student weaknesses primarily in the areas of reading and behavior. Also, an increase in the fidelity of implementation as evidenced by progress monitoring data which aligns to the student's SMART goal(s) and consistent review of data at either weekly data team meetings or scheduled EIP meetings.
- c. 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.

- d. The district continues to provide programming for gifted and talented students at each elementary school.
- e. An SRBI/EIP binder to address behaviors through the tiers was created and disseminated to each elementary school.
- f. A PPT binder, including training to use it, was created and disseminated to each elementary school.
- g. The department created a cohort group of special education teachers to participate in department meetings regarding laws, policies, and procedures, which, they in turn, disseminate to colleagues.

Middle School Strengths

- a. The new generation of the READ 180 Program continues to be utilized in all comprehensive middle and high schools, as well as the Waterbury Arts Magnet Middle and High School. Student progress was monitored throughout the year.
- b. 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 middle school special education students to better meet their needs.
- c. READ 180 continues to assist our middle school students in developing their reading and writing skills.
- d. All middle school students are registered on Naviance.
- e. An SRBI/EIP binder to address behaviors through the tiers was created and disseminated to each middle school.
- f. A PPT binder, including training to use it, was created and disseminated to each middle school.
- g. The department created a cohort group of special education teachers to participate in department meetings regarding laws, policies, and procedures, which, they in turn, disseminate to colleagues.

High School Strengths

- a. The Night School Program at each district high school has successfully integrated special education students with full complement to the Individualized Education Program. All recommended IEP Services including counseling services have been provided to students with disabilities
 - b. 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 high school special education students to better meet their needs.
 - c. READ 180 continues to assist our high school students in developing their reading and writing skills.
 - d. The department, in conjunction with district staff, continues to offer a unified sports program encompassing special education and regular education students.
 - e. An SRBI/EIP binder to address behaviors through the tiers was created and disseminated to each high school.
 - f. A PPT binder, including training to use it, was created and disseminated to each high school.
 - g. The department created a cohort group of special education teachers to participate in department meetings regarding laws, policies, and procedures, which, they in turn, disseminate to colleagues.
-

CHIEF OPERATING OFFICER & CHIEF OF STAFF

Paul F. Guidone

Budget and Finance

- Continued to control costs and achieve a year end budget surplus in the sixth consecutive year of a no-growth budget.
- Continued to oversee a City-wide expenditure freeze.
- Prepared a seventh consecutive no-growth operating budget with little proposed negative effect on educational programs offered to our students.
- Received a completely “clean” audit report void of any findings or comments.
- Participated in the implementation of the District’s third “Alliance Grant”, and development of its fourth.
- Assisted in the preparation and oversight of operational and capital Turnaround grants for Crosby High and Walsh Elementary Schools.
- Developed and implemented several security and technology improvement grant programs.

School Construction

- Oversaw start of construction for the Kennedy High School Addition and Alterations project.
- Completed construction on the Wallace Middle School renovation project.
- Continued to implement a complex redistricting plan for the Pre-K to 8 schools and accommodate student spike in enrollment for the third consecutive year.
- Oversaw a Facility Use and Redistricting Study.

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, including elevator installation and roof repairs.
 - Coordinated oversight of lockdown and fire drills and developed upgraded emergency management plans.
 - Implemented District-wide Free Lunch Program for all our students.
-

EDUCATION PERSONNEL

Dr. Shuana Tucker, Interim Director of Personnel, Talent and Professional Development Supervisor

II. HIGHLIGHTS

In fiscal year 2014-2015 the office of Education Personnel supervised the recruitment, selection and appointment of one hundred ninety seven (197) highly qualified teachers and twenty three (23) administrators. They replaced staff that resigned, retired, were non-renewed or were promoted to higher positions. The average salary level for new teachers was \$46,997 and \$109,791 for administrators. Both of the average salaries fell within budget.

Each new teacher was partnered with a trained and certified mentor teacher through an enhanced mentoring program known as TEAM. 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 proper use of Social Media. Additionally, class management and special education procedures and policies are included in the three day orientation. Feedback from attendees has been positive regarding the New Teacher Orientation process. The number of non-renewal recommendations from building Administrators and Supervisors has decreased the last three school years, and we believe this is a reflection of the New Teacher Orientation and the expectations which are clearly defined.

We saw a decrease in employee paid sick time for the 2014-2015 school year. This is a result of a decrease in the number of FMLA approved leaves. In 2013-2014 there were 171 FMLA approved leaves and in 2014-2015 that number was 148.

Under direction of 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. The number of grievances for 2014-2015 totaled 19, almost equal to that of the previous year which was 18. A significant decrease from prior years.

Twenty three (23) administrative vacancies occurred during 2014-2015 as a result of retirements, resignations, transfers, promotions and expansion positions. All 23 positions were filled with qualified staff, containing both internal and external candidates. The Turnaround schools were the most challenging but a Principal for Walsh Elementary and Crosby High School were hired.

We received only one new CHRO/EEOC complaint this year. However, three existing complaints were continuations from last year.

As part of our recruiting efforts, we participated in numerous career day fairs and on-site campus interview sessions within Connecticut and the tristate area. While attending these fairs, information was also shared on becoming a substitute teacher in our district for those applicants whose certification was pending. Applitrack, an on-line application system, continues to house our hiring data and materials. In addition to creating a paperless application process – which saves space and paper costs, the system advertises Education's vacancies – thus saving advertising costs. We also contract with CT REAP and Education Week for job postings so that our positions reach candidates within the state of CT and those in other states seeking employment. These online advertisement resources have saved us a considerable amount of advertising funding (i.e. newspaper), thus increasing the efficiency of the Personnel Office.

2014-2015 Teacher Hires by Subject Area

School/Department Teachers	Subject/Grade	# of New Teachers
Bilingual	Bilingual/TESOL/ESL	3
Elementary	Grades Pre-K through 5	47
Elementary	Library Media	2
Elementary	Literacy	3
Elementary/Districtwide	Music	3
Elementary/Districtwide	Guidance	6
Elementary	Art	3
Middle School	English/Language Arts	11
Middle School	Mathematics	7
Middle School	Foreign Language	1
Middle School	Science	5
Middle School	Social Studies	1
Middle School	Tech/Computer Education	10
Middle School	Art	1
Middle School	Family & Consumer Science	0
Middle School	Library Media	1
Middle School	Allied Health	1
High School	Library Media	0
High School	Family & Consumer Science	2
High School	English/Language Arts	7
High School	Foreign Language	6
High School	Social Studies	7
High School	Mathematics	5
High School	Business	1
High School	Science	7
High School	Technology Ed	3
District Wide	Health/Physical Education	4
Special Education	Social Worker	14
Special Education	Speech	4
Special Education	Self-Contained or Resource	23
Special Education	Psychologist	6
	Total	195

****Please note, 2 candidates withdrew after signing contracts**

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 2014-2015, six new teachers were hired through the DSAP. This represented 3% of all new teachers hired in 2014-2015. DSAP teachers were hired in the content areas listed below.

Certification Area	Number of DSAPs
Pre-Kindergarten	3
Library Media	1
Biology / Science	1
World Language	1
Total	6

Percent (%) of new teachers 3%

Relevant Salary Data for Teachers Hired During 2014-2015

The average starting salary for teachers hired during 2014-2015 was \$46,997 which placed them at Step 3. This was determined by years of experience and content/shortage area. Those in shortage areas negotiated/demanded higher steps. The budgeted salary for new teachers was \$50,000

Education Level of Teachers Hired During 2014-2015

Degree Held	Number of New Teachers
Bachelors	54
Masters	97
6 th Year	44
Doctorate	2

2014-2015 TEACHER HIRES BY RACE/ETHNICITY

Race/Ethnicity	# of Hires
Asian	4
Hispanic	10
Black/African American	3
Did NOT self-identify	6
White/Caucasian	<u>174</u>
Total	197

Approximately **8.5%** of teachers hired during 2014-2015 were minority.

2014-2015 Teacher Resignations/Deaths

SCHOOL	Grade/Subject	Date of Resignation
WENDELL CROSS	GR 5	7/8/2014
BUCKS HILL PREK	SLP	7/8/2014
WILBY	SCIENCE	7/9/2014
BUCKS HILL BILINGUAL	GR 5	7/11/2014
GENERALI	GR 3	7/18/2014
CROSBY	ENGLISH	7/21/2014
MALONEY	JAPANESE	7/22/2014
WALLACE	NUMERACY	7/22/2014
KINGSBURY	GR 3	7/24/2014
WALSH	GR 1	7/24/2014
WSMS	MATH	7/24/2014
GILMARTIN	SCHOOL COUNSELOR	7/24/2014
WALLACE	PE	7/24/2014
WILBY	MATH	7/28/2014
WALSH	GR 5	7/28/2014
BUCKS HILL	GR 5	7/29/2014
NEMS	SOCIAL STUDIES	7/29/2014
KENNEDY	SOCIAL STUDIES	7/29/2014
GENERALI	GR 2	7/31/2014
WALLACE	BDLC	7/31/2014
ROTELLA	PREK	8/1/2014
WCA	BUSINESS	8/1/2014
BUCKS HILL	ART	8/1/2014
GILMARTIN	SPED RESOURCE	8/1/2014
CROSBY	BIOLOGY	8/4/2014
WCA	FCS	8/5/2014
WAMS	PE	8/5/2014
WILBY	ENGLISH	8/5/2014
WILBY	SCIENCE	8/7/2014
NEMS	READING LANG ARTS	8/8/2014

NEMS	ENGLISH	8/12/2014
NEMS	GR 7 SCIENCE	8/13/2014
WILBY	ENGLISH	8/13/2014
GENERALI	GR 5	8/13/2014
WILSON	SPED	8/13/2014
ROTELLA	GR 5	8/14/2014
KINGSBURY	SPECIAL ED	8/15/2014
BUCKS HILL ELEM	PREK	8/18/2014
KENNEDY	MATH	8/18/2014
WAMS	LIBRARY MEDIA	8/18/2014
ENLIGHTENMENT	MATH	8/18/2014
WALLACE	SCIENCE	8/18/2014
GILMARTIN	SPED PREK	8/19/2014
CROSBY	TECH ED (automotive)	8/19/2014
WILBY	FCS	8/20/2014
KINGSBURY	MUSIC	8/20/2014
BUCKS HILL	SPED	8/21/2014
WALLACE	MUSIC	8/21/2014
WALSH	GR 3	8/25/2014
DW	SCHOOL PSYCHOLOGIST	8/25/2014
NEMS	SPECIAL ED	8/26/2014
WALSH	GR 3	8/27/2014
WILBY	VIDEO/TECH ED	8/27/2014
WILSON	SLP	8/29/2014
HOPEVILLE	SOCIAL WORKER	9/3/2014
WILBY	MATH	9/10/2014
WILBY	ITALIAN	9/12/2014
GILMARTIN	GR 4	9/22/2014
NEMS	GR 8 MATH	9/26/2014
DW	MS MATH COACH	9/26/2014
KENNEDY	MATH	9/26/2014
WSMS	ESL	10/2/2014
WALSH	SPED	10/3/2014
WSMS	BILINGUAL MATH	10/3/2014
BUCKS HILL	BILINGUAL READING	10/3/2014
WALLACE	FAMILY/CONSUMER SCIENCE	10/9/2014
SPRAGUE	GR 4	10/14/2014
WALLACE	MATH	10/17/2014
DW	SCHOOL PSYCHOLOGIST	10/21/2014
WILSON	SPECIAL ED	10/27/2014
DUGGAN	SPECIAL ED	10/31/2014
SPRAGUE	K	11/13/2014
WILBY	TECH ED	11/14/2014

DUGGAN	GR 3	11/20/2014
ENLIGHTENMENT	SPECIAL ED	12/4/2014
KINGSBURY	LITERACY FACILITATOR	12/5/2014
BUCKS HILL ELEM	GR 3 BILINGUAL	12/9/2014
WILBY	TESOL	12/30/2014
WSMS	TESOL	1/29/2015
WILBY	SOCIAL STUDIES	1/30/2015
BUCKS HILL	GR 4	2/3/2015
BUCKS HILL	GR 3	2/12/2015
DUGGAN	SPECIAL ED	2/17/2015
CHASE	GR 4 SPECIAL ED	2/27/2015
CAREER ACADEMY	GUIDANCE	2/27/2015
MALONEY	HEARING IMPAIRED	3/1/2015
ENLIGHT, HOPE, WCA	SCHOOL PSYCHOLOGIST	3/6/2015
SPRAGUE	LIBRARY MEDIA	3/19/2015
NEMS	GR 6 SCIENCE	4/2/2015
CARRINGTON	SCHOOL PSYCHOLOGIST	4/10/2015
WILBY	SPECIAL ED (BDLC)	4/16/2015
WAMS	HS MATH	5/28/2015
CARRINGTON	SPEECH PATHOLOGIST	6/5/2015
BUCKS HILL	GR 4	6/10/2015
WAMS	ENGLISH	6/19/2015
WILBY	ENGLISH	6/19/2015
REED	ENGLISH	6/19/2015
STATE ST	SPECIAL ED	6/19/2015
DUGGAN	CBL (SPECIAL ED)	6/19/2015
WILBY	BUSINESS	6/19/2015
DUGGAN/REED	FCS	6/19/2015
REED	MUSIC	6/19/2015
WILBY	ENGLISH	6/19/2015
WILBY	ENGLISH	6/19/2015
WILSON	GR 1	6/15/2015
KENNEDY	FRENCH	6/19/2015
CHASE	GR 3	6/19/2015
GENERALI	LIBRARY MEDIA	6/19/2015
BUCKS HILL ANNEX	SPECIAL ED	6/19/2015
WALLACE	ART	6/19/2015
CROSBY	GR 9 MATH	6/19/2015
WSMS	MUSIC (WORLD DRUMMING)	6/19/2015
REED	GR 2	6/25/2015
WASHINGTON	GR	6/22/2015
TOTAL Resignations/Deaths (1)		115

2014-2015 Teacher Retirements/Non-Renewals

SCHOOL	SUBJECT/GRADE	DATE
CROSBY	SCIENCE	7/1/2014
CROSBY	SPECIAL ED RESOURCE RM	7/1/2014
KENNEDY	SPECIAL ED	7/1/2014
CROSBY	SOCIAL STUDIES	7/1/2014
KENNEDY	ITALIAN	7/1/2014
ROTELLA	SPECIAL ED	7/1/2014
WILBY	WORLD LANGUAGE/DEPT CHAIR	7/1/2014
TINKER	GR 2	7/1/2014
WSMS	READING/LANGUAGE ARTS	7/1/2014
KENNEDY	MATH	7/1/2014
WILBY	SPECIAL ED	7/1/2014
WAMS	FAMILY CONSUMER SCIENCE	7/1/2014
BUCKS HILL PREK	SPECIAL ED	7/1/2014
KENNEDY	MATH	7/1/2014
WSMS	FAMILY CONSUMER SCIENCE	7/1/2014
KENNEDY	ENGLISH	8/1/2014
TINKER	K	8/4/2014
KENNEDY	AUTO TECH (TECH ED)	10/1/2014
BUCKS HILL	GR 3	10/14/2014
CROSBY	SCHOOL PSYCHOLOGIST	11/1/2014
BUNKER HILL	SLP	12/31/2014
BUCKS HILL	TITLE 1 READING	12/31/2014
CHASE	K-1 BILINGUAL READING	1/1/2015
WAMS	SLP	1/1/2015
REGAN	GR 4	1/1/2015
WSMS	FCS	1/20/2015
CROSBY	TECH ED	1/20/2015
WAMS	SOCIAL STUDIES	1/30/2015
CROSBY	TITLE 1 READING	2/1/2015
TOTAL		29

ADMINISTRATOR HIRING
2014-2015

Twenty three (23) administrative vacancies occurred for 2014-2015 as a result of retirements, resignations, transfers, promotions and expansion positions. All of these vacancies have been filled with qualified staff.

NAME	ASSIGNMENT
ARROYO, RICHARD	WAMS VP
GAUDIOSI, KRISTEN	GENERALI, SVP
REED, JOHN	SCIENCE SUPERVISOR
PAOLINO, ELLEN	WALSH PRINCIPAL
HENRY, ROBIN	ROTELLA PRINCIPAL
ELIAS, LAUREN	WAMS PRINCIPAL
BUERKLE, MICHELE	WILBY PRINCIPAL

BELLO-DAVILA, DELIA DR.	BUCKS HILL PRINCIPAL
STRAND, STEVEN	READING/LA SUPERVISOR
COFRANCESCO, DARLENE	TINKER PRINCIPAL
CRISCIONE, ROHINIE	WSMS HOUSE PRINCIPAL
ROSSER, JENNIFER	WILSON PRINCIPAL
FOY, TALISHA	ROTELLA SVP
RIVERA, JESSICA	TINKER SVP
RINALDI-GONZALEZ, GWEN	ENLIGHTENMENT PRINCIPAL
DEST, SHARON	SPECIAL ED SUPERVISOR
O'NEAL, MONICA	SPECIAL ED SUPERVISOR
GILBERT, MELISSA	SPECIAL ED SUPERVISOR
GOPIE, JADE	CROSBY PRINCIPAL
RAZZA, ANGELA	KINGSBURY PRINCIPAL
GWIAZDOSKI, KRISTEN	MALONEY SVP
KRAMARZ, LORI	CHASE SVP
BALSAMO, VINCENT	CROSBY VICE PRINCIPAL

The Office of Education Personnel hired two Human Resource Generalists during the 2014-2015 year. We remain focused on our goals of cross training staff, infusing technology into daily operations and continuing to serve the staff, students and parents of Waterbury Public Schools.

COMPETITIVE GRANTS

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

I. GOALS

a. Accomplishment of Goals 2014-2015

The Competitive Grants Writer researched and evaluated grant opportunities to identify grants to assist Waterbury schools with reaching the WPS Blueprint for Change goals. The Grant Writer aggressively pursued funding, submitting grant applications developed in collaboration with district personnel and community-based partners. She designed the funding applications to secure monies to facilitate: providing all students with quality school principals and teachers who deliver rigorous and effective instruction, ensuring all students equal access to quality curriculum aligned to Common Core state standards, providing all students with a positive school climate, and/or ensuring that all students who enter grade 9 graduate on time prepared to enter colleges or careers of their choice (Goals, WPS Blueprint for Change, 2012).

Grants awarded during 2014-15 to Waterbury Public Schools from applications prepared by the Grant Writer included USF (e-rate) Discounts; Primary Mental Health Grant; multiple Support for Pregnant and Parenting Teens Mini-Grants; State Afterschool Program Grants: K-8 Science Improvement Grant; Right Response CT Network Grant; School Security Grant; Arts in Education Grant; Increasing Minority Educators Grant; Walsh Turnaround and Wraparound Grants; the Tobacco Settlement Afterschool Grant; and the Alliance District Grant (Application Amendment, Year 3). Additionally, the Grant Writer participated in the development of partnership grant projects in which the district was included as a participant.

b. Goals for 2015-2016

In the next year, the Competitive Grants Writer will:

1. Continue to aggressively pursue competitive grants and discounts for Waterbury Public Schools, and to assist the district in preparing Alliance, Turnaround, Wraparound, School Improvement, and/or related grant proposals, 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

- A. As of June, 2015, the total of grants prepared by the Grant Writer and awarded to Waterbury Public Schools during 2014-15 exceeded \$ 20 million. Grants sought for Waterbury Public Schools during the 2014-15 fiscal year total more than \$ 20 million, including Alliance District applications. Connecticut State Department of Education Alliance and Perkins Grant Applications were a high priority, among multiple grants submitted. Additionally, the Grant Writer facilitated consideration by district leaders of numerous grant funded projects in which Waterbury teachers and students were invited to participate.
- B. The Competitive Grants Writer met with teachers and administrators to facilitate the development, writing, start-up, or continuation of competitive grants. She assisted grant program staff with budget revision requests and other grant-related matters. And, she arranged for a teacher workshop on afterschool grants writing with the CT Afterschool Network.
- C. The Competitive Grants Writer strengthened Waterbury's working relationships with numerous community organizations, universities, and businesses. She also developed new working relationships with additional community organizations and with additional divisions of previous partner organizations on behalf of the district. By developing and nurturing institutional relationships Waterbury continues to position itself to take advantage of future competitive grants opportunities.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Competitive Grants and other grants written by the Competitive Grant Writer continue to fund programs to support District priorities related to improving student achievement in literacy, math, science, and other subjects; to providing a safe/healthy school environment; and to assuring high school students graduate ready for college and careers of their choice. 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 Grant Writer has brought her expertise to bear in the development and preparation of the WPS Alliance District Applications, and the Carl D. Perkins Grant, to the benefit of the district and its nearly 19,000 students. The continued pursuit and acquisition of grants by the Competitive Grants Writer will afford Waterbury teachers/administrators and students additional new opportunities to improve teaching and learning with the expected outcome of improved student achievement. In so doing, the Competitive Grants Office will continue to help Waterbury Public Schools to achieve the WPS Blueprint for Change goals, and accomplish its mission of providing all students with opportunities "to maximize their skills and talents."

COMPUTER TECHNOLOGY CENTER

Will Zhuta, Supervisor

Mission Statement

Become a strategic partner to all schools and departments by developing a steering committee that will assist in the planning and discussion of the future technology in the district.

- By gathering data to gauge the current state of technology and gain an understanding of the critical business functions and operational needs of the district.
- By performing a GAP ANALYSIS to determine “Where we are” and “Where we want to be.”
- By creating a plan and setting direction to close the gaps, by addressing the most critical needs and requirements first.

Technology Services Department Goals

Support and Service

- Increase transparency and open communication to all levels of the Organization.
- Clearly define and meet expectations.
- PD for Staff.
- Improve “Customer Satisfaction.”

IT Governance

- Create and publish guidelines, policies, procedures and standards.

Effective manage and maintain control of IT assets

- Manage and maintain Inventories.
- Standardize Tech Purchases (market check periodically).

Implement measures to secure Information Technology

- LAN, WAN, Wireless.
- Desktop Security policy.
- Communicate awareness, training, prevention.

Develop and Maintain Disaster Recovery Plan

Manage and maintain data integrity and availability

- Backup and restore procedures.

Maintain and improve Wide Area Network /Local Area Network Architecture

Print Management System

Virtual Desktop Architecture

- Expand the Classroom beyond traditional walls.

S.W.O.T. ANALYSIS

- Strengths- What can we build on?
- Weaknesses- Identify
- Opportunities- new technology, grants, consortium pricing
- Threats- security gaps, dependencies on vendors, disaster recovery

I. GOALS**a. Accomplishment of Goals 2014-2015**

- Implemented Online District Assessment Software.
- School Wireless Networks.
- Complete School mappings.
- Installed hardware and create school wide wireless network clusters.
- Facilitated SBAC State Testing Online.
- Paperless BOE Meetings.
- Support Bring Your Own Device Model.
- Develop Network Run Books.
- Document Standard Operating Procedures.
- Implemented a New Web Filtering Appliance.
- Ability to allow different levels of internet filtering to buildings, staff, students and administrators.
- New Web Site.
- Incorporate all sub site data into new platform.
- Researched Time and Attendance and Work Force Management Systems.
- Biometric Scanners and Workplace Management.
- Met with various departments to identify business processes that can be automated and discussed integration strategy.
- High level conversation with vendors.
- Created RFP and solicit bids.
- Developed Project Charter and outlined responsibilities.
- Restructured the District Main Data Facility and installed new fiber to handle increase network traffic.
- Implement new Internet Protocol (IP) ranges for all Schools.
- Handle the increase in hardware devices on the network.
- Installed new Network Monitoring Software to understand and shape traffic patterns.
- Streamline Alliance District Reporting mandates.
- Developed Office of Civil Rights Reports (over 80 unique data points needed to report and ensure compliance).

b. Goals for 2015-2016

Network

- Update SharePoint Server.
- Investigate Asset Management Software- Inventory Control.
- Add 3rd ESX Host to VMWare Virtual environment.
- Upgrade ProgressBook Servers.
- Update all XP Machines to Windows 7 or decommission.
- Upgrade Mail Server to 2013.
- Upgrade all Server2003 Operating systems to Server2012.
- Implement New Stand Alone Domain Controllers.
- Replace edge routers and switches in schools.
- Update Track-It work order software system to the newest version.
- Add capacity to the Storage Area Network (SAN).
- Wireless Site Survey to identify areas still in need and install additional Wireless Access Points to increase wireless footprint.
- Replace Legacy Voicemail System.

Student Information Systems (SIS)

- Automate data integration into S.W.I.S.S. Discipline module, eliminating duplicate entry.

- Incorporate mCLASS data into Dashboard for cross analysis.
- Create student accounts for Google Docs – Crosby Academies.
- Redesign Principal and Central Office Dashboards.
- Research and evaluate new SIS system.

Security

- Force Users to change their password every 90 Days- reduce compromised accounts.
- New Anti-Virus Solution.
- New Cisco Firewall- End Point Protection- existing unit cannot handle current traffic load without bottlenecking network throughput.
- Change Wireless Authentication processes and incorporate LDAP for authentication to network resources.
- Develop and Test New Disaster Recovery Plan.
- New Command and Control Security Center in Superintendent's Conference Room.
- Connect PD to School Network to access camera video feeds.

Policy

- New 3 year Technology Plan.
- Revise Web Filter Block message.
- Electronic Authorization Use Policy- capture and store electronic signatures.

Software/Applications

- New testing Software to replace Acuity.
- Assist HR in migrating from SubFinder to new AESOP sub call system.

II. HIGHLIGHTS

Student Management

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

District Administration

- Analyze, investigate, and advise the administration regarding purchase or leasing of suitable equipment and supervise feasibility and procedural studies.
- Backup and Maintenance procedures.
- Co- Chair District Technology Committee.
- 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 22,000+ 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 22,000 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.
-

EDUCATIONAL GRANTS

Linda Riddick Barron, Supervisor

I. GOALS**a. Accomplishment of Goals 2014-2015**

The goal to monitor the parent involvement funds and additional funds set aside for the Turnaround and Focus Schools was met with a team approach. A team approach was designed and proved most successful in helping new principals align with plans made by the previous principal and veteran parent liaisons and clerical staff. The options for expenditures for these three schools extended beyond the normal guidelines and regulations. New administrators were enthusiastic and able to think outside the box and create innovative ideas for spending that will increase family involvement, utilize the professional development opportunities for the certified staff, enhance the technology for classroom teachers and provide more options for students to extend the day and thereby extend their learning opportunities. The carryover funds were re-created and spent with the teamwork approach and the current funds are carefully

planned for the 1516 School Year (SY) with new ideas to fit the goals outlined in school improvement plans.

The goal to provide the Instructional Leadership Directors with a binder to access the grant budget narratives of the financial plans for schools with allocations for parent involvement as required under Section 1118 of No Child Left Behind (NCLB) and for professional development by network was met. The binder also included information on state funded after school programs as a source of reference for student achievement data by network.

The last goal to plan district and community parent/family activities was met with much success. The use of translation devices this year increased the knowledge base of educational information to those adults limited in English and increased communication between families, schools and students. The partnership within the community continues to grow.

b. Goals for 2015-2016

With the McKinney Vento Grant, our goal is to focus and increase the services we provide to homeless or displaced families with monthly Reading Nights and transportation to both Open Houses to those parents living in the area shelters and respective hotels. We will also continue to provide as much support as possible to those families with temporary emergency needs such as transportation and school supplies. It is our goal to distribute more academic materials, school supplies, and summer reading materials to all homeless students through our school staff and the community agencies. Lastly, we will seek to help more students preparing and entering the transition grades and assisting those unaccompanied youth through our school staff and with the community agencies with student activity fees and projects.

For the 2015-2016 school year, the Title I parent involvement funds have a focus to target parents/families that may need transportation. This includes transportation to and from a community event that is sponsored by the school or to and from one of the school's more popular annual events that are held at the school. For families that have transportation issues and for other families that do not have gas for extra activities, the goal is to increase their opportunities to learn more about partnering with the schools for student success. With the guidelines under NCLB, Section 1118, we have been very successful with child care, and most recently met success with translation and we are moving to ensure that the transportation is provided at all schools and is met with the same success. Although parent/family involvement may not always include attendance at an activity, our efforts to provide this service will allow those seeking this support to find it at each school.

II. HIGHLIGHTS

Two highlights of the department were services given to the district's homeless families. A group of parent liaisons volunteered to hold Family Reading nights at the two area shelters when one liaison realized a population of students and families were interested in yet unable to attend the Family Nights at the schools. For three months the group selected a theme, provided educational materials and spent an hour or two at the shelters reading to the students and involving the families. The adults without children were just as interested and often asked if they could join the group. The event was so successful; the families have asked the liaisons to return in the fall. Another highlight for the homeless students was the ability to transport in emergency situations where the out of district homeless students requested to remain in the Waterbury school system. This new Title I set aside fund allows

those students to complete the school year in our district as requested in spite of their circumstances and without interruption.

The last highlight was to schedule and meet thirteen new building administrators at their building to review and assist in planning and exploring educational options with their allocated carryover and current grant budget narratives. The three narratives are related to PBIS and provide support and guideline to support positive student behavior; the professional development criteria and the federal support legislated for parent involvement. With their busy schedule and newness to the staff and surroundings, the meetings were held as early before the school day began and as late as after the school day ended.

III. STRENGTHS OF EDUCATIONAL PROGRAM

The strength of the department is largely seen in the comments received by the various schools, departments and agencies we serve on a daily basis. Often principals, parents, school staff from both public and private schools compliment my staff and me for being courteous, helpful with grant knowledge and efficiency. We have several federal and state deadlines to meet throughout the year and have a timely approach to gathering data from various departments and schools, both public and private, and have been very successful by using a collaborative approach and gentle timely reminders. We are very good at providing communication to respective parties needing transportation in emergencies for homeless families. The homeless families and agencies were able to rely on the strength of my department to provide educational materials and books to homeless families at every activity and more importantly to bring the activity to them. These meetings are now integrated into the McKinney Vento Grant and will be an on-going part of the next school year. The last strength is the partnerships we have formed with the community by having at least one school event in the community each year. This collaboration has become a fiber within the Title I planning and expenditures and the relationship has become solid and continues to grow.

FOOD SERVICE DEPARTMENT

Linda Franzese, Food Service Director

I. GOALS

a. *Accomplishment of Goals 2014-2015*

CEP (community eligibility provision) allowed all students in the City of Waterbury to enjoy all meals free of charge. We experienced increases in both breakfast and lunch, as well. This was a long term goal that finally came to fruition because of the new grant offered by USDA.

We did well on our Administrative Review conducted by both CT State Department of Education, Bureau of Health & Nutrition and USDA, that we'd been preparing and planning for. They will also be returning to review the Summer Food Service Program, as well. These Administrative Reviews look at all aspects of the department including visits to the schools. We continue to offer breakfast in the classroom at the four K-8 schools and serve breakfast and lunch at all schools and lunch at the Night Program at Kennedy H.S. In addition, we continue to offer the Fresh Fruit & Vegetable Program to

the State approved 22 schools, allowing us to offer a variety of fresh fruits and vegetables under a grant to students as a snack throughout the school day. This also allows them to try new fruits and vegetables they may not have at home.

This year, as in previous years, we continued to run the department without a deficit.

b. *Goals for 2015-2016*

In the upcoming school year, we strive to continue offering more favorable choices to our students by evaluating surveys and conducting taste testing at the schools. Our goal is to also convert the kitchen at Reed School from a pre-plate school to a cooking school. Food Services plans to take over the After-School Snacks Program at all the sites next school year. Our hope is to have great success with the program and free up money in the various grants allowing them to spend the grant funding for educational purposes.

Our Wellness Committee will need to update the Wellness Policy for the city according to the State and Federal mandates. We already met to discuss and review.

II. HIGHLIGHTS

- CEP- every student eats free of charge
 - Breakfast in the Classroom
 - Fresh Fruit & Vegetable Program
 - DOD (Department of Defense) fresh fruits and vegetables program
 - Unprocessed Fresh fruit and vegetable pilot program-allowing locally grown produce to be purchased utilizing our commodity entitlement dollars.
 - After School Snacks Program
-

RESEARCH, DEVELOPMENT, AND STUDENT TESTING

Tara Battistoni, Supervisor

I. GOALS

a. *Accomplishment of Goals 2014-2015*

- Led the district in preparing for the next generation of online assessments aligned to the Common Core State Standards by continuing implementation of the district's first online local assessment program and providing Smarter Balanced resources, including establishing access to the digital library, through district-wide presentations and network meetings.
- Provided test scores for incoming students by school/teacher in August to target instruction and increase chances of meeting SPI (School Performance Index) targets.
- Calculated starting SPI based on current students for each school/teacher to set objectives for current year, including targeted instruction for students.
- Worked with CTC (Computer Technology Center) to revise the electronic test accommodations form for EL, 504, and general education students, reducing manual data entry by the department.
- Met with Principals regularly to monitor progress of current assessment data.

- Worked collaboratively with schools and other departments to ensure accuracy of data.
- Required late registration form, signed by the appropriate Instructional Leadership Director, for late student test registration.

b. Goals for 2015-2016

- Work jointly with CTC to adjust data warehouse for new accountability metrics.
- Meet with Principals regularly to monitor progress of current assessment data toward state accountability targets.
- Communicate the state's new accountability model and metrics to district staff.
- Maintain collaboration with CTC.
- Assist the district in continued utilization of online testing resources including the Smarter Balanced digital library and interim assessments.
- Work collaboratively with schools and other departments to ensure accuracy of data.
- Visit a sample of schools during CMT/CAPT/Smarter Balanced administration to ensure secure and valid testing conditions.

II. HIGHLIGHTS

- Facilitated transition of statewide testing program from CMT/CAPT to full implementation of the Smarter Balanced assessment – established over 1,100 test administrator online accounts, presented test administrator training, prepared test examiner training, established district-wide test schedule and maintained copies of school schedules created within, utilized new verification procedures to monitor over 9,000 students testing online across the district from March through June.
- Successfully transitioned the district to a new, entirely online, alternative assessment (CTAA) for designated students in grades 3-8 and 11.
- Managed the continued implementation of CTB's Acuity as the local assessment program.
- Compiled and analyzed assessment data in ELA and Math tied to the CCSS, administered with CTB's Acuity; reported to CSDE for Alliance Grant monitoring.
- Conducted/analyzed/disseminated data for the Kindergarten Inventory, summer school, CogAT, mCLASS, SAT, AP, CMT/CAPT science, and SPI.
- Compiled district assessment calendar.
- Provided test scores of incoming students by school/teacher in August to target instruction and increase chances of meeting SPI targets.
- Disseminated all test data, including CMT, CAPT, mCLASS, and Acuity, by prior/current year teacher, further delineated by subgroup.
- Fulfilled continuous ad hoc requests from other departments.
- Analyzed and reported data from Kindergarten assessments back to pre-K providers.

III. STRENGTHS OF EDUCATIONAL PROGRAM

- Relationships established with all school principals.
- Contacts established at CSDE and other district and regional offices.
- Statistical analysis – ability to merge several multifaceted data files to analyze the performance of a cohort of students over time; ability to replicate complex calculations by CSDE including SPI formulas.
- Recognized by CSDE as a leader in the field: selected to represent Connecticut at multiple committees/meetings for feedback regarding new state initiatives; member of the Accountability Advisory group to revamp school, district, and state accountability reports.
- Experience with many years of standardized test administration.

- Accuracy of information and attention to detail.
- Established as an objective resource for data in the district.
- Statistical expertise.
- Knowledge of amendable No Child Left Behind legislation and how it impacts and will change the future of student testing.
- Collaborative work with other departments to ensure accuracy of all student data.
- Commitment to monitoring and improving the achievement of all students across all subgroups.

SCHOOL / COMMUNITY RELATIONS

Nancy Vaughan, Coordinator

I. GOALS

a. *Accomplishment of Goals 2014-2015*

Goal – Engage families and the communities in education through the implementation of the School Family Community Partnership (SFCP) 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.

This goal was met by:

- Collaboration with the People Empowering People training class of 2014.
- Partnership with the Title I District Parent Advisory Council (DPAC) and several community partners on two group projects – the Family and Housing Expo and the Parent and Community Leadership Conference.
- Discussion with parent liaisons as to whether or not additional schools would be willing to establish new SCFP teams next year and if schools with School Governance Councils would like to attempt reinvigorating their teams.
- Joined National Network of Partnership Schools (NNPS) and attended a full-day training by NNPS staff paid for through the Parent Academy grant. Staff from several different schools attended as well.
- Served as liaison for the district with United Way campaign.

Goal – Enhance district /staff communication efforts.

This goal was met by:

- Training school staff to use the new website.
- Providing additional training to parent liaisons on how to communicate effectively with parents through the school website and through social media.
- Providing assistance to School Governance Councils (SGC) in meeting their obligations to post minutes and agendas.
- Providing videotaping of the SGC trainings and posting online on the website in addition to broadcasting on Channel 16.
- Establishing a twitter account for the district.
- Establishing a Facebook page for the district. The page quickly gained more than 700 followers.
- Assisted with recruitment of volunteers and publicity for the Crosby High School Walk for Success.

b. Goals for 2015-2016

Goal – Engage families and the communities in education through the implementation of the School Family Community Partnership (SFCP) 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.

Goal – Enhance district /staff/parent/community communication efforts.

II. HIGHLIGHTS

The School Family Community Partnership district action team co-sponsored a successful Family and Housing Expo on April 25, 2015. This event at the Waterbury Arts Magnet School attracted between one and two thousand visitors, who took advantage of a lightbulb exchange program that was newly offered this year. Instead of workshops, parents had the opportunity to visit information booths from city, school district and community programs. Every child in attendance was able to select a free book to take home with them.

The SFCP also co-sponsored the first annual Parent and Community Leadership Conference on May 1, 2015. Approximately 200 parents, staff and community members attended the full-day event held at the Naugatuck Valley Community College. The keynote speaker was Elizabeth Williamson, a representative of the U.S. Department of Education. Mrs. Williamson later congratulated the district on the conference and on the strong parent engagement she witnessed while here. She recommended the West Side Middle School Parent Resource Center be included in a future U.S. Department of Education newsletter.

The nineteen School Governance Councils continued this year, with each selecting its own goal and with several choosing parent engagement as a focus. As an example, Somers Thin Strip (community member) supported Hopeville School's literacy program, PAWS for PRIDE or Pawsitive Reading in Daily Environment, by constructing a display case for the school's lobby that highlights student literacy efforts.

III. STRENGTHS OF EDUCATIONAL PROGRAM

The ability to collaborate with families and community members is a key to strong partnerships and strong schools. Schools and the district are beginning to find new and exciting ways to utilize partnerships for the benefit of students.

SECURITY AND SCHOOL SAFETY

John Herman, Coordinator

II. HIGHLIGHTS

The Coordinator's primary role is to manage and assess a comprehensive Security Plan for all 32 Waterbury Schools and to address training of staff to effectively carry out the Plan.

Mr. John Herman conducts monthly drills and assesses the Waterbury School District security needs with the School Security and Safety Management Plan Review Committee.

The committee includes Mr. Herman, WPD Captain Frank Koshes, WFD Deputy Chief Javier Lopez, Battalion Chief Steve Veneziano and WEMD Director Adam Rinko.

Mr. Herman and four Waterbury school administrators compose the internal Executive Management team which reviews the safety and security procedures on a continuing basis. All 32 Waterbury schools are inspected, tested and assessed with unannounced crisis drills each month, or more often, as needed. Waterbury Department of Education follows and complies with the "All-Hazards" Security and Safety Plan which was submitted and accepted by the State Department of Emergency Management and Homeland Security last July 1, 2014.

An annual report will be submitted to the State Department of Emergency Management and Homeland Security (D.E.M.H.S.) before July 1, 2015.

Any review concerns or changes to the plan will be presented to our 20 member Executive Committee consisting of: stakeholders within the Board of Education, Mayor's Office, Department of Education, WPD, WFD, Emergency Manager, Department of Health, Risk Manager, Public Works, City Government, EMS providers and parents of a child in our school system. This group reviews, makes revisions as necessary, and incorporates them into a final draft. This draft will be presented before the Waterbury Board of Education for approval and submission to the D.E.M.H.S.

Mr. Herman attends School Safety Committee and School Governance meetings; Board of Education and Board of Alderman meetings; continuously meets with Principals; and serves as the Board of Education representative on the General Government Executive Safety Committee which meets to reduce and eliminate employee injuries and lost time. We are in the second year of Security enhancements within each of our schools resulting from two State School Security grant awards received by the City of Waterbury.

BUCKS HILL SCHOOL

Dr. Delia Bello-Davila, Principal

I. GOALS**a. Accomplishment of Goals 2014-2015**

Goal 1: All students enrolled at Bucks Hill School from September 2014 – May 2015 will increase their reading proficiency in the area of phonological awareness and phonics.

- KINDERGARTEN GOAL WAS MET AT 73%.
- GRADE 1 GOAL WAS MET AT 74 %.
- GRADE 2 – 5 GOAL WAS MET AT 62 %.

Goal 2: All students enrolled at Bucks Hill School from September 2014 – May 2015 will develop procedural fluency, conceptual understanding, and productive disposition towards mathematics through implementation of Mathematical Practices 2, 3, 4 and 7.

- DISTRICT GOAL WAS 60%. MET AT 68%.

Goal 3: 78% of the respondents will agree or strongly agree to the following survey item administered in the spring of 2015:

#16. There is a person or program in my school that helps students resolve conflicts

- GOAL Not MET: 68%.

b. Goals for 2015-2016

Goal 1: All students enrolled at Bucks Hill School from September 2015 – May 2016 will increase their reading proficiency in the area of phonological awareness and phonics. (maintain goal or increase by 5%)

Goal 2: All students enrolled at Bucks Hill School from September 2015 – May 2016 will develop procedural fluency, conceptual understanding, and productive disposition towards mathematics through implementation of Mathematical Practices. (maintain goal or increase by 5%)

Goal 3: The cohort of students enrolled at Bucks Hill School from October 2015 – June 1, 2016 will reduce chronic absenteeism rates by 4%.

Goal 4: Improve response to parent survey question “There is a person or a program in my school that helps students resolve conflicts.” Goal set on 70%.

II. HIGHLIGHTS

- Green Days
- Box Tops Program
- Updated Website with many resources
- Monthly Student of the Month Ceremonies
- Letters For Salvation
- Monthly PTO meetings (alternating AM and PM meetings)
- PBIS Pep Rally

III. STRENGTHS OF EDUCATIONAL PROGRAM

- Professional Development provided monthly for all teachers (Math and Literacy)
- Literacy How PD provided monthly
- Enrichment classes provided for those students not receiving intervention

- Grade level meetings for math and literacy bi-weekly with embedded Professional Development
- Small group instruction occurs daily to meet the needs of our students

IV. STATISTICAL DATA

a. Students Receiving Awards

Students of the Month (yearly number)	200
Monthly Class Awards for the Best Attendance (per grade level)	Average 50
Fifth Grade Awards	20

b. Number of Students Transferred

	In	Out
Within system	89	60
Outside system	59	94

BUNKER HILL SCHOOL

Celia Piccochi, Principal

I. GOALS

Literacy: 70% of K-2 students enrolled at Bunker Hill School from September 2014 to May 2015 will increase their reading proficiency in the area of phonological awareness and phonics.

Mathematics: By May 2015, 60% of K-5 students continuously enrolled at Bunker Hill School will demonstrate at least one level of growth on “Maintains Expectations” by End of Year (EOY) District created common formative assessments.

a. Accomplishment of Goals 2014-2015

Literacy:

Kindergarten – 78 students out of 93 students tested made growth (84%). The M-Class test they were assessed on was PSF (Phonemic Segmentation Fluency). Since this test was not assessed at the Beginning of the Year (BOY) they used FSF (Flat Sound Fluency) as their baseline. Kindergarten Teachers worked closely with our Literacy Facilitator this year.

Grade 1 – 62 students out of 83 students tested made growth this year (75%). The M-Class test they were assessed in was NWF (CLS) (Nonsense Word Fluency – Correct Letter Sounds.)

Grade 2 – 41 students out of 68 students tested made growth this year (60%). They were assessed on DORF (Accuracy) – Dibels Oral Reading Fluency.

Therefore, out of 244 students assessed in Reading in grades K-2, 181 students made growth or stayed at benchmark (74%)

Mathematics:

Our EOY data shows that out of 425 students assessed in grades K-5, 278 students made growth according to our school-wide goal (65%).

This year we began math cycles whereby the math coach worked with specific teachers in different grade levels for six weeks at a time (4 teachers per cycle).

b. Goals for 2015-2016

1. To further reduce the number of suspensions in and out of school.
2. To continue to attain high academic achievement and rigor in Literacy through structured Language Arts and School-Wide Intervention Blocks (SRBI) following the Common Core guidelines.
3. To continue to attain high academic achievement and rigor in Numeracy through targeted lessons following district math curriculum and Common Core.
4. To revamp out PBIS system by targeting specific areas in the building and teaching students what behavior should look like in these areas.
5. Increase parent involvement by recruiting parents for our newly formed PTO.
6. Enlist the expertise of all staff by empowering them to join and participate on specific committees.

II. HIGHLIGHTS

- SDE Art After School Program established for grades 3-5
- SDE Enrichment After School Program for grades 3-5
- Grade 3-5 teachers participated in Professional Development to support a Science Grant given to our school
- Students in grades 1-5 participated in the Dear Soldier Campaign, writing cards and letters to our soldiers in Veteran Hospitals
- Family Math Night
- Dr. Seuss Day – Parents came to read in classrooms
- Support for the Salvation Army by participating in the Annual Food Drive
- Zumba Family Night – promoting physical fitness and healthy eating habits
- Family Movie Night – to support literacy
- Extended School Hours After School Program for grade 3, 4, and 5 students
- Laura Reed (Art Teacher) was recognized as Bunker Hill Teacher of the Year.
- Spring and Winter vocal and instrumental music concerts
- Running club – Rod Dixon's Marathon Race
- End of Year PBIS reward for students being on "Green" for 95% of the school year – "Bubbleman" and "Mr. Softee" ice-cream
- Participation by our families and staff at "The Gathering" – a multicultural event sponsored by the City

III. STRENGTHS OF EDUCATIONAL PROGRAM

- Two hour Language Arts block which included daily writing
- SRBI block each day
- Common Planning time targeted throughout the year for new initiatives being rolled out by the district, i.e. Common Core concept-based curriculum, EIP revisions, student learning objectives, teacher evaluation, Literacy How strategies, Smarter Balance Professional Development, math standards and practical application, Word study lessons, Analysis of Student data as it is related to grade level student learning objectives

- Willingness to form committees and work for common goals
- Learning environment that supports positive inter-racial contact
- “Foundations” Reading Program – Grade 1
- Lexia Program – computer based
- Consistent Instructional Leadership Director’s Support
- TESOL Program assists emergent English speaking students by offering a small class setting and push-in / out services for improving their speaking, writing and listening skills in English
- Girl Scouts Program for Grades K-5
- Monthly EIP meetings by grade level
- By creating a cooperative relationship with parents, we are successful in addressing the needs and concerns of our students and parents
- Administration and staff is committed to the creation of a safe and healthy school climate
- Parent Liaison continues to act as a resource and linkage person for parents

IV. STATISTICAL DATA

a. Students Receiving Awards

Superintendent’s Award	1
Presidential Award	8
Honor Roll	28
Citizenship	3
Art Award	3
Music Award	3
Physical Education Award	3
Certificate of Recognition in Achieving the CT English Mastery Standards	2
Certificate of Recognition – ELL Making Progress in Las Links	26
Certificate of Recognition – ELL Meeting English Proficiency	11

b. Number of Students Transferred

	In	Out
Within system	49	50
Outside system	71	73

CARRINGTON SCHOOL

Karen Renna, Vice-Principal

I. GOALS

a. Accomplishment of Goals 2014-2015

The 2014-15 school year accomplished the goal of adding a 7th grade to Carrington’s enrollment. Teachers of Science, Language Arts, Social Studies, World Language, and Mathematics have joined the faculty. The overarching goal has been to teach and check for understanding. All teachers have successfully implemented the Common Core Curriculum, using significant nonfiction material, building mathematical and scientific awareness. Concept-Based Literacy Curriculum has been a major focus. Science and arts have been included to support the curriculum. Carrington’s School

Governance Council has attempted to increase awareness and visibility in its third year with a focus of developing a more cohesive school and community family.

b. Goals for 2015-2016

Students in grades K-5 at Carrington School will develop procedural fluency, conceptual understanding, and productive disposition towards mathematics through implementation of Mathematical Practices 2, 3, 4, and 7 and support mathematical thinking. Students in grades K-5 will increase fluency in their oral and silent reading to improve comprehension of complex literature.

II. HIGHLIGHTS

Carrington School is in its second year at new functional facility. Carrington students participated in the running clubs, and ran in the Rod Dixon Marathon for the second year. Fitness Days continued, raising money toward the PBIS reward program. The PTA organized several school-wide family events, including Family Reading Night, Harvest Festival, and Breakfast with Santa, Parent-Child Read Together Book Club, and Disney Day. Grade 4 teacher Rachel Rodriguez won a Target Grant to bring 4th grade classes to a field trip to The Downtown Cabaret in Bridgeport, CT. The Carrington Current weekly newsletter highlighted the performance of the work by students and teachers. The stories in the newsletter included routine as well as exceptional work done by students and teachers. To involve students in the newsletter process The Carrington Current was taken over by a group of 6th and 7th graders. They were given the name of the Carrington Press. They interviewed teachers and students and wrote the articles to be published in the Carrington Current, giving them a more hands on experience for writing articles and photography. For the latter part of the 2014-2015 school year, Carrington students of the 4th, 5th, 6th, and 7th grades were offered the opportunity to join the Arts Club. The club met every Wednesday and Friday from 3 p.m. to 5 p.m. Students learned about multi-media art, puppetry, and sculpture by visiting the Mattatuck Museum and from guest artists. Students also produced original works of art that were displayed at the Waterbury public school district-wide art exhibition held at the Mattatuck Museum. Carrington's 5th grade students participated in an after school program called Healthy Bodies. Healthy Minds is a CSDE grant funded, inter district program that promotes healthy lifestyle and appreciation for diversity and cultures. Fourth and fifth graders from two Waterbury elementary schools, Carrington and Chase, join with students from Bradley School in Derby for 8-10 exchanges throughout the school year. Exchanges include fitness and team building exercises, hands on prep and tasting of a variety of healthy food options, activities that teach the 'why' behind healthy lifestyles and portfolio building. Each exchange ends with a healthy dinner, during which students from the various schools and towns form friendships.

III. STRENGTHS OF EDUCATIONAL PROGRAM

In our second year as a new facility, Carrington continues to connect students with technology-based learning with four computer labs. Carrington implemented Spanish as a foreign language for grades 6 and 7. Carrington School continued to collaborate with Taft School in a tutoring program matching Kindergarten students with Taft seniors. An afterschool program for grades 4, 5, 6, and 7 was started with Carrington School Students and Taft School. Students worked together to build skills in public speaking, science experiments, sports and sportsmanship, computers and robotics, and creative writing and performance.

IV. STATISTICAL DATA

a. Students Receiving Awards

Viola Flowers received The Silas Bronson 6th Grade Poetry Award
 Armani Mayes received the Girl Inc. Shining Star Smart Award
 Danei Pittman received the Girl Inc. Shining Star Smart Award

b. Number of Students Transferred	In	Out
Within system	106	73
Outside system	28	42

CHASE SCHOOL

Matthew Calabrese, Principal

I. GOALS

a. Accomplishment of Goals 2014-2015

- Implementation of structured vocabulary program (Building Vocabulary) for grades 3-5.
- Professional development to support teachers through Marzano’s non-linguistic representation strategies for learning unknown words and Isabel Beck’s vocabulary development strategies
- Utilization of word walls and graphic organizers to develop an understanding of unknown words by referring to word parts to assist in the understanding of new words
- Improvement and growth of reading fluency in grades K-2 by focusing on the decoding of unknown words
- Implementation of daily lesson based on NOW What strategies (Grades K-2)
- Literacy How Foundational Skills strategies targeted at Phoneme Grapheme Mapping and Word sorts
- Facilitate good teaching practices through BEST modeling.
- Walk –Through’s by school administration in which constructive Feedback is provided to teachers
- Students in grades 3-5 are able to express in writing or verbally learned multiple ways to avoid physical confrontations in and out of school
- Staff Modeling/Implementation of PBIS school-wide character building
- Provide professional development for staff in order to facilitate high levels of teaching
- Parent Survey data indicates and improvement from 61.9% to 86% that “Students treat other students with respect at my child’s school”

b. Goals for 2015-2016

- K-5 students to meet or exceed End of Year (EOY) benchmark goals for mCLASS/TRC testing
- K-5 students to demonstrate proficiency in their understanding of mathematical practice standards by moving from the initial level to intermediate level or higher as defined by the Standards of Student Practice in Mathematics Proficiency Matrix
- Increase the level of participation of families to be more actively involved in school related activities targeted to academic and family/community togetherness
- Improve overall instructional practice of Tier I instruction by providing teachers with professional development targeted at CCT Domain 4.B
- Lower the overall percentage of students receiving Tier II and III intervention towards the goal of 15% building-wide

- Meet students differentiated needs by providing teachers with professional development target at improving lesson plans- CCT Domain 3.B
- Regularly scheduled walk-throughs by administration
- Continually monitor and update Blueprint for Change

II. HIGHLIGHTS

- Back to School Ice-Cream Social
- Astronaut Rick Mastracchio returns from the International Space Station and visits H.S. Chase
- Progress Book informational session for parents
- Additional implementation of mCLASS testing for grades 4 – 5.
- Safety Team working together to update Safety Plan for Mr. Herman- Security and School Safety Coordinator
- Title 1 Parent Literacy/Math Nights
- K Bilingual Parent Literacy Days
- ESL Parent Classes- FRC
- School Community Meeting at River Baldwin
- Three Instructional Tutors for all of school year to work with students in grades K-5
- Fall for Reading – Harvest Night (Title 1 Parent/student activity)
- ESH program for students – enrichment and academics
- 1st grade Thanksgiving Family reading
- “Healthy Minds, Healthy Bodies” Inter-District after school program for grades 4 and 5
- Zumba Family Health Night (Title 1 Family activity)
- Valentine’s Reading night
- PBIS- Incentive for students – Caught Being Good
- PBIS- Individual PAWS given to classrooms following PBIS expectations
- Scholastic Book Fair
- The Gathering- Parents and students walking in parade.
- Field Day on site at Chase
- Spanish Heritage participation
- Scripps National Spelling Bee- Grade 5
- Safe Haven Bullying Program
- Chase School Family Math Bingo/Pizza night
- Grade 5 promotion celebration

III. STRENGTHS OF EDUCATIONAL PROGRAM

- Staff participation in whole-school committees/teams (PBIS, School Data Team, Safety Committee, School Climate Committee, School Governance Committee)
- After-school events targeted at supporting parent/community involvement in student learning
- Weekly Computer Classes – All grades
- Bilingual Parent workshops offered regularly
- By creating a cooperative relationship with parents via monthly newsletters and school website we are successful in addressing the needs and concerns of our students and parents
- Family Resource Center very involved with Chase School as well as the community and parents
- After School YMCA program
- Boy Scouts/ Girls Scouts Lunch Bunch
- Administration and faculty is committed to the creation of a safe and healthy school climate

- Collaboration of staff for lesson planning and data analysis
- Targeted Tiered Intervention
- EIP process

IV. STATISTICAL DATA

a. *Students Receiving Awards*

Fifth Grade Awards

Superintendent’s Award	1
Citizenship/Behavior Awards	5
Reading Excellence Awards	5
Math Excellence Awards	5
Art Awards	4

b. *Number of Students Transferred*

	In	Out
Within system	153	73
Outside system	81	82

DRIGGS SCHOOL

Michael Theriault, Principal

I. GOALS

a. *Accomplishment of Goals 2014-2015*

Indicators of Academic Growth and Development (IAGD): 66% of k-5 students at Driggs School will show growth by a category or remain at benchmark form Beginning of Year (BOY) to End of Year (EOY) on phonemic awareness and phonics DIBELS’ measures.

74% of the students were on Green at end of year for PSF, 69% of grade 1 students were green on the NWF-CLS, 75% of the grade 1 students met expectation on the NFW(CLS) portion of the assessment.

IAGD: By May 1, 2015, 60% of students continuously enrolled in grades K-5 will demonstrate at least one level growth or maintain “Meets’ Expectations” by EOY District created common formative assessment. Exactly 60% of the students met the criteria for this goal.

Chronic absenteeism decreased from 23% to 14% during the school year.

b. *Goals for 2015-2016*

Chronic Absenteeism will continue to be a focus for reform. Team will discuss implementation of a plan that will provide incentive to families to get students to school.

II. HIGHLIGHTS

- Tennis program at school
- New 21st century grant

- Relationship with the Parent Academy
- New bus for students who live just about the mile mark from Driggs
- PAL Afterschool Program
- SDE Afterschool Program
- Volleyball program with YMCA
- Relationship built with the Ronalter Foundation
- Relationship built with the Waterbury Spirit Club
- Weekly food donations to from Waterbury food bank to our students “Back Pack Program”
- COSTCO backpack handout
- Spring Cleanup Day
- Spanish Heritage Night
- Reading and Math Nights
- Fall Harvest Night
- Breakfast with Santa
- Extended School Hours After-School Program
- Winter Family Night
- PBIS Basketball and Volleyball Program
- Career and College Readiness Day
- Field Day
- OKRA dance performance
- Shakesperience
- Veteran’s Day Tribute
- School wide Thanksgiving dinner
- Mothers’ Day Tea

III. STRENGTHS OF EDUCATIONAL PROGRAM

School goals were aligned to district professional development and both were aligned to what we were doing in the school. The professional development strengthened my staff in assessment and instruction. It also provided a common language for the staff to have professional discussions.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

- 1-superintendents award
- 260 student of the month
- 50 citizenship awards
- 1-perfect attendance award
- 174 “Go Green” awards
- 42 Physical Fitness Awards

b. *Number of Students Transferred*

	In	Out
Within system	62	76
Outside system	84	67

DUGGAN SCHOOL

Dr. Patricia Frageau, Principal

I. GOALS**a. Accomplishment of Goals 2014-2015**

- Implemented/Trained in Common Core Curriculum
- Implemented new teacher evaluation plan
- Conducted assessments through Acuity and Smarter Balance
- Continued School Governance Council
- Offered Extended School Hours (ESH)
- Designated 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, FAVOR, Lifesources and principals
- Implemented a School-wide Data team to examine student data
- Created sub-committees in order to address specific behavioral and academic needs of students and improve school climate (School Climate, PBIS, EIP, Fundraising and Safety)

b. Goals for 2015-2016

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

Goal #1 Literacy

- 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 mCLASS in grade 1-3 over a 3 year period
- Increase the percentage of all students meeting the Kindergarten Exit Criteria in standards in reading to 90%
- To add additional collaborative time blocks to each teachers daily schedule.

Goal #2 Numeracy

- Increase by 15% the percentage of students scoring proficient or higher on district assessments over a 3 year period
- Increase the number of students attaining grades of "C" or higher at the end of each marking period to 70%.
- Grade level Common Planning Time is used to review student work and performance in mathematics.
- 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

- a. Duggan School received a perfect score of 100 in all areas of the School wide Evaluation Tool for PBIS
- b. Duggan School staff volunteered after hours to implement several educational family events, including a reading, math, Zumba and Get Fit 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.
- e. Participated in the “Gathering”.

III. STRENGTHS OF EDUCATIONAL PROGRAM

- a. Teachers work collaboratively on school-wide and grade level projects to improve student achievement and strengthen character virtues.
- b. Strong School Governance Committee.
- c. 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.
- d. Primary Mental Health Grant (Just For Me) project for at risk K-3 students
- e. 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. Students Receiving Awards

- Superintendent’s Award (2)
- Dragon of the Week (960)
- President’s Award for Educational Achievement (10)
- Average percentage of students attending monthly PBIS celebrations (88%)
- Just For Me (48)
- Citizenship Award (10)
- Superlative awards (12)

b. Number of Students Transferred

	In	Out
Within system	62	81
Outside system	31	46
Totals	93	127

GENERALI SCHOOL
Kathy Stamp, Principal

I. GOALS

a. Accomplishment of Goals 2014-2015

M. M. Generali School continues to strive towards excellence to ensure that we make appropriate gains and meet our school wide goals.

The M. M. Generali School mission for 2014-15 leads us to our goals that we are continuously striving to achieve. Students at M. M. Generali are engaging in academics that will create life-long learners, responsible citizens and productive members of society. We succeed at providing these opportunities for our students by meeting bi-weekly to analyze data collected by teachers in both ELA and math. Our grade level teams collaborate with school math and reading facilitators to provide instruction that is driven by the data collected through mCLASS and district math Common Formative Assessments (CFA's). Tiered intervention is designed to provide students who are at risk the additional support in reading that they need to show progress on mCLASS benchmark assessments. This form of data collection also allows for teachers to provide differentiated instruction to all students.

Specific learning goals for 2014-15

- 66% ok k-5 students will show growth by a category or remain at benchmark from Beginning of Year (BOY) to End of Year (EOY) on Phonemic Awareness and Phonics DIBELS' measures.
- 60% of students continuously enrolled in grades k-5 will demonstrate at least one level of growth or maintain "meets expectations by EOY created common formative assessment.
- Decrease Chronic Absenteeism from 6.2% to 5% as measured by school district attendance report.
- 90% of participants on the end of the year Parent's Survey will respond "My child is safe at school".

b. Goals for 2015-2016

M. M. Generali School continue to strive towards excellence to ensure that we make appropriate gains and meet our school wide goals.

The M. M. Generali School mission for 2015-16 leads us to our goals that we are continually striving to achieve. Students at M. M. Generali are engaging in academics that will create life-long learners, responsible citizens and productive members of society. We succeed at providing these opportunities for our students by meeting bi-weekly to analyze data collected by teachers in both English Language Arts (ELA) and math. Our grade level teams collaborate with school math and reading facilitators to provide instruction that is driven based on the data collected through mCLASS and district math CFA's. Tiered intervention is designed to provide students who are at risk the additional support in reading that they need to show progress on mCLASS benchmark assessments. This form of data collection also allows for teachers to provide differentiated instruction to all students. "Foundations" phonemic awareness program will be integrated in grade K-2 to serves as a district wide academic foundation for all students in Waterbury. Teachers will work with our Reading Facilitator on a daily basis to implement this program with fidelity throughout Generali. We will continue to measure student growth in Reading and Math by maintaining current MCLASS and math district initiatives.

School wide focus to decrease Chronic Absenteeism will ensure that teachers, parents and students continue to monitor student's rate of school attendance. Our goal for 2015-16 will be to have an absentee rate of 5%. In addition we will continue to

communicate on a regular basis with parents about school safety and student performance.

II. HIGHLIGHTS

M. M. Generali provides a variety of enrichment and family oriented programs. We participate in the Extended Year Grant which allows us to have an after school enrichment program. We also have art/ music nights, a school wide talent show, family game night, field day, and literacy family nights. In addition we hold a Kindergarten orientation in June for parents and in coming Kindergarten students. The parents and their students practice riding the school bus along with going to their classrooms to meet their teachers. Generali also has an annual Memorial Day Ceremony that involves students placing a wreath at the East Farms Cemetery. Fifth grade students competed in the Gettysburg address competition which allowed the winner to read the address at the Memorial Day parade. In addition Generali is a very giving community. We participate in many civic project; collecting money for Breast Cancer, Leukemia Foundation, families in need after a fire at their home, and Autism Awareness. We also hold two food drives during the year that benefit the Salvation Army Food Bank and the Waterbury Interfaith Soup Kitchen.

III. STRENGTHS OF EDUCATIONAL PROGRAM

M. M. Generali’s strengths start with the parent involvement and a consistent effort to promote a strong education by both the home and community. Our parent liaison conducts monthly parent coffee hours to address any needs or concerns that our parents might have. Our staff consistently stays in communication with families through email, phone calls and conferences. Generali’s outstanding staff strives to provide an academic and social education that will prepare our students to be life-long learners. Instruction that emphasizes the rigor of the curriculum maintains student growth though progress monitoring and benchmark assessments.

Generali uses PBIS behavior initiatives to encourage student behaviors throughout the building. Parents are involved in daily student contact sheets or agendas that allow parent communication to stay current.

IV. STATISTICAL DATA

a. Students Receiving Awards

Improvement	50
Math	40
Language Arts	39
Reading	54
Social Studies	28
Science	28
Spelling	54
Penmanship	33
Art	13
Academic Excellence	7
Superintendent	1
Presidential Achievement	14
Citizenship	5
Library	13
Vocal Music	14
Physical Education	11
Henry Capozzi	2

b. Number of Students Transferred **In** **Out**

Within system	168	115
Outside system	43	66

GILMARTIN SCHOOL

Dr. Donald Burzler, Principal

I. GOALS

a. *Accomplishment of Goals 2014-2015*

Continue implementing Blueprint for Change procedures for 2014-2015.

This school year we expanded services provided by our reading department. This involved the addition of two instructional reading tutors at the elementary level a Read 180 teacher at the middle school level. Our Literacy Facilitator expanded her building presence from half to full-time. A foreign language was added for one-half year, teaching Spanish in grades K-8. Our School Governance Council focused on efforts geared toward improving academic performance and opportunities for our students. They developed student-teacher-parent compacts for the K-2 and 3-5th grade levels. The Gilmartin Parent Teacher Group (GPTG) continued to provide quality family programs throughout the year. Their fundraising efforts supported a broad spectrum of activities to bring parents and students into our school and build partnerships for academic achievement. Our Positive Behavior Intervention Support (PBIS) program underwent restructuring this year and made initial strides in having a comprehensive program. The Gear Up program concluded the cohort of students at Gilmartin School and provided academic support as well as quality activities for our students. All middle school students participated in developing and following Student Success Plans (SSPs). Our school Safety and Climate Committee met monthly and developed and refined protocols for school safety and emergency procedures.

b. *Goals for 2015-2016*

Plans are currently underway to revise our PBIS program using Title 2A funds to support summer planning for this initiative. Procedures need to be developed to improve the climate in our cafeteria and increased attention given to fidelity of practice throughout the school. Careful attention will be given to scheduling to allow for smaller middle school groupings to enhance student learning. Continued efforts related to parent involvement need to be employed, expanding upon the previous successes making efforts to engage more parents moving forward. School-Wide and Instructional Data teams need to be a priority with more intensive progress monitoring throughout the year. While initial progress has been made on promoting good attendance this effort also needs to be expanded upon for the upcoming school year. Regular use of building attendance rewards and using targeted strategies for attendance issues needs to be intensified.

II. HIGHLIGHTS

- a. This school year there was continued significant levels of parent involvement at Gilmartin School. Quality community members were added to our organization. They developed parent-teacher-students compacts for grades K-2 and 3-5. Our Gilmartin

Parent Teacher Group (GPTG) provided quality activities for our students and their families. These included bingo nights, dances, holiday festivals, multi-cultural events and an art show.

- b. There were significant activities that extended beyond the regular school hours to enrich the lives and enhance the social and educational development of our students. An annual musical production afforded students the opportunity to develop talents and form bonds with other students and the school community as well as build self-esteem. Our Extended School Hours (ESH) program provided tutorial assistance for at-risk students and concluded with a wonderful student parent celebration. Throughout the year our parent group provided holiday celebrations, movie nights, dances and game nights for our students and their families.

III. **STRENGTHS OF EDUCATIONAL PROGRAM**

- a. Gilmartin School has a staff of highly dedicated professionals who are willing to go beyond the minimal job performance requirements to provide a quality education for our students. This is evidenced by planning and participating in programs that go beyond regular classroom instruction. Teachers have demonstrated a willingness to plan and participate in our 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 participate in program scheduling during the summer to provide for optimal opportunities for our students. A dynamic newly formed committee created a yearbook and planned eighth grade activities and events to make the culmination of their middle school experience both meaningful and enjoyable for this group. 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 continues to 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. Recognition of positive behavior through our PBIS program as well as student awards, gives children and parents the message that their deportment and academic efforts are important. Initial endeavors to promote better attendance were undertaken with the formation of a school attendance committee. 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. The addition of a full time Literacy Facilitator had a significant impact on our reading program providing professional development for teachers and assistance with monitoring our K-5 reading program. 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**

a. **Students Receiving Awards**

Classroom Awards	
Attendance:	20
Considerate Citizen Awards:	20
Remarkable Reader:	20

Mathematical Whiz:	20
Excellent Effort:	20
School Wide Awards	
Future Artists Awards:	3
Library Media Services Award:	4
Most Musical:	2
Chorus Awards:	4
Sportsmanship Award:	3
Spanish Award:	1
Technical Education Award:	1
Read 180 Award:	1
Science Awards:	2
Superintendent Awards:	2
Nicholas G. Dukas Award Scholarships	
Principal Recognition:	2
Academic Achievement	1
Citizenship Awards:	2

b. Number of Students Transferred	In	Out
Within system	103	81
Outside system	25	40

HOPEVILLE SCHOOL

Debra Ponte, Principal

I. GOALS

a. Accomplishment of Goals 2014-2015

During the 2014-2015 school year our goals focused on:

- Increasing the reading proficiency in the area of phonological awareness for students in grades K-2.
- Developing the ability to explain mathematical reasoning verbally, in writing and utilizing goals.

Factors that contributed to the accomplishment of the School Improvement Plan include:

- Alignment of instruction in K-5 to district curriculum, and CCSS
- Teacher collaboration on grade level data teams to analyze scores, identify areas of strengths and weaknesses
- Intervention Block has continued to offer Tier 2 and 3 support and to also offer enrichment activities
- Literacy and numeracy blocks
- Guided Reading Program in grades 1-5
- Positive Behavior Intervention Support Program
- Instructional Reading Tutors to offer additional small group instruction
- Additional ELL teacher to support the total numbers of ELL students
- School wide rubrics

- PAWS movie/pledge
- Daily Announcements
- Monthly newsletter

b. Goals for 2015-2016

1. To design, implement and monitor a 2 year professional development calendar that will enhance the initiatives introduced in 2014-2015 school year and align to district initiatives.
2. To target student chronic absenteeism in all grades.

II. HIGHLIGHTS**Family/Student Engagement Activities:**

- Back-to-School Ice Cream Social
- Kindergarten Orientation
- Canned Food Drive for Salvation Army
- Shakesperience Theater Production
- Family Movie Night
- Rainforest Program
- Pennies for Patients
- Polar Express/Craft Day
- Pajama Day
- Winter and Spring Concerts
- Black History –Celebrations
- Volunteer Recognition Dinner
- Workshop by Waterbury Police Dept. for Gr. 5 – Drugs/Violence
- PBIS Animal show
- Book Fairs (September/May)
- Annual Thanksgiving Dinner
- McEducators’ Night
- Girl Scouts
- Boy Scouts
- Heritage Day
- School/Family/Community Meeting
- Rollermagic Night
- Veteran’s Day - Wounded Warrior Foundation
- CEA Beatification Event
- Food Drive
- Community Officer – presentations on gangs
- Smile Builders visit
- CEA Carnival
- Kids’ Marathon – Library Park
- “The Gathering” Parade – Town-wide celebration
- Dr. Seuss Day
- Parent Workshops

III. STRENGTHS OF EDUCATIONAL PROGRAM

1. Parent liaison, social worker and attendance counselor worked toward increasing attendance and parent involvement and decrease behavior issues by home visits and parent workshops.
2. Committees – Staff were assigned to a committee and met monthly to design, plan and coordinate events and celebrations throughout the school year.

3. Student Leadership: STORM Team led many school wide fundraising events for organizations and foundations such as, Pennies for Patients and Wounded Warriors.
4. One School, One Read – event where all of the students were given the same book to be read during the school day. Homework assigned, in school activities, as well as, out of school activities were planned to support the event. (guest readers, movie night, school newspaper) This involved not only our school but our community.
5. CEA adoption – Student teachers from state schools that are part of the CEA student program volunteered side by side with Hopeville staff and students organized our school reading day and beautification day.
6. Teacher of the Year Award – Kelley Wells

IV. STATISTICAL DATA

a. Students Receiving Awards

Superintendent’s Award:	1
Celebration of the Arts Award	2

b. Number of Students Transferred

	In	Out
Within system	109	67
Outside system	99	64

KINGSBURY SCHOOL

Angela Razza, Principal

I. GOALS

a. Accomplishment of Goals 2014-2015

Goal 1: All students enrolled at F. J. Kingsbury School from September 2014 – May 2015 will increase their reading proficiency in the area of phonological awareness and phonics.

- KINDERGARTEN GOAL WAS MET AT 94%.
- GRADE 1 GOAL WAS MET AT 55%.
- GRADE 2 – 5 GOAL WAS MET AT 73%.

Goal 2: All students enrolled at F. J. Kingsbury School from September 2014 – May 2015 will develop procedural fluency, conceptual understanding, and productive disposition towards mathematics through implementation of Mathematical Practices 2, 3, 4 and 7.

- DISTRICT GOAL WAS 60%. KINGSBURY MET AT 62%.

Goal 3: The cohort of students enrolled at Kingsbury School from October 2014 – June 1, 2015 will reduce chronic absenteeism rates by 7%. Attendance Rate: 94.7%

Goal 4: 80% of responses on the Parent Survey agree or strongly agree to the following questions:

I will attend meetings and conferences at school.

- GOAL MET: 100%

b. Goals for 2015-2016

Goal 1: All students enrolled at F. J. Kingsbury School from September 2014 – May 2015 will increase their reading proficiency in the area of phonological awareness and phonics. (maintain goal or increase by 5%)

Goal 2: All students enrolled at F. J. Kingsbury School from September 2014 – May 2015 will develop procedural fluency, conceptual understanding, and productive disposition towards mathematics through implementation of Mathematical Practices. (maintain goal or increase by 5%)

Goal 3: The cohort of students enrolled at Kingsbury School from October 2014 – June 1, 2015 will reduce chronic absenteeism rates by 7%. Attendance Rate May 2015 was 94.7%.

Goal 4: 80% of responses on the Parent Survey agree or strongly agree to the following questions:

I will attend meetings and conferences at school.

- GOAL MET: 100%

II. HIGHLIGHTS

- Literacy Night (4 events hosted, 3 of them through Literacy How support)
- Jump Rope for Heart Fundraiser
- Pennies for Patients Fundraiser
- Box Tops Program
- Updated Website with many resources
- Meet and Greet with the new principal (3 different dates offered)
- Math Night
- Adoption of Endangered Animal by Library Media Specialist
- Letters to Southmayd Home residents
- Geography Night
- Bunny Trail Evening Event (over 200 people present)
- Monthly Student of the Month Ceremonies
- Logo Contest (for Parent Conference) – grade 5 student winner for first place
- Monthly PTO meetings (alternating AM and PM meetings)
- Bi-weekly “Coffee Hours” with the Parent Liaison – all parents invited
- Monthly newsletters and uploaded on website
- Celebration of Blue Day for autism

III. STRENGTHS OF EDUCATIONAL PROGRAM

- Monthly Professional Development provided monthly for all teachers (Math and Literacy)
- Literacy How PD provided monthly for 10 staff members, then turn keyed to each grade level
- Enrichment classes provided for those students not receiving intervention
- Grade level meetings for math and literacy bi-weekly with embedded PD
- New typing program purchased to teach skills for technology used during computer lab time
- Small group instruction occurs daily to meet the needs of our students

IV. STATISTICAL DATA**a. Students Receiving Awards**

Students of the Month for Academics	198
Students of the Month for Citizenship	198
Students of the Month for Gym Heroes	198
Monthly Class Awards for the Best Attendance (per grade level)	6
Perfect Attendance for the Third Marking Period (individual students)	12
Perfect Attendance for the Fourth Marking Period (individual students)	121
Fifth Grade Awards for Presidential Certificates	32
Michael Mobilio Math Award	1
Diana Colon ESL Award	1

b. Number of Students Transferred	In	Out
Within system	128	145
Outside system	56	57

MALONEY MAGNET SCHOOL

Donna Cullen, Principal

I. GOALS

a. Accomplishment of Goals 2014-2015

During the 2014-2015 school year our goals focused on:

- 1.) increasing the number of students proficient on the mCLASS Reading in grades Kindergarten to grade 2. Our goal of 79% was met at 82% and exceeded.
- 2.) Our goal for grades 3-5 was increasing knowledge of Mathematical Practices by one level. The students moving up one level on district assessments was 69%.
- 3.) Parents and students will know who to seek out for conflict resolution. This parent goal was 86% of parents who know who to contact for support at school.

Factors that contributed to the accomplishment of the School Improvement Plan include:

- Alignment of instruction in K-5 to district curriculum, and CCSS
- Teacher collaboration on grade level data teams to analyze scores, identify areas of strengths and weaknesses and individualize instruction according to needs
- Intervention Block has continued to offer Tier 2 and 3 support and to also 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
- Math enrichment groups (grades 3, 4 and 5)
- Instructional Reading Tutors to offer additional small group instruction
- Implementation of Engineering is Elementary (grades 2-5)

The Language Arts/Writing teacher leaders and Mathematics 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 2014-2015 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 Calls

Initiatives that contributed to increase parental involvement include:

- Book Bingo Night
- Japanese Parent Visits
- Welcome Back Ice Cream Social
- Pre-K Events: Pizza Night
- PTO Monthly Meetings
- PTO Yearly Fundraisers
- PBIS/Reading Kick Off Pep Rally
- Student Council Induction Ceremony
- Kindergarten Orientation
- Guided Reading Parent Workshop
- Student of the Month Celebrations
- Open House – in September
- Two Parent Conference Nights
- Author Visits
- International Student Education Conference
- 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
- Math Night Grades K-Gr. 5
- Parent and student black history reading of book "The Patchwork Patch" and drawing quilt squares to coincide with book

During the 2014-2015 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:

- 1) 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.

- 2) Consistently providing opportunities for students to validate and celebrate their uniqueness and abilities. Samples of such programs include: Student of the Month Program, American Citizenship Award Program, Morning Announcer of the Day Program, Publishing Authors Celebration, Forever Wave and PBIS Celebrations.

The Student Council served its fifteenth year as a service organization to the school and community. Its activities included:

- Induction Ceremony
- Host to American Citizenship Award Ceremony
- Host to Orientations Day in May for New Students
- Food Drive to support the Salvation Army
- Student led recycling program
- Donation to Student Scholarship Fund
- Blue Ribbon Campaign for the Prevention of Child Abuse donation
- Toy Drive to benefit PAL

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:

- 1) Lou DelBianco (artist/musician/storyteller) completed his residency program for Kindergarten. His workshops teach self-expression, improvisation and creative movement through skits based on the multicultural curriculum.
- 2) Authors Lauren Tarshis and Katie Davis
- 3) International Education Conference 2014 for grades 4 and 5 students in participation with the U.S. Department of Education International Week 2014 was held in November, 2014 in an effort to build international understanding and prepare students for a global environment.
- 4) Grade 4 trip to Medieval Times in New Jersey as a culminating activity to a study of the Middle Ages.
- 5) Grade 5 trip to Broadway, NY to see Aladdin
- 6) Eight grade 5 students Annual Rhyme Celebration presented by CT Council of Language Teachers

b. Goals for 2015-2016

- 1) Improving our SPI
- 2) Foster an appreciation and acceptance for the similarities and differences among others
- 3) Strengthen parental involvement while building a strong school community
- 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.
- Implement the 7 Habits of Healthy Kids Program (Franklin Covey).

II. HIGHLIGHTS

We continued to meet the magnet school requirements set by the CSDE. The interdistrict enrollment for 2014-2015 was 35%.

Holly Smith, Grade 2 Teacher, was recognized as the Maloney School Teacher of the Year.

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. One of our 5th grade students received the highest score in the district on the mCLASS Reading Assessment.

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 Eric Beltrami and Shannice Rodriguez, both college bound graduates of Waterbury Arts Magnet School and Kennedy 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.

Grade 1 Japanese Spring Festival in conjunction with Wilby High School students. Students wore traditional Japanese kimonos and ate sushi.

The 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

Participation in "The Gathering" parade with multicultural puppets.

III. STRENGTHS OF 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 eighteenth year of operation. The school, with its multicultural curriculum, serves students from Waterbury as well as students from ten surrounding districts. The school offers a multicultural curriculum approach to reading, language arts, mathematics, social studies and science to children from pre-kindergarten to 5th grade. Rigorous academic skills are integrated into a program that assists students in understanding, appreciating and respecting themselves and their classmates, through reinforcing character traits such as loyalty, caring, and empathy. The school provides an all-day pre-kindergarten program and 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
- Portable iPad cart
- 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 Dinner 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

a. Students Receiving Awards

- Students of the Month – 250
- Forever Wave Service – 8
- American Citizenship Award – 30
- Science Fair – 145
- Artist of the Month Award – 10
- Reader/Writer of the Month Award – 10
- Mathematician of the Month – 10
- Superintendent’s Award – 1

b. Number of Students Transferred

	In	Out
Within system	16	6
Outside system	18	34

REED SCHOOL

Juan Mendoza, Principal

I. GOALS

a. Accomplishment of Goals 2014-2015

Jonathan E. Reed School has completed its third year in operation. It has also celebrated its first graduating class. We have accomplished many initiatives in regards to school wide attendance while maintaining parental involvement this year through the combined efforts of the PTO and Family Resource Center (FRC). FRC programs which help to reach parents as well as provide additional assistance to students at risk continued successfully this year. Programs like the School Newspaper Club, The Dance Team Group, and The Music /Art Club helped maintain student interest in school and a feeling of belonging. One of the first tasks for our Attendance Team this year was to significantly reduce chronic absenteeism. As a school wide goal we focused on attendance. Attendance was reduced with weekly attendance meetings and monthly rewards. Attendance data was also tracked daily. The Family Resource Center established “The Reed Rise and Shine Club” to address attendance in a positive way with our at risk population. Reed School also focused on increasing literacy and math proficiency. This goal was consistently monitored through weekly grade level meetings that targeted specific strategies.

b. Goals for 2015-2016

Our Leadership Team will continue to meet in the fall of 2015 to review and analyze our school wide data and to determine our focus area/SLO’s for the 2015-2016 academic school year. We will work on meeting our SPI goals with the Smarter Balanced assessment. We will also continue with our tiered intervention programs for our at risk students and provide tutors to help increase student achievement. We will continue to assess students reading level using the MCLASS Program. Our middle

school will pilot a universal screener for both ELA and Math. It will also meet to strengthen discipline and establish middle school incentives.

II. HIGHLIGHTS

September

10 Ice Cream Social (FRC)

October

9 Salsa Night

15 Student of the Month

29 Bully You, Bully Me, Learn to be Bully Free (FRC)

November

12 Student of the Month

18 Reading Night

25 Bubble Trouble Performance (FRC)

December

10 Student of the Month

17 Movie Night (Frozen)

18 Winter Concert

January

14 Student of the Month

February

6 Fire Fighter Coat Drive

11 Student of the Month

Guest Speaker Jerry Craft (Black History) (FRC)

March

10 Student of the Month

26 Community Event

31 March Madness

April

15 Student of the Month

22 Open House

29 Math Night

May

8 Muffins, Mommy and Me Tea Party (FRC)

13 Student of the Month

15 Spring Concert

16 The Gathering

22 Field

June

9 K-orientation

12 8th grade awards

16 Dad Appreciation Day (FRC)

17 8th promotion

17 PK-promotion

III. STRENGTHS OF EDUCATIONAL PROGRAM

This year Reed School has seen success in the decrease of absenteeism. For our at risk students the R.I.S.E & Shine Club monitored their attendance with students meeting with teachers mentors. Students would follow a weekly goal sheet which focused on time management. Each student had an individual goal to work towards. Students that were consistent in meeting bench marks would be rewarded for meeting their goals. In addition, the school wide attendance team met weekly and reviewed data and pattern/trends for absences. The increased attendance meant that students were in school consistently to increase their academic achievement.

IV. STATISTICAL DATA

a. Students Receiving Awards

Superintendent’s Recognition Award	2
Student of the Month	164
Monthly Perfect Attendance	783
Yearly Perfect Attendance	6
Monthly Super Writer of the Month	64
PBIS Green Raffle Ticket winners	555
Middle School Awards	25

b. Number of Students Transferred

	In	Out
Within system	110	180
Outside system	23	67

REGAN SCHOOL

Noreen Buckley, Principal

I. GOALS

a. Accomplishment of Goals 2014-2015:

Regan School students will attain high academic achievement for all students in Literacy.

The 2014-2015 Dibels mCLASS assessments yield that 74% of students enrolled at Regan School from October 1, 2014 – May 14, 2015 met or exceeded benchmark composite score.

- 87% of the 38 kindergarten students are meeting or exceeding benchmark composite score.
- 54% of the 48 first grade students are meeting or exceeding benchmark composite score.
- 72% of the 47 second grade students are meeting or exceeding benchmark composite score.
- 76% of the 50 third grade students are meeting or exceeding benchmark composite score.
- 66% of the 51 fourth grade students are meeting or exceeding benchmark composite score.

- 88% of the 49 fifth grade students are meeting or exceeding benchmark composite score.
- CSDE CT School Performance Report assigned the School Classification Category of Transitioning. Regan School earned the SPI of 65.2 based on the results of the 2013 CMT. Regan School students will attain high academic achievement for all students in mathematics. The CMT scores from 2013 yield 71.8 SPI and the target is 78.2.

Regan School will provide a safe and secure teaching and learning environment.

- School follows all BOE policies and procedures for all students, staff, parent and community.
- The Regan School staff is certified in CPI.
- 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 regularly scheduled family activities.

b. Goals for 2015-2016:

- Students in all grades will increase literacy ability by one level as measured on Dibels mCLASS assessment.
- The school will continue to deliver the highest level of rigorous instruction in the area of Reading and Language Arts.
- Student's data will be continuously analyzed through instructional and school wide data team meetings that meet weekly.
- The data will determine the course for instruction and in turn be used to develop highest quality of TIER 1, TIER 2, and TIER 3 instruction.
- Students will increase mathematics proficiency in all grades.
- School will analyze results for Acuity assessments and implement Tiered intervention block based on Acuity scores.
- School will continue to decrease number of out of school suspension by 5% through analysis of data provided by SWIS and the Crisis Prevention Team (CPT) will monitor on a weekly basis data, interventions, and parent communication logs.
- 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 and stay engaged in students' school life.

II. HIGHLIGHTS:

74% of students are proficient as measured on Dibels mCLASS assessment.

III. STRENGTHS OF EDUCATIONAL PROGRAM:

- 30 minute four times per week reading and math fluency block school wide. All certified and uncertified staff participate, 45 minute
- Instructional data team meetings, 90 minute ELA Block five times per week, 60 minute math block five times per week, weekly assessment of reading and math fluency, professional development two times per month on lesson design. Bi-monthly PBIS meetings, Title One Tutors, Boy and Girl Scout Meetings, and Quarterly reward ceremony.

IV. STATISTICAL DATA

a. Students Receiving Awards

b. <i>Number of Students Transferred</i>	In	Out
Within system	117	70
Outside system	32	24

ROTELLA MAGNET SCHOOL

Robin Henry, Principal

I. GOALS

a. *Accomplishment of Goals 2014-2015*

Goal #1 – the cohort of students enrolled at Rotella School from September 2014 to May 2015 will increase their reading proficiency in the area of phonological awareness and phonics.

K-1 students at Rotella School will show growth by a category or remain at benchmark from Beginning of Year (BOY) to End of Year (EOY) on phonemic awareness and phonics DIBELS’ measures. At the beginning of the year I had 69.4% and then based on the mid-year data I changed it to 72.5 and we reached 86.4%. Data shared to the Board of Education shows Rotella whole school at 87% of Students Who Increased a Minimum of One Category Growth or Maintained Benchmark. We were the highest in the District.

Goal #2 (Academic) - students in grades K-5 at Rotella School will develop procedural fluency, conceptual understanding, and productive disposition towards mathematics through implementation of Mathematical Practices 2, 3, 4, and 7.

The math Student Learning Objective (SLO) at the beginning of the year was set high, going by the math supervisor's SLO percentage that was at 60%. At mid-year we averaged 48% but ended the year at 74% of the students showing growth.

Goal #3 (Chronic Absenteeism) – the daily average attendance for 2013-2014 was 96% and we will maintain the 96% average for the 2014-2015 school year. We maintained the 96% average.

Goal #4 (Survey Target) - percentage of parents agreeing and strongly agreeing with the statement: “Teachers and the principal(s) make available information about what your child is studying in school” will be at 80%.

94% of our parents agreed and strongly agreed with the statement. We didn’t have a percentage lower than 94 for our entire survey and we had 166 families complete the survey.

b. *Goals for 2015-2016*

Goal #1 will be to continue to increase phonological awareness and add grade two. K-2 will increase their reading proficiency in this area. Percentages will be based on BOY data.

Goal #2 (Academic)

Students in grades K-5 at Rotella School will develop procedural fluency, conceptual understanding, and productive disposition towards mathematics through implementation of Mathematical Practices 2, 3, 4, and 7 will increase to 80%

Goal #3 (Chronic Absenteeism)

The daily average attendance for 2014-2015 was 96% and we will maintain the 96% average for the 2015-2016 school year.

Goal #4 (Survey Target)

Percentage of parents agreeing and strongly agreeing with the statement: Teachers and the principal(s) keep me informed about my child progress. The percent was at 94% and we will maintain that percentage

II. HIGHLIGHTS

We had many Family Nights: Reading, Technology, Science, Math, School Dance with Live Band, Science Fair, Palette Awards, and Afterschool Musical Play.

We received the CONNCAN 2014 Success Story School Award.

We received Exemplary School of Distinction from ARTS SCHOOL NETWORK.

We had the highest percent of student who increased on the mCLASS in the District, 86%.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Rotella is fortunate that art is infused into all subject matter throughout the school year. We have had many resident artists visit classroom and work with students and teachers: Shakespearian, Dance with Ms. Marsha, Drama with Marly, Sharyn Farrell Dance Residency, innerACT Theatre, and Hartford Stage.

We will be including an author visit each year that includes reading a book throughout every classroom with the culmination being a live visit from the author. We have a science teacher with a lab and teachers co-teach lessons each week. This year we participated in the Invention Convention and will continue to do so in the coming years.

This year we will be piloting a math program i-Ready which will progress monitor our students in math as well as support with mini lessons to help them in their weak areas.

IV. STATISTICAL DATA**a. Students Receiving Awards**

- Fifth grader received "Recognized Inventor" award from Connecticut Invention Convention
- Fourth grader received honorable mention for grade 4 in the poetry contest, Silas Bronson Library
- Third grader was recognized for highest scoring third grader on the mCLASS Middle of Year (MOY) for the entire Waterbury district.
- 48 students were recognized and received certificates for participation in the 2011 Governor's Summer Reading Challenge.
- 2 students were honored at the Art Festival at the Aqua Turf
- 38 students participated in the Ron Dixon Marathon

b. Number of Students Transferred	In	Out
Within system	21	18
Outside system	17	32

SPRAGUE SCHOOL

Diane Bakewell, Principal

I. GOALS

a. Accomplishment of Goals 2014-2015

During the 2014 – 2015 our goals focused on increasing the number of kindergarten students showing growth on the DIBELS Phoneme Segmentation Fluency subtest, increasing the number of grade 1 students showing growth on the DIBELS Nonsense Word Fluency subtest and increasing the number of Kindergarten through grade 5 students showing growth on the district created Math CFAs.

Factors that contributed to the accomplishment of these goals from the School's Blueprint for Change Plan include:

- Alignment of instruction in K-5 to the Common Core State Standards (CCSS) and the district curriculums
- Teacher collaboration on grade level teams weekly to analyze student work, identify strengths and weaknesses and to plan lessons accordingly
- A 45 minute intervention block offers Tier 2 and Tier 3 support in Reading
- Literacy Facilitator who coaches and supports Kindergarten and grade 1 teachers
- Uninterrupted numeracy and literacy blocks
- SDE and ESH after school programs
- Math coaching cycles with a district math coach
- Positive Behavior Intervention Support Program (PBIS)
- Reading tutors to support the Intervention block
- Additional English Language Learner (ELL) teacher to support our ELL population
- Implementation of "Foundations" in Kindergarten, Grade 1 and Grade 2
- Partnership with CK3LI program - 2 full time interventionists, embedded PD, outside PD with Literacy How, "Foundations" coaching, external coach

b. Goals for 2015-2016

Goals for the 2015 – 2016 year include:

- Continue the partnership with CK3LI
- Refine the PBIS matrix to reflect SOAR behaviors in order to decrease office referrals and suspensions
- Create a vision and mission with the support of the School Governance Council
- Continue to offer support to struggling students during the intervention block
- Offer PD to staff around domain 3 of the CCT
- Create a schedule to offer small group instruction in numeracy
- Successfully roll out the Kindergarten Reading curriculum

II. HIGHLIGHTS

Sprague School is committed to engaging our students, families and community in school-wide events. Activities that took place this year include:

- Harvest Math Night
- Kindergarten Orientation
- Canned Food Drive for Salvation Army
- Shakesperience Theater Production, PreK-5
- Polar Express Day, PreK-5
- Winter and Spring Music Concerts
- End of Year Pre-K Celebration
- School Wide Field Day
- PBIS end of year celebration
- PBIS grade 5 end of year celebration at Wilby HS
- Perfect Attendance breakfast
- Book Fairs – September and April
- Crabgrass Puppet Theater, PreK-5
- Smile Builders
- Kids’ Marathon – Library Park
- The Gathering Parade – Library Park
- Community Event – Silas Bronson Library
- Homework Workshop for parents
- 3 Family Literacy Nights – 2 at Sprague and 1 at Timexpo Museum
- Science Fair
- Family Fitness Night
- Grade 5 End of Year Luncheon
- Kindergarten End of Year Celebrations
- City of Waterbury Police Dept. workshops for grade 5 students

The administration, teachers and Parent Liaison work hard to maintain contact with our parents. We send home monthly newsletters and informational fliers. The administration utilizes the IRIS system to notify parents of school events. The Parent Liaison maintains a Parent Bulletin Board in the lobby of the school.

III. STRENGTHS OF EDUCATIONAL PROGRAM

- Partnership with CK3LI
- Social worker and attendance counselor work toward increasing student attendance
- Parent Liaison sets up events to connect parents with student learning
- Teachers collaborate weekly to plan for rigorous and engaging lessons
- The Reading team, along with the tutors and interventionists, have created a successful intervention block
- The Literacy Facilitator presents meaningful and relevant Professional Development to staff

IV. STATISTICAL DATA

a. *Students Receiving Awards*

Students of the Month	180
Superintendent’s Award	1
Science Fair	35
Silas Bronson Honorable Mention	1
CAS Celebration of the Arts	2

b. Number of Students Transferred	In	Out
Within	253	24
Outside system	177	61

TINKER SCHOOL

Darlene Cofrancesco, Principal

I. GOALS

a. Accomplishment of Goals 2014-2015

During the 2014-2015 school year our goals focused on:

1. increase reading proficiency on the mCLASS in grades K-5
2. increase procedural fluency, conceptual understanding, and demonstrate disposition towards mathematics
3. decrease chronic attendance
4. increase parent participation

Factors that contributed to the accomplishment of the School Improvement Plan include:

- Alignment of instruction in K-5 to district curriculum, and Common Core State Standards (CCSS)
- Teacher collaboration on grade level data teams to analyze scores, identify areas of strengths and weaknesses
- Intervention Block has continued to offer Tier 2 and Tier 3 support
- Instructional Reading Tutors to offer additional small group instruction
- Daily Announcements
- Monthly Newsletter
- Literacy and Numeracy Blocks
- Positive Behavior Intervention Support Program (PBIS)
- Reading and Math coaches to support teachers in the classroom

b. Goals for 2015-2016

1. continue to build on the success of increasing parental involvement
2. continue to address instructional improvement through ongoing assessment, curriculum alignment with CCSS, collaborate team planning and meaningful professional development
3. continue implementing intervention block
4. continue the emphasis of PBIS as a school-wide incentive
5. continue to support students and staff through SRBI process
6. include an enrichment block

II. HIGHLIGHTS

- Back to School Ice Cream Social
- Smile Builders
- Canned Food Drive for Salvation Army
- Shakesperience Theater Production
- McEducators' Night

- Polar Express Movie/Pajama Night
- Making Memories with Reading
- Fall Festival
- Jack and the Beanstalk Puppet Show
- School Wide Picnic
- Winter Concert
- Valentine Dance
- Student of the Month Ceremony
- Kindergarten Orientation
- Workshop by Waterbury Police Dept. for Gr. 5 – Drugs/Violence
- Safe Haven – Bullying/Conflict Resolution
- STARBASE – Gr. 5
- Potluck Dinner
- Book Fair
- Chorus Concert (Fundraiser for Alex’s Lemonade Stand)
- Naugatuck Valley Nursing Program Presentation on Hygiene
- Dr. Seuss Door Decorating Contest
- CAS Arts Recognition Dinner
- Dr. Ouellette spoke to Gr. 3-5 ladies on Women in Leadership
- Mr. Gaddis spoke to grades 3-5 during Black History Month
- Leadership Conference at Naugatuck Valley Community College
- Girl Scouts
- Holiday basket donations
- Rollermagic Night
- The Gathering Parade
- PBIS Celebration Carnival
- Community Meeting at Silas Bronson Library
- Informational Meetings for parents with special needs students
- Parent Workshops
- Hispanic Health Council Presentation
- Informational session on Common Core and mCLASS
- Junior Achievement Day
- Clothing/Gift Card Collection for the Homeless

III. STRENGTHS OF EDUCATIONAL PROGRAM

1. Parent liaison, social worker and attendance counselor worked toward increasing attendance and parent involvement and decrease behavior issues by home visits and parent workshops.
2. Committees – Staff were assigned to a committee and met monthly to design, plan and coordinate events and celebrations throughout the school year.
3. Student Leadership: STORM Team led many school wide events for organizations and foundations such as, open house escorts, deliver fresh fruits and vegetables, Junior Achievement Day escorts.
4. Student Leadership: Safety Patrol – students help in morning arrival and throughout the day to ensure that all students are following the PBIS school expectations. They are role models for all students.
5. Teacher of Year Award – Mary La Fountain

IV. STATISTICAL DATA

- a. ***Students Receiving Awards***
Eric Siu – The Superintendent’s Award

Mark Dirgo – CAS Art Award
 Andreas Effes – CAS Music Award

b. Number of Students Transferred	In	Out
Within system	84	21
Outside system	59	69

WALSH SCHOOL

Ellen Paolino, Principal

I. GOALS

a. Accomplishment of Goals 2014-2015

In year two of the Walsh Turnaround Plan, a full-time literacy facilitator joined the staff and a math interventionist position was added and hired with a start date of 8/2015. Additionally, our educational partnership began with IEP, Project CHILD. Two consultants were on staff full time, providing teachers with daily assistance and ongoing PD opportunities. Structured play program began in April 2014, with the hiring of two part-time child associates. A distributed leadership model was continued with most staff members participating in one or more of eight school committees. Additionally, all teachers attended an extra hour of planning time each week, compensated through an agreed MOU. Teaching staff was evaluated based on the SEED model. Truancy Clinic was reestablished at Walsh this year, with an afterschool component attached to participation. An Afterschool Intervention Program continued in addition to the three other afterschool programs, which were ESH, PAL, and the Before and After School Program. Reading, math, and behavior SRBI has been implemented across grade levels. Reading teachers provided tier 3 support to qualifying students for forty-five minutes per day, five times per week. Reading-English-Language Arts and Math Grade Level Data Team Meetings were held weekly with excellent staff attendance. School Governance Council vacancies elections were held and members elected. All Walsh staff received Culturally Responsive training from Dr. William Howe. mCLASS and DIBELS testing was implemented this year.

Our Family Community Center opened this year. The center has been a great success.

b. Goals for 2015-2016

In 2015-2016 we will strive to meet district reading and math targets. Staff will be using uniform transition and management procedures developed through ongoing PD with our educational partnership Project CHILD. Universal systems of data collection will be implemented. Shared folders will be used to collect and share student data within the building. Community partnerships with Kingdom First/Uplifting a Life and WOW will be explored.

II. HIGHLIGHTS

Because it was identified as one of the state’s chronically underperforming schools, the State Board of Education approved a turnaround plan for Walsh Elementary School for participation in the Commissioner’s Network. The Walsh Turnaround Plan outlines a model

consisting of coordinated partnerships. During the second year of the turnaround process, Walsh invested heavily in academic strategies to personalize instruction; staff to ensure capacity for reforms; school climate to create an inviting learning environment; and partnerships to maximize resources for students, families, and staff. Walsh provided five afterschool programs for its students. The Truancy Afterschool Program provides academic, enrichment, and homework programming; the Extended Hours Afterschool Grant Program focuses chiefly on bringing multicultural and arts-based enrichment activities to our students; our partnership with the Police Activity League led to another afterschool program that includes academics and recreation at their facility nearby the school; and the Before and After School Program provides day-care, academics, and enrichment for the children of parents who are working or who are full-time students. The Intervention Afterschool Program delivers additional academic support for students receiving Tier 3 intervention during the regular school day. Walsh reading teachers received a Generali Grant for assisting parents with home reading strategies. An evening event was held as the implantation portion of the event and over 400 people attended. The Walsh Parent Liaison and School Family Community Coordinator hosted a variety of parent and family events, during and after the school day. Walsh school began a partnership with Dr. Ray Shocki and the Parent Academy.

Our PBIS model was strengthened this year.

III. STRENGTHS OF EDUCATIONAL PROGRAM

A well-established, consistent SRBI program is positively impacting student achievement. Increases in reading achievement are being driven by teachers' SLOs and are seen in resulting student assessment scores. Walsh students made 14% growth in reading proficiency this year, and 27% growth in Math proficiency. The expansion of resources to improve student achievement and behavior is evidenced by the hiring of additional full-time staff. The teachers' contract is being amended to allow for Walsh teachers to do additional professional development. The school has invested in data systems and a data-driven culture. Multiple after school programs are available to students to meet their varied needs. Their school year is being extended to include an optional summer program.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

- One of our fifth graders was a recipient of the annual Superintendent's Student Recognition Awards and was honored at an awards assembly.
- Eight Walsh fifth graders were accepted into the Middle School Accelerated Academy.

b. *Number of Students Transferred*

	In	Out
Within system	147	177
Outside system	76	56

WASHINGTON SCHOOL

Roxanne Augelli, Principal

I. GOALS

a. *Accomplishment of Goals 2014-2015*

1. The goal for the designing, implementation and monitoring of invigoration configurations has been successfully met with the design of innovation configurations for the teaching of contentives.
2. The school web page and newsletter this year focused on school supports available and safety.

b. Goals for 2015-2016





1. The goal for the 2015-2016 school year is to design, implement and monitor a two year professional development calendar that will enhance the initiatives introduced in 2014-2015 school year and align to district initiatives.
2. To instill a sense of community through the implementation of a yearlong fundraising effort for a charity of the school's choice. The plan will be developed, implemented and monitored by the school's student leadership team.

II. HIGHLIGHTS

Family/Student Engagement Activities:

- Back-to-School Ice Cream Social
- Clothing Swap
- Kindergarten Orientation – August
- Canned Food Drive for Salvation Army
- Safe Haven
- Winter Carnival
- Shakesperience Theater Production
- Fun Day
- Gr. 2 Gingerbread Houses
- Family Movie Night
- Pennies for Patients
- Polar Express/Santa Visits/Craft Day
- Pajama Day
- Spring Concert
- Holiday Shopping Store and School Store
- 5th and 4th Grade Dance – “Made in the USA”
- Black History – “Famous Quotes” and what they mean to me; school-wide
- Workshop by Waterbury Police Dept. for Gr. 5 – Drugs/Violence
- PBIS Reward (T-Bone Stankus entertains) and Ice Cream
- Book Fairs (September/May)
- Annual Thanksgiving Dinner
- McEducators’ Night (October and June)
- Girl Scouts
- Spanish Heritage Dinner Health & Fitness Family Night
- Curriculum Family Night (Math, Reading, Science workshop)
- School/Family/Community Meeting
- Winter at Washington Family Night
- STARBASE – Gr. 5
- Communication-Geocaching with astronaut, Rich Mastracchio while on a space mission.

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

-  Food Drive
-  Christmas Angel
-  Community Officer – presentations on gangs
-  Maritime Aquarium of Norwalk

- ↗ Math/Science/Reading Night
- ↗ 3rd Annual Community Meeting and Fall Festival
- ↗ Smile Builders visit
- ↗ Officer Tiso and his canine partner, “Rogan” entertain/educate Pre-K, K, and Gr. 1
- ↗ Kids’ Marathon – Library Park
- ↗ “The Gathering” Parade – Town-wide celebration of different ethnic cultures – Washington
- ↗ School Theme: A Garden of Diversity: children/staff marched with school banner in the parade.
- ↗ Lion’s Club Eye Exams for PreK; K; and Gr. 1

III. STRENGTHS OF EDUCATIONAL PROGRAM

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”.

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.

PBIS Development. All staff, family, and students experienced behavioral expectations through a “stations” experience. A wolf pledge and monthly recognition of students meeting all expectations support the reinforcement of meeting expectations.

Teachers pursue a variety of avenues to provide students with life experiences that they may not otherwise have had an opportunity to enjoy by applying for grants, providing for community service activities and taking students to destinations such as, Ansonia Nature Center, Eli Whitney Museum, Imagine Nation Museum, and Mystic Aquarium.

School and staff commitment to inclusive practices is further demonstrated by involvement in Special Olympics by coaching, fundraising, overnight/weekend competitions, and establishing unified partners.

Student Leadership: 4th Grade students have a fundraising event every Friday. The \$1.00 participation fee is donated to local charities.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

Superintendent’s Award:	1
Celebration of the Arts Award	2

b. *Number of Students Transferred*

	In	Out
Within system	115	77
Outside system	85	45

WENDELL CROSS SCHOOL

Joseph N. Amato, Principal

I. GOALS

a. *Accomplishment of Goals 2014-2015*

Wendell Cross School's number one initiative continues to be the improvement of SBAC and mCLASS/TRC scores. Wendell Cross's mCLASS/TRC scores were one of the highest in the district this year.

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 and District/State tests. 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 seventh year as the Literacy Academy has been a success. We continue to fine tune and make changes as appropriate to the program as necessary. We have had to overcome cuts to our schedules and personnel. The professionalism of the Wendell Cross staff cannot be understated.

b. Goals for 2015-2016

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.

II. HIGHLIGHTS

Wendell Cross completed its seventh 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. Due to a reduction in time for specials, some grade levels have not been able to provide the amount of reading that we have in the past. Each quarter, twenty 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. We have had to overcome cuts to our schedules and personnel. The professionalism of the Wendell Cross staff cannot be understated. They have overcome adversity and have succeeded in providing our students with a high quality education. After a slow start to our school year data wise, we quickly rebounded showing the largest increases in the district.

III. STRENGTHS OF EDUCATIONAL PROGRAM

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 (PLC) model. They utilize many forms of data to drive their instruction. With the continuation of the Literacy Academy, the teachers and staff have been able to provide expert literacy instruction in a manner that meets the needs of all students regardless of their ability and learning style. Each grade level meets as a team with administration during Common Planning Time. It is at these meetings that data is analyzed and, as a result, educational decisions are made based on the data.

Our second strength continues to be our level of parent support. We have seen a lot of improvement in this area this year. We are convinced that can still make even more improvement in the participation of the parents. Our PTA continues to fund many of our activities including the improvements made to our Library/Media Center. For the sixth

consecutive year, we have several minority members on our PTA executive board. Our PTA reflects the diversity of its student population.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

1 student received the Superintendent’s Award

b. *Number of Students Transferred*

	In	Out
Within system	145	72
Outside system	18	49

WILSON ELEMENTARY SCHOOL

Jennifer Rosser, Principal

I. GOALS

a. *Accomplishment of Goals 2014-2015*

There has been significant progress made with our school culture, climate, parent and community relations and communications. Also, teachers have improved their ability to use data to drive instruction. Further, progress has been made with developing teachers to instruct through technology, tapping into the highly successful research based & proven programs that spark student interest and engage them, ultimately producing growth. Also, there has been progress with teachers effectively providing small group differentiated focus instruction, while managing rotations and hands on centers in both English Language Arts (ELA) and Math. We have accomplished significant progress with implementing several new instructional, remedial and enriching technology programs to enhance the depth of the student’s learning experience. We have experienced growth in both ELA and Math across grade levels this academic school year, which is the first in over 3 years that growth has been achieved at Wilson. We have also automated our library with the Destiny Follett System.

b. *Goals for 2015-2016*

Our goals is to continue to grow Woodrow Wilson into a School of Technology where our students learn through research based and research proven programs in both ELA and Math. We will continue to provide staff with professional development so that they may provide instruction through technology and consistently use data to drive instruction. Also, through these programs, we will engage students with rigorous and meaningful learning that prepares them for college or career.

II. HIGHLIGHTS

We have had four amazingly inspirational assemblies for students with famous guest appearances through SKYPE, as well as in person. Also, we have had famous guest speakers, performances & extremely successful African American guests from Waterbury for Black History Month. Along with extremely successful family nights throughout the year with curriculum themes to support our academic goals.

III. STRENGTHS OF EDUCATIONAL PROGRAM

- Technology instructional programs implemented – Lexia, Wilson Foundations, MCLASS, Mentoring Minds & Study Island.
- Automating our Library with Destiny Follett and pushing out laptops to be utilized daily by every student throughout all grades K – 5.
- Providing ELA & Math instruction through differentiated small group rotations with hands-on engaging centers integrating Research based and Research proven technology programs has truly energized student’s interest for learning.

IV. STATISTICAL DATA

a. *Students Receiving Awards:*

- 210 Students received “Wolf of the Month”
- 60 Students received “Perfect Attendance”
- 20 Students recognized “Ron Dixon Marathon”
- 2 Students received Art Awards
- 1 Student received the Superintendent Award

b. *Number of Students Transferred*

	In	Out
Within system	77	106
Outside system	43	25

NORTH END MIDDLE SCHOOL

Jacquelyn Gilmore, Principal

I. GOALS

a. *Accomplishment of Goals 2014-2015*

One accomplishment that had a significant impact on the school year was the addition of focus walks. All administrators at North End had an opportunity to be professional developed in the area of the CCT rubric for effective teaching. Armed with this knowledge, we were able to visit classrooms in our building as well as other middle schools. Because of these experiences, all administrators were able to speak the same language regarding effective instruction and see best practices in action. With all administrators looking for the same things that define good instruction, we were able to give appropriate feedback to teachers. Another accomplishment, which will continue to impact us next year, is the creation of a new vision and mission statements. These statements were created with input from all staff, the SWDT, and the School Governance Council. These statements are visible in every classroom and are now appearing on student rubrics, teacher lesson plans, and assignments. They will continue to guide our instruction as we teach our students academically, behaviorally, and socially.

b. *Goals for 2015-2016*

We have two main goals to focus on next year. The first one is creating a true tiered approach to instruction in the area of English and Language Arts. We will do this by adding literacy interventionists to each grade level. These teachers will be provided extensive professional development in strategies to improve close reading and comprehension, two of our weakest areas. The second goal will be to refocus the

School Wide Data Team. This school year we did not have a clear purpose or focus. We will begin the year with a school wide focus, meet regularly, and monitor our progress, making adjustments along the way. The SWDT will be responsible for tracking progress, celebrating successes, and monitoring adult strategies. Teaming standards that we introduced through ELA IDT meetings will be incorporated in all content areas.

II. HIGHLIGHTS

Although daily morning meetings occurred with administrators, we did not formally share data throughout the year. This school year, we instituted a data share out meeting. We held this meeting four times this school year. We focused on ELA and Math twice, and school climate twice. By having key personnel share data, and answer questions regarding that data, it promoted accountability and shared ownership. Another highlight was the creation of the district wide Social Studies Council, where three of our staff members took on leadership roles. They attended many after school meetings, in and out of district professional development, and mentor other social studies teachers.

III. STRENGTHS OF EDUCATIONAL PROGRAM

The strength of the educational program is the fact that all teachers are scheduled for weekly instructional data team meetings and they attend these meetings faithfully. The ELA IDT meetings this year provided weekly professional learning to our teaching staff. Each week, teachers were given a specific agenda, complete with an action plan, who was responsible, and a timeline. This approach held teachers accountable and administrators were able to see the carry over in classroom visits. The Math IDT also utilized this agenda format which had the same impact as the ELA one. All other content areas continued to meet weekly to discuss instruction, adult strategies, and student progress. We also instituted a coaching cycle for the ELA and Math Coach. These coaches actually scheduled time in teacher’s classrooms to help teach, model, introduce a new strategy, and assist the teacher in various ways. The coaches prepared a monthly calendar indicating when they would be in each classroom. Teachers could also reach out for additional assistance. This strategy helped create a partnership between teacher and coach, and improved instruction.

IV. STATISTICAL DATA

a. Students Receiving Awards

- 85% of our student body was eligible for the Quarterly PBIS Reward Activities
- 150 Student of the Month Awards.
- 6 Superintendent Award Winners
- NEMS Top 100 Students
- 2 Waterbury Youth Services Youth Leadership Awards

b. Number of Students Transferred

	In	Out
Within system	105	91
Outside system	123	84

WALLACE MIDDLE SCHOOL

Michael LoRusso, Principal

I. GOALS

a. Accomplishment of Goals 2014-2015

Our goals for 2014-15 school year were focused on four areas as described in our Blueprint for Change.

- Numeracy
- Literacy
- School Safety
- Parent Involvement

There has been consistent growth in reading over the past several years. Issues around instruction and specific problem areas were discussed during Common Planning Time Meetings with building level administrators and our Literacy coaches and the ELA supervisor. Continued input from our math coach and the members of our math CPT team has yielded important information about our teaching practices. Teachers also developed pre- and post- tests and discussed results during their meetings. We have continued to integrate the use of technology into the math curriculum. Each class is now equipped so that teachers can be directly linked with student calculators through our current software program. Each class also is equipped with a "Smart Board" to work in coordination with 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 2 intervention for students that would benefit from short term, intense instruction. Students are identified with the help of reading/language arts staff and an examination of their common formative assessments. Students are pre- and post- tested to establish a baseline and determine progress. As student understanding improves, they may be exited from the program and new students enlisted.

We have made significant progress in the area of school safety. To date, we continue to experience a 15% reduction in the number of out-of-school suspensions from the previous years for regular education students. In-school-suspensions are also down by 15% for regular education students. The in-school-suspension rate for Special Education students has been reduced by 37% but the out-of-school-suspensions are up by 15%. That is due primarily to a small group of students in two classes with significant disciplinary issues. We also had two teachers with less than three years of experience collectively. The general reduction in disciplinary issues is directly attributable to the work of our prevention team, who has worked very hard to develop an atmosphere of trust with our students.

Our Safe School Climate Committee is committed to creating a safe environment for staff and students. Additionally, our PBIS Committee meets regularly and has been instrumental in promoting a positive school environment. The PBIS Committee has sponsored several "pep rallies" this year which help to create a positive school climate. Our Make My Day awards, along with our bingo games, have served as a reward for our students. We further helped to increase a strong sense of community with four dressed-down days that cost each child \$1 to participate. The entire proceeds from each day were given to charities including The Leever Center for Cancer Research located in Waterbury, the Wounded Warrior Project, a national organization to help wounded veterans, and Autism Speaks for continued research into autism.

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 newsletter and through our automated IRIS message system. Our Open House was well attended with over 600

people attending in October 2014. We continued to host our spring evening tours for parents and students that will attend Wallace Middle School in September. The newly opened on-site STAYWELL Health Center has registered 960 students for health services with 450 choosing to access services resulting in over 1200 visits.

b. Goals for 2015-2016

The goals for Wallace Middle School for the 2015-16 school years will have their foundation in the District Improvement Plan that includes the Blueprint for Change, a global view for the school system, which will then be localized to the specific needs of Wallace Middle School.

II. HIGHLIGHTS

The implementation of the new Administrator and Teacher Evaluation Plan took up much of our time this year. The development of Student Learning Objectives (SLOs) was the major focus for our entire staff. The institution of a number of instructional strategies tied directly to our school goals and our teacher SLOs were aimed at improving student learning. Our focus was on identifying textual evidence using the ACE rubric as well as a focus on Smarter Balance Argumentative Writing Rubric. We were able to identify specific students within specific sub groups that were in need of targeted instruction. The focus Tier 2 interventions were then provided in math and literacy. For the 2014-15 school year we continued with the changes in our master schedule. Students now travel to unified arts on a 4-1 schedule. They rotate to a new UA class 4 times per year. They take one unified arts class for four days for a 92 minute block and have physical education on the remaining day. Our PBIS team has been solidly in place since the 2009-10 school year and their influence was felt throughout the building. Our "Lions Law" or "PAWS" of positive attitudes working safely is the standard for behavior. In an effort to actively engage more staff in the PBS 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 have begun our Student Success Plan program. Twice monthly, 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 period getting to know each child and making a personal connection with students. Pre-planned activities designed by a district team were used and activities ranged from ice breaker activities 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. The addition of our new Science and Media Center wing has significantly changed the physical layout of our building. Students now have access to a state of the art media center and new science labs. We also added two new computer labs dedicated to Business and Computers, a new addition to our curriculum at the middle school level. We also offer a number of after school programs; this includes CPEP, Gear Up, and a program that establishes mentor relationships and academic help and STEM. An additional component of our after school program has been the establishment of our running club. It began as part of the fitness component of our after school program and has now become a school wide club that meets in the morning to run before school. The program culminates with a mile run with other children from around the city and is hosted by Kids Marathon and Rod Dixon, former New York City Marathon Champion and Olympian.

III. STRENGTHS OF EDUCATIONAL PROGRAM

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 CFA have been well received and our vital to improving instruction. Our staff has been very

receptive to our efforts to coordinate instruction between grades by meeting in vertical team meetings by house and content area groups. 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, Cynthia Hammond, Patricia McCarthy and Bridget Regan are unmatched in their dedication to our students. The staff at Wallace has made a commitment to excellence that helps us to create a positive learning environment. Additionally, both staff and students have a strong belief in helping the community around them. This year we have had several fund raising events to help several local causes and even some nationally. In November we raised \$1000 for the Harold Leever Cancer Center in Waterbury. The money raised benefits cancer research and will be used to support families as they deal with family members that are in treatment. In addition we had three other fundraisers during the school raising @ \$2500 that was donated to charities including the “Wounded Warrior Project” a national organization that helps wounded veterans.

IV. STATISTICAL DATA

a. Students Receiving Awards

b. Number of Students Transferred	In	Out
Within system	87	99
Outside system	86	78

WEST SIDE MIDDLE SCHOOL

Maria Burns, Principal

I. GOALS

a. Accomplishment of Goals 2014-2015

Steady progress was made overall in the areas of English /Language Arts (ELA) and Math. Grade level data teams reported that student growth was evidenced on multiple Common Formative Assessments (CFA) as well as selected skills assessed through the Acuity platform. Students at each grade level partially attained the math goal set for the year; each grade additionally assessed a focus area which was an identified skill found to be weak across that grade level however results varied over the year. Many ELA teachers found marked progress on writing skills consistent with the Common Core State Standards (CCSS). The ELA staff also assessed reading comprehension skills through a variety of test measures and evidenced solid improvement. Standardized test results have not been obtained at this point therefore growth is not measured against national or district norms.

The third goal for the year was to increased tiered supports to at-risk students to positively impact their discipline data. This goal was reached with a target group of students. In-school and out-of-school suspensions decreased due to the intensive supports provided by related service staff.

b. Goals for 2015-2016

The school-wide goals will continue to focus on increased student achievement in reading, writing and mathematics. Benchmark assessment data will be collected more thoroughly since standardized test data has not been provided.

The proposed goals for 2015-2016 school year are:

- The cohort of students, in grades 6-8, continuously enrolled at West Side will increase their mathematical proficiency in the area of practice standards 2, 3, 7, & 8 and the cohort of students will increase their ability to read closely and analytically to comprehend a range of complex literary and informational texts.
- One goal will also be dedicated to decreasing out of school suspensions and school-based arrests.

II. HIGHLIGHTS

Our school once again conducted a very successful Community Day in October 2014. Over 400 people attended the event which includes several community providers sharing information with the West Side families, Student performances and activities are also a large part of the program. The event marked the 7th year of our partnership with the University of Connecticut as a CommPACT school. We continued to gain resources and materials as a member of the Family and Community Engagement Initiative with UCONN in which only four other schools in the state participated. Our WSMS Parent Resource Center held a reception this past April for Elizabeth Williamson, United States Department of Education on the evening before she served as the Keynote Speaker for the 1st annual Parent Leadership Conference.

The implementation of a pilot program consisting of a smaller team configuration for grade 6 students was implemented. One of the sixth grade academic teams was transformed into two smaller teams creating a different learning environment, with fewer transitions, and more continuity for those students. Teachers reported stronger connections with parents and a deeper understanding of student strengths and weaknesses. In addition a pilot program for at-risk students was implemented providing tiered interventions.

III. STRENGTHS OF EDUCATIONAL PROGRAM

The core academic areas continue to incorporate Common Core Standards in their curriculum, lessons and assessments. The Concept-based curriculum was implemented in its second year along with the Schoolwide Enrichment Model for Reading (SEM-R), which provides a structure for every student to actively read daily. The Math curriculum was supported by a knowledgeable math coach that guided teachers on presenting lessons and activities through the use of new materials as well as on standards of mathematical practice. The Social Studies teachers received training on a new document from the CT State Department of Education and began implementing new material in the classrooms; curriculum revisions for grades 6-8 will be completed in the near future for Science and Social Studies. We also continued to provide targeted intervention to identified students through additional instructional time with our numeracy and literacy staff.

The Technology Education program began offering a Business and Computer course to students in grades 6 through 8. Every student was assigned to the new course for one marking period and worked on computer skills throughout the class. A new curriculum was designed to engage the students in 21st century technology skills through technology education.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

56 total Academic Awards:
 English Language Arts – 16
 Mathematics – 8
 Algebra – 3
 Social Studies – 11
 Science – 10
 Most Improved Performance – 6

64 Unified Arts Awards:
 Physical Education – 12
 Health Education – 6
 Theater Arts – 3
 Art – 9
 Family Consumer Science – 6
 Technology Education – 12
 Spanish – 6
 Chorus – 3
 Band – 3
 Guitar – 3
 World Drumming – 3
 Music – 1
 Numeracy – 3

Citizenship and Student Council – 10
 Sports Awards – 9
 Superintendent’s Awards – 6
 Connecticut Middle Level Scholar Awards – 2
 Perfect Attendance – 15
 First Honors – 62
 Second Honors - 80

b. Number of Students Transferred	In	Out
Within system	97	98
Outside system	100	81

WATERBURY ARTS MAGNET SCHOOL

Lauren F. Elias, Principal

I. GOALS

a. *Accomplishment of Goals 2014-2015*

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

b. Goals for 2015-2016

1. To further reduce the number of suspensions in the school.
2. To continue to attain high academic achievement in Literacy
3. To continue to attain high academic achievement in Numeracy.
4. To improve the attendance rate.

II. HIGHLIGHTS

- Magnet Schools of America National School of Excellence
- CMEA Awards for Instrumental and Vocal
- Over 90 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
- Professional workshops with various artists and theaters such as Long Warf Theater, Yale Repertoire Theatre, Fine Line Dance Studio.
- Artists in residence, such as Shakesperience, Orchestra Musician Alyce Bertz, Waterbury Symphony Orchestra, Diana Lynn Cote, etc.
- After school program opportunities for students to pursue their interest in the arts and academic extensions, such as Rock Orchestra, Video Production, Film Club, Jazz Band, Palace Theater Perceptions and Perspective Program, Select Choir, Shakesperience Mobeius Afterschool Project, Palace Theater Learning in the Wings.
- Developmental guidance programs, such as Arts College Fair, Financial Aid Night, recruitment visits, and Open Houses for prospective students.
- Summer Arts Program – two week program for students to take additional arts classes.

III. STRENGTHS OF EDUCATIONAL PROGRAM

- A culture of Kindness and Respect with a foundation of excellence and high standards celebrated 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.
- Extensive collaboration with area institutions.
- 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.
- 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 PTSO and involvement of parents in many special activities and committees throughout the year

IV. STATISTICAL DATA

a. *Scholarships, Awards, Honors*

- Air Force Recruiting Service: Mathematics and Science Award - 1
- Alexion Chemistry Scholarship - 1
- Alexion Life Science Scholarship - 1
- Bethlehem Foundation Scholarship - 1
- Connecticut All State Plaque - 2
- Connecticut Community Foundation - 1
- Connecticut Foundation for Open Government 2015 Essay Contest - 1
- DAR Good Citizens letter of recognition - 1
- DAR Outstanding Student of American History - 1
- H.D. Segur Scholarship - 1
- In Search of Excellence Fund Scholarship - 1
- Julia Ashe Memorial Scholarship Fund - 1
- Maloney Interdistrict Magnet School Scholarship - 1
- Principal to President Scholarship - 1
- Thomaston Opera House Scholarship - 1
- UNICO National Unico Achievement - 1
- University of Connecticut Leadership Scholarship -1
- University of Connecticut Presidential Scholars Award - 2
- WAMS PTSO Scholarship -1
- Waterbury Retired Teachers Association Scholarship - 1
- Waterbury Teacher's Association Scholarship - 1

b. *Number of Students Transferred*

	In	Out
Within system	135	33
Outside system	69	59
TOTAL	204	92

c. *High School Graduation Information*

	Number	Percent
Graduates	112	97%
Entering four-year college	78	68%

Entering two-year college	18	16%
Entering vocational training	2	2%
Entering workforce	4	4%
Entering military	1	1%
Entering continuing special education program	0	0%
Unemployed	0	0%
Not graduating	3	3%
Other	6	6%
 Total Number of Seniors:	 115	 100%

CROSBY HIGH SCHOOL

Jade L. Gopie, Principal

I. GOALS

a. *Accomplishment of Goals 2014-2015*

The successful convening of the turnaround committee and acceptance of the revised turnaround plan by the State Board of Education has been a highlight for Crosby. In addition, the appointment of the permanent building principal has been completed. Professional development for teachers as outlined in the Turnaround Plan has taken place as scheduled (New Tech Network initial training in Calumet, Indiana and Buck Institute for Learning Project Based Learning). The development of the freshman academy including the appointment of the academy administrator, designated teaching and support staff has been completed. The restructuring of the location of the academy has also been completed and the extended school day has come to fruition for the grade 9 students.

b. *Goals for 2015-2016*

Crosby proposes measuring improvement in chronic absenteeism as follows: Reduce chronic absenteeism rate in 9th grade to under 15% and school wide to under 20%. Crosby recorded 1,869 suspensions last school year; Crosby has hired two behavior technicians to support our at risk students. This resource will help us in our effort to provide reductions in both suspensions and chronic absenteeism. Given this, Crosby proposes focusing on a reduction of suspensions. The goal is to decrease the suspension rate by 25%.

In addition to reducing the rates of suspension, Crosby has developed a tiered attendance plan which incorporates a holistic approach (administration, attendance counselor, behavior technician, social worker, guidance) forming a collaboration to decrease the number of at-risk and truant students.

Given the growing body of research on the importance of the 9th grade experience to overall high school performance and the Turnaround's Plan to focus on 9th grade at Crosby, we propose an emphasis on 9th graders' on-track status. 75% of the grade 9 students will be on track (earning 5 or more credits) to progress into the 10th grade.

II. HIGHLIGHTS

The first annual Walk for Success which included approximately 80 volunteers comprised of the Crosby administration, staff, parents and community members visited homes of incoming 9th grade students.

In support of the Freshman Academy Development:

- Grade 9 teachers and Administrator attended New Tech Network professional development in Indiana.
- Grade 9 teachers and Administrators attended New Tech Network National Conference in Chicago, Illinois (project based learning and Echo technology professional development).

In support of the AVID Model of Instruction in grade 10:

- A team of eight grade 10 teachers and support staff (guidance) to attend AVID professional development in Philadelphia, PA.
- In addition to the grade 9 freshman academy teams, the grade 10 teachers have been restructured into teams in support of the whole school themed academy model vision for Crosby High School.

Crosby planned and executed successful cultural awareness activities, Celebration of Three Kings Day, panel discussion for Black History Month including Chief of Police, local business owner, politician and liaison to the Mayor and Vice President, Board of Education. Crosby partnered with DTP (Developing Tomorrow's Professionals) and enrolled 5 males in their leadership academy. DTP is a leadership program for minority males in grades 10 and 11. The students meet at Southern CT State University on Saturdays during the months of June and July. Crosby High School connected with their alumni and was able to host coach of the New England Patriots football team and Crosby graduate Patrick Graham. Patrick provided a motivational speech highlighting the importance of education.

III. STRENGTHS OF EDUCATIONAL PROGRAM

The above educational programs will work to increase the level of rigor and engagement in the classroom and integrate 1:1 technology in the grade 9 academy. In addition, students will enroll in a math and literacy intervention / enrichment course to support their areas of deficiency.

Adaptive learning strategies augment classroom instruction and are selected to help address the individual learning needs of the 9th grade Academy students. The use of interactive software advances students' concept mastery and skill development and provides for real-time performance feedback. Data generated as students work with the software highlight student growth and needs and thus serve as an important resource for ongoing instructional planning.

The implementation of the grade 9 academy (with academic, behavioral supports and wraparound services) will ensure the grade 9 students are progressing into grade 10 with five or more credits.

Teachers will receive four additional days of professional development focusing on the areas of school-wide PBIS implementation with fidelity and consistency, culturally responsive teaching, and Project Based Learning.

IV. STATISTICAL DATA

a. Scholarships, Awards, Honors

16 scholarship awards were presented to Crosby students from outside community partners. In addition, students received scholarship aid from their accepting colleges and universities.

Academic Awards:

- 123 students received academic awards based upon their academic excellence in various academic areas.
- CAPT Scholars: 7 students earned the distinction of CAPT Scholar for their academic performance on the CAPT Assessment
- Community Service: Students received the The President’s Volunteer Service Award and St. Mary’s Hospital Service Award. Students in the ACE (Academic Choice for Excellence) volunteered over 1,000 hours of community service.
- Superintendent’s Awards: Four students received the Superintendent’s Award.
- Teacher of the Year: Tracy LeClerc was recognized as the Crosby Teacher of the Year
- PBIS Awards: Throughout the school year over 1,000 students received PBIS awards and participated in recognition breakfast, lunch, ice cream social and field day activities.
- Life Smarts Team: 5 students travelled to Seattle Washington to compete in the National Life Smarts Competition.

b. Number of Students Transferred	In	Out
Within system	104	80
Outside system	140	133
TOTAL	244	213

c. High School Graduation Information	Number	Percent
Graduates	287	85%
Entering four-year college	69	23%
Entering two-year college	123	41%
Entering vocational training	5	17%
Entering workforce	10	3%
Entering military	19	6%
Entering continuing special education program	10	3%
Unemployed		
Not graduating	52	
Total Number of Seniors:	349	

KENNEDY HIGH SCHOOL

Robert Johnston, Principal

I. GOALS

a. Accomplishment of Goals 2014-2015

1. Increase the high school graduation rate from 67.7 to 70.7% by June 2015 as measured by the CTSDE's four-year cohort graduation rate.
2. Increase the School Performance Index in Reading from 55.5 to 60.5 by June 2015 as measured by the CTSDE School Performance Indicators.
3. Increase the School Performance in Writing from 75 to 78.5 by June 2015 as measured by the CTSDE School Performance Indicators.
4. Increase the number of grade 9 students earning 5 or more credits in grade 9 to 85% by June 2015.

b. Goals for 2015-2016

1. Increase the high school graduation rate from 70.7 to 73.7% by June 2016 as measured by the CTSDE's four-year cohort graduation rate.
2. Increase the School Performance Index in Reading from 60.5 to 65.5 by June 2015 as measured by the CTSDE School Performance Indicators.
3. Increase the School Performance in Writing from 78.5 to 81.5 by June 2015 as measured by the CTSDE School Performance Indicators.
4. Increase the number of grade 9 students earning 5 or more credits in grade 9 to 90% by June 2015.

II. HIGHLIGHTS

1. Several students won regional journalism awards as part of their work on the school newspaper, the Eagle Flyer. The Eagle Flyer has now won more than 60 regional and state awards in journalism since 2004.
2. Kennedy High School has continued to successfully partner with the University of Connecticut, Naugatuck Valley Community College, and the College Board to offer 21 different courses where students can earn college credit while still in high school.
3. Student organizations held International Day, Club Day, a Blood Drive, Dancing with the Stars, a Breast Cancer Awareness Walk, a Hispanic-American Heritage Celebration, and participated in a number of community events including the City-wide Front Porch Day, the Gathering, and the Relay for Life.
4. The Kennedy Robotics team continues to grow within the First Robotics community. The team has established significant connections with other schools and adult mentors in the engineering and design fields. A robust parents group, the Peanut Gallery, helps to raise funds in support of the Robotics team. The team has grown to more than 50 members.
5. SAT School Day was held in October, where every senior was given the opportunity to take the SAT in school at no cost to themselves or their parents.

III. STRENGTHS OF EDUCATIONAL PROGRAM

John F. Kennedy High School promotes academic excellence and individual opportunities for real-life application of critical thinking. The administration and faculty ensure that all students have the opportunity to meet state and city exit criteria for graduation. Kennedy High School has a variety of programs that meet the needs of many different types of learners. The SOAR program, a school-within-a-school for academically advanced students, is available for high achieving and highly motivated students. Vocational programs are available in Allied Health and Early Childhood Education, where students can receive a Certified Nurse's Assistant license, a Child Development Associate certificate, or make significant progress towards an Associate's Degree through Naugatuck Valley Community College. Courses are also available in clothing, business, physical education, computers, automotive, construction, graphic communication, video production, child development, and the fine arts. Additionally, Community Based Training and Independent Work Experience programs are also available.

Kennedy High School offers twelve Advanced Placement (AP) courses and nine college level courses in coordination with the University of Connecticut and Naugatuck Valley Community College. These courses are open to all students. Teachers acknowledge our culturally “diverse” student body by incorporating lessons to prepare our students for postgraduate education as well as real world application of skills. Individual opportunity is a common goal among the staff, reflected in the various opportunities available to Kennedy’s students through athletic teams, student theater, civic clubs, and electives.

Throughout the year, many students participate in programs, clubs, or extracurricular activities which provide community service opportunities. Students in the SOAR Program are required to perform at least 15 community service hours per year. National Honor Society applicants are required to perform 40 community service hours by their junior year. Members of the Key Club collect donations for UNICEF, Toys-for-Tots, and the American Cancer Society, as well as volunteering at Tinker School. The HOPE Club serves meals at the St. Vincent DePaul’s Soup Kitchen, helps build homes through Habitat for Humanity, and raises money for the Ronald McDonald House. Student Council sponsors a Red Cross Blood Drive, raises money for Cystic Fibrosis, and supports a holiday can/food drive. DECA Club sponsors a “Fill-a-Bus” toy drive and holiday parties for elementary school students. Kennedy’s clubs, extracurricular activities, and athletic teams provide students the opportunity to pursue individual interests while fostering social development. Within these groups, students assume leadership positions, work cooperatively, enhance interpersonal relationships, and develop personal responsibility.

IV. STATISTICAL DATA

a. **Scholarships, Awards, Honors**

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

Daughters of the American Revolution	Joseph & Yvonne LeClair, Jr. Scholarship
Frank Lombardo Memorial Award	C.O. Sports Academy Scholarship
American Savings Foundation Award	Rivera Memorial Scholarship
Connecticut Community Foundation	Kennedy Foundation
Lia Pescetelli Scholarship	St. Mary’s School of Nursing
Frederick DeLuca Scholarship Foundations	Zimitti Scholarship
Olympian Club	St. Mary’s Hospital
Carmen Cocchiola Memorial Scholarship	UConn Leadership Scholarship
UNICO	Waterbury Sportsmen
U.S. Army Reserves	Martin W. Connor Memorial Award
U.S. Marines	UConn Presidential Scholars Award
President’s Award	Society of Women Engineers
Waterbury Teachers Association	Kennedy PTSA
Yale Book Club	Harvard Club
St. Michael’s College	University of Rochester
Alexion Scholarship	Michael’s Jewelers
CT Society of Certified Public Accountants	New England Press Association
CIAC Award of Excellence	CAS Leadership Award
Michael J. Conway Memorial Award	

CLASS OF 2015: COLLEGES & UNIVERSITY ACCEPTANCES

American International College	Bay Path University
Berkeley College	Boston University
Central Connecticut State University	Clarkson University
College of St. Rose	Colorado NW Community College
Eastern Connecticut State University	Eastern Maine Community College
Endicott College	Fairfield University
Flagher College	Green River Community College
Housatonic Community College	Johnson C. Smith University
Liberty University	Lincoln College of New England
Manhattan College	Montclair State University
Naugatuck Valley Community College	New England Institute of Technology
Newberry College	Post University
Rensselaer Polytechnic Institute	Southern Connecticut State University
Stone Academy Technical Institute	Trinity College
University of Bridgeport	University of Connecticut
University of Hartford	University of Massachusetts
University of Rhode Island	Virginia Polytechnic Institute
Wentworth Institute of Technology	Western Connecticut State University
Western New England University	Worcester Polytechnic

b. Number of Students Transferred	In	Out
Within system	65	169
Outside system	190	179

c. High School Graduation Information	Number	Percent
Graduates	293	92.4
Entering four-year college	91	28.7
Entering two-year college	160	40.4
Entering vocational training	4	1.2
Entering workforce	20	6.3
Entering military	21	6.6
Entering continuing special education program	0	0
Unemployed	0	0
Not graduating	24	7.6
Total Number of Seniors:	317	100

WATERBURY CAREER ACADEMY HIGH SCHOOL

Dr. Louis Padua, Principal

I. GOALS

a. Accomplishment of Goals 2014-2015

On August 25, 2014, the Waterbury Career Academy High School successfully opened its doors to 466 grade 9, grade 10, and Pre-Kindergarten students. The successful opening began with a student and parent orientation held prior to the start of classes. Students received class schedules and school policies and procedures were discussed. Bus routes and student handbooks were distributed and questions were clarified. Discipline policies were discussed with students and parents, placing an emphasis on positive behavior.

Academic goals were established and met for the 2014-2015 school year. Goal-setting began during the August professional development sessions, where students' acuity and report card data was distributed. Data teams in each discipline were established, with all teachers involved in analyzing existing data, planning benchmark assessments, analyzing the data, and setting goals. Student Learning Objectives (SLOs) were developed during the first month of school, and all teachers collaborated within content level departments to identify strengths and weaknesses and to implement strategies to achieve the SLOs for the 2014-2015 school year.

The WCAHS staff created a safe and healthy school environment conducive to learning by implementing a number of school-wide practices. The PBIS committee presented activities that promoted, recognized and rewarded good behavior. All teachers contributed to the Spartan Code of H.O.N.O.R., desirable attributes were posted in each classroom and announced daily. Teachers collaborated with the School Climate Committee to develop the WCAHS Core Values and Beliefs Statement, focusing on high academic standards, exemplary behavior, and civic responsibility.

b. Goals for 2015-2016

The WCAHS goals for the 2015-2016 school year remain consistent with our mission and vision/Core Values and Beliefs statement. Firstly, we strive every year to add another grade 9 class that is focused on pursuing one of our four career strands of Manufacturing/Engineering, Information Technology, Human Services, and Health Services. Secondly, to complement this career choice, an academic plan of study continues to grow with courses of study that includes Honors and Advanced Placement. Thirdly, the entire staff encourages, promotes and expects the WCAHS to maintain a safe and healthy school environment through PBIS and other positive initiatives.

II. HIGHLIGHTS

Our Human Services sophomores have participated in many hands-on, preschool experiences this year. They have visited different types of schools such as Reggio Emilia and Head Start and have observed a variety of ages from infants to five years old. The Human Services students were also invited to assist with the field days of both Reed and Wilson Elementary. With these activities, students were assigned stations and worked hands-on with the children that rotated to each station. They led various activities, games, food booths, and received numerous compliments while there and established a bond with other schools in the community.

The Human Service Exploratory freshmen students were introduced to three main topics this year: sociology, psychology, and child development. Students held a debate on ethical issues such as abortion, euthanasia, animal rights, war and cloning. For psychology, students created collage posters about different types of psychologists that they learned about in class. They also had experience with different types of psychological testing such as personality tests and the ink blot test. For child development, students were able to

observe the preschool classroom and create a running record. Students watched the preschoolers from the observation room and took notes on areas of development that they learned throughout class. Finally, all students created a final project which consisted of a research paper and project that focused on a specific career in the human services field.

The Health Services Exploratory students had several exciting opportunities for health-related field trips. These included visiting Hartford Hospital’s state-of-the-art simulation center (CESI) where 20 students had an opportunity to ‘perform’ CPR on simulated, electronic ‘patients’, practice robotic surgery skills, and view the inner workings of the simulated mannequins; 60 students visited St. Mary’s Hospital, and participated in presentations by Biomedical Engineering, Respiratory Therapy, Nursing, and the head of the Emergency Medicine Department; 3 separate visits (20 students each) to Waterbury Hospital involved tours of different hospital departments, including Radiology, Physical Therapy, Cardiology, Laboratory, and the Same Day Surgery unit.

Other Activities:

- College Tours (CCSU, University of Hartford, Yale, Quinnipiac, UConn Storrs)
- CT Humane Society Tour
- Place Matters Workshop: Impact of Community and Structure of Community on Health
- Prospect Veterinary Clinic Tour

III. STRENGTHS OF EDUCATIONAL PROGRAM

The strengths of the educational program are as follows:

- The faculty is committed to providing our students with appropriate instruction so that they can meet their academic potential.
- The faculty is committed to providing differentiated instruction for students with diverse learning styles.
- The faculty is motivated and receptive to Professional Development opportunities.
- The Administration and faculty are committed to the creation of a safe and healthy school climate.

IV. STATISTICAL DATA

a. *Scholarships, Awards, Honors*

Spanish Heritage Month Award presented to one grade 10 student
 Superintendent’s Award presented to one grade 9 and one grade 10 student

b. *Number of Students Transferred*

	In	Out
Within system	2	8
Outside system	0	6
TOTAL		

c. *High School Graduation Information*

	Number	Percent
NOT APPLICABLE.		

WILBY HIGH SCHOOL

Michele Buerkle, Principal

I. GOALS

a. *Accomplishment of Goals 2014-2015*

1. The Wilby High School Blueprint for Student Achievement is modeled after the District's Blueprint for Change Plan. The School Improvement Team assessed and interpreted results and selected indicators and supported actions utilizing benchmark and quarterly data assessment in both literacy and numeracy to increase student achievement. This information was analyzed during department meetings and professional development (PD) days.
2. We have successfully implemented the new Smarter Balanced Assessment this year, as well as the new district Acuity Benchmark Assessments for 11th grade students. We have increased collaboration between departments and their content area teachers, which, in turn, improved instruction and learning.
3. All departments were given training on how to use the data team protocol rubric. As a result of the implementation of this new data team protocol, the Read 180 program for 10th graders, and English Language Arts (ELA) portfolios, school-wide data showed an increase in reading and writing proficiency.
4. Wilby's plan also provided a systematic, collaborative, proactive approach to incorporate new discipline initiatives, and support appropriate behaviors through Positive Behavioral Interventions and Supports (PBIS).
5. Wilby successfully met its goal to increase parent involvement. We continued to implement a very successful Governance Council which met on a monthly basis. There were 35 parent functions held this past school year. Attendance records show a 20% increase in parental participation.
6. We conducted our Advisory program twice monthly, and covered topics such as bullying and cyber-bullying.
7. Wilby High School has received a successful five year report from New England Association of Schools and Colleges (NEASC).
8. Wilby has also continued to implement the new Evaluation System and provide professional development to staff. This is the third year we incorporated an evening program to support students with academic and attendance issues.

b. Goals for 2015-2016

1. Wilby High School will continue to fully implement Smarter Balance and high stakes assessment as determined by the State and district. Administration will provide updated professional development to support its implementation, identify and utilize best practices, collaborate on the development of SMART goals, and implement safety initiatives.
2. The Juvenile Justice initiative will be piloted to maintain a safe, secure learning environment. Through the incorporation of lessons on conflict resolution skills and strategies, and a collaborative approach with staff, students and parents, interventions prior to referral will be ensured.
3. We will continue to implement our advisory program two times a month, in which Student Success Plans will be embedded with guidance support.
4. Wilby continues to offer our AP program, as well as UCONN, a comprehensive training for AP and Pre-AP vertical team teachers. Wilby will expand vertical teaming between Wilby and North End Middle School, and dual enrollment opportunities with Naugatuck Valley Community College.
5. Wilby's efforts will continue to attain high achievement in numeracy and literacy utilizing calibrated assessments, technology, including SMART boards and laboratory equipment, and a reading specialist who will provide remediation in literacy implementing a pull-out, push-in, and coaching model.

My goals include enhancing the 9th grade Smaller Learning Community (SLC) by relocating the teams to the first floor to provide a highly secure environment. I will assign one Assistant Principal to the 9th grade academy for support, continuity and

enhanced communication with parents and families. I have assigned two reading specialists to the SLC to provide literacy instruction and support to students in need of Tier 3 interventions, as identified through a reading screen. There will also be a math lab for numeracy support. One behavior technician has been identified to provide support in the SLC. The teams will meet daily, and at minimum, weekly with the administrator. This collaboration time will be used to review academic, discipline and attendance data. The team will communicate celebrations and concerns to parents and families on a regular basis. The schedule will be adjusted to maximize academic instruction.

Another goal is to grow the Business and Technology Education Programs at Wilby High School. I plan to focus the course offerings to prepare students for college or a career in this field. In addition, with scheduling changes and higher level course offerings, Wilby High School will become eligible for additional Perkins funds.

Another goal is to grow the enrollment in higher level and articulated courses. Students will be encouraged by guidance counselors and administrators to enroll in these classes. Support will be provided by the teaching staff.

II. HIGHLIGHTS

1. Our Allied Health Program worked closely with Naugatuck Valley Community College and Waterbury Hospital.
2. Results of the May 2015, Career and Technical Education, National Occupational Competency Testing Institute (CTE NOCTI) Test included gains in several areas this year. Our Technology Department constructed and raced an Electrathon Electric Vehicle in May, and won first place at Lime Rock Park.
3. The Guidance Department's annual College Fair had over 50 representatives from various colleges and universities, police, fire department, vocational programs, and the U.S. military. Over 500 students participated in this event.
4. The Guidance Department implemented the Naviance/Family Connection with a career facilitator completing career inventories on all 9th and 10th graders.
5. The Guidance Department utilized the software for 11th and 12th grade college applications and scholarship eligibility.
6. Students will continue to utilize the numeracy lab for math support.
7. Our media center continues to be the educational hub for Wilby, hosting numerous events including book fairs, reward ceremonies, concerts, and the book club sponsored by CL&P (Connecticut Light and Power).

III. STRENGTHS OF EDUCATIONAL PROGRAM

The strength of Wilby's Educational Program includes but is not limited to:

1. The staff's commitment to maximizing student outcomes, ensuring both academic and personal growth.
2. The enrollment in courses in conjunction with Naugatuck Valley Community College. Students currently participate in manufacturing and public speaking courses. NVCC also has expanded into our High School through cooperative programs with targeted students in mathematics and English.
3. Science, Technology, Engineering and Math (STEM) classes are learning and investigating critical, real world issues.
4. Wilby has a multitude of course selections to help accommodate the various needs of its diverse population. This year, we offered 29 inclusion classes.

5. For those students who desire to pursue a military career, we have a ROTC program with a new technology training course. Over the past year, the enrollment in ROTC increased by 22%. Four ROTC students have already enlisted prior to graduation.
6. For those students interested in the health field, we have an Allied Health Program.
7. For those who have an interest in technology and communications, Wilby has a very strong Technology Education Program that includes a well-equipped television studio.
8. We continue to review school-wide data on an ongoing, regular basis to identify areas that are in need of improvement with the intended outcome of increased student achievement for all students.

IV. STATISTICAL DATA

a. Scholarships, Awards, Honors

101 students received 126 awards, honors and accolades.

b. Number of Students Transferred

	In	Out
Within system	93	143
Outside system	175	192
TOTAL		

c. High School Graduation Information

	Number	Percent
Graduates	288	87
Entering four-year college	79	24
Entering two-year college	141	43
Entering vocational training	19	6
Entering workforce	41	12
Entering military	8	2
Entering continuing special education program	16	5
Unemployed	0	0
Not graduating	26	8
Total Number of Seniors:	330	100

ALTERNATIVE PROGRAMS

Gwendolyn Rinaldi-Gonzalez, Principal

I. GOALS

a. Accomplishment of Goals 2014-2015

The Alternative Programs will increase attendance, graduation rates, parent participation and instructional practices aligned to Common Core state standards (CCSS), as well as decrease student suspensions, In School Suspensions (ISS) and arrests. Our ISS decreased by 25.3%, but our Out-of-School Suspensions (OSS) increased by 45.3%

We expected our 2015 graduation rate to be at least 75%. We exceeded this goal by 45% 94.7%=95%.

Seniors complete at least two college or post-secondary program applications. We have exceeded this goal by 52.7%. We currently have 84.2%.

Average daily attendance rates will increase from 65.92% to 70% in 2014-15. We met this goal.

Increase in the parent survey: Question: 17. This school is sensitive to issues regarding race, gender, sexual orientation and disabilities. We exceeded our overall target of increasing parent satisfaction with question 17: We increased from 25% to 68%.

The student climate survey will indicate that in areas of Peer Climate, Caring Adults, Parent and Community Involvement, High Expectations, School Safety, and Respectful Climate, positive responses will increase by 5% each. We had a 6% increase.

Interventions that we implemented this school year since December were:

- guest speaker from Job Corps
- College application board
- Naviance
- documentary First Generation
- IRIS alerts
- Awards and acknowledgements for students that had good attendance
- Attendance contracts
- Referrals to community based organizations and or FWSN.
- Home visits
- Parent conferences
- Attendance appeals
- Bi-weekly attendance meetings
- PBIS
- Award ceremonies
- Iris Alerts
- Letters home
- Parent Conferences
- Phone calls
- Parent Teacher Conferences
- PPAC

b. Goals for 2015-2016

The Alternative Programs will increase performance in Reading and Writing, attain high academic achievement in numeracy. Continued use of data teams, READ180 in order to track student progress in the reading and math goals. Decrease number of ISS, OSS and arrests. Increase attendance, graduation rate, students with post-secondary goals and parent involvement and satisfaction rate.

Improve climate and culture by creating new PBIS interventions, CHAMPS, CKH and CTC. This will be measured by the parent climate survey. We had 47 parents complete the survey in the 2014-2015 school year; we hope to increase that response from 47 to 52 parents.

II. HIGHLIGHTS

Highlight #1

The Community Involvement Program continues to be successful in fostering a positive school-to-community link.

Highlight #2

We hosted a parent conference night (my first as principal since starting December 15, 2014) that increased from 0 parents attending the previous parent conference to 24 parents. We also increased the number of parents completing the parent survey, from 4 parents in 2013-2014 to 47 parents. We also increased our parent satisfaction from 25% to 68%.

Highlight #3

We increased our graduation rate from 50% to 95%. Seniors completing at least two college or post-secondary program applications increased from 31.5% to 84.2%.

III. STRENGTHS OF EDUCATIONAL PROGRAM

1. The teaching staff is committed to educating “at risk” students. Teachers continue to go beyond the requirements of their job description. Teachers and support staff readily volunteer to work on committees, which results in capacity building for team leaders and facilitators. This fosters a positive school climate and student achievement.
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-wide 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. 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.

IV. STATISTICAL DATA

a. Scholarships, Awards, Honors

Scholarships/Awards/Honors - 2 students were awarded scholarships
 1 Superintendent’s Award- Elijah Gibson

b. Number of Students Transferred

	In	Out
Within system	157	37
Outside system	2	0
TOTAL		

c. High School Graduation Information*

	Number	Percent
Graduates	18	95
Entering four-year college	0	0
Entering two-year college	9	47
Entering vocational training	2	11
Entering workforce	6	32

Entering military	1	5
Entering continuing special education program	0	0
Unemployed	0	0
Not graduating	1	5
Total Number of Seniors:	19	100
*Enlightenment /Excel		

WATERBURY ADULT CONTINUING EDUCATION

Antonio Musto, Principal

I. GOALS

a. Accomplishment of Goals for 2014-2015

- Increase the Effectiveness and Accountability in Program Operations.
 - The Waterbury Adult Education Learning Center at the new Barnard School is now a Pearson VUE GED test center.
 - The Waterbury Adult Continuing Education Student Handbook was redesigned to include all changes to the curriculum and state Adult Education policies.
 - Evening program students were introduced to guest lecturers and college visitors from the Labor department. NVCC, Lincoln Tech, Porter and Chester, and Goodwin College as part of our delivery of transitional services to students who are enrolled in the evening division.
- Assess and Augment Student Retention Rates.
 - The longitudinal retention rates increased in all areas.
 - The percentage of the “students’ utilization of instructional hours provided” improved most notably in the High School Credit Diploma Program and Adult Basic Education program areas.
- Monitor Student Learning Gains and Secondary Education Completion
 - Waterbury Adult Education attained and exceeded the State’s targeted percentages of learners completing the educational functioning levels.
 - The percentages of students within each educational functioning level who attained a four point gain through the Comprehensive Adult Student Assessment System continues to increase.
 - By the onset of the spring trimester, 45 ABE students advanced into the high school completion program.

b. Goals for 2015-2016

- Fortify the curriculum to serve as a vital instrument for empowering adult learners with the skills essential for meeting the demands of post-secondary education, training and employment.

- Complete the ABE course outlines/curriculum to embrace the integration of CASAS standard competencies and the College and Career Readiness Standards.
 - Initiate the development of the outline/curriculum for the GED preparation program that embodies the College and Career Readiness Standards
 - Rework the ESL/Citizenship curriculum to include the alignment of the CASAS competencies/standards with the College and Career Readiness standards.
2. Assess and Augment Student Retention Rates.
- Improve the longitudinal retention rates in each program area.
 - Increase the percentages of the “students’ utilization of instructional hours” in all educational functioning levels by strengthening the trimester student completion rate in all program areas.
3. Monitor Student Learning Gains and Secondary Education Completion
- Augment the number of advanced or ABE High Intermediate students who advance and enter the high school completion classes.
 - Increase the percentage of eligible students who earn a high school diploma or GED.
 - Attain the target percentages of students within the educational functioning levels who achieve a CASAS 4 point scale score gain.

II. HIGHLIGHTS

- a. Waterbury Adult Continuing Education program successfully moved from the old location at 28 East Clay Street to the new location at Barnard School, 11 Draher Street. The new building accommodates a new phlebotomy room, a CNA room and a new computerized Transitions/Career Education room.
- b. The new Pearson VUE computerized testing center is one of the busiest testing centers in the State of Connecticut due to the testing availability and disability accommodations.
- c. The Integrated Basic Education and Skills Training Program (IBEST) was redesigned this year. High School Credit Diploma students enrolled in the (IBEST) CNA program. Upon completion of the CNA (IBEST) program, students will receive a high school diploma with an industry recognized credential. This will enhance their prospects for post-secondary education and employment.
- d. The Transitions Program continues to be instrumental in helping hundreds of Adult Education students reach their post-secondary employment and education goals.

III. STRENGTHS OF EDUCATIONAL PROGRAM

- a. Collaborative student support and transitional services continue to facilitate the attainment of students’ educational goals and career aspirations through the dissemination of information for educational and job training opportunities, health and social services, and community organizations, and in-service amenities.
- b. A dedicated and knowledgeable administrative team and staff continue to foster inter-agency collaborations and serve on a variety of boards, advisory committees, and workgroups. Our presence is viable in numerous community functions.
- c. Instructors’ commitment to student learning is evidenced through the perseverance in professional development activities designed to acquire evidenced-based instructional strategies to service the highly diversified classes, inclusive of adults, teens, students with disabilities, LEP students, displaced workers, and students transitioning out of AIC programs.

IV. STATISTICAL DATA

a. *Scholarships, Awards, Honors*

Academic Awards:	12
Awards of Distinction:	4
Emblem Award:	2
Gonillo Scholarship:	4
Superintendent's Award:	1

b. *Number of Students Transferred*

This data is not complete and an exact count will be forwarded in August when the State CARS data is finalized.

c. *High School Graduation Information*

	Number	Percent
Graduates	236	82.81
Entering four-year College	40	16.94
Entering two-year College	94	40.86
Entering vocational training	34	14.40
Entering workforce	46	19
Entering military	13	5
Unemployed	9	3.80
Not graduating	49	17.19

GLOSSARY OF EDUCATION TERMS

5D Assessment: a tool used to gather evidence of principals' instructional leadership. This helped to define the embedded coaching model with the Instructional Leadership Directors. The 5 D Assessment looks at purpose, student engagement, curriculum and pedagogy, assessment for student learning and classroom environment and culture.

ABA: Applied Behavior Analysis.

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.

ADOS: Autism Diagnostic Observation Schedule.

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.

Alliance District: one of 30 Connecticut school districts with the lowest district performance index scores statewide. The Alliance District program is designed to help districts raise student performance and close achievement gaps by pursuing bold and innovative reform strategies. Each district's receipt of its designated ECS allocation is conditional upon district submission and the Commissioner of Education's approval of an Alliance District plan in the context of the district's overall strategy to improve academic achievement.

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).

APP: Annual Performance Report.

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.

Blueprint for Change: Waterbury's guide to education reform.

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

CCSC: Connecticut Center for School Change.

CEL: Center for Educational Leadership.

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.

Commissioner's Network: a partnership between local stakeholders and the Connecticut State Department of Education (CSDE) to turn around up to 25 of the state's lowest performing schools. The Commissioner will select schools for inclusion in the network. The network offers additional resources, a vehicle for innovative initiatives, a platform for sharing effective practices, and a model for other schools and districts.

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 (CCSS): 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.

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.

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 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.

IAGD: Indicators of Academic Growth and Development.

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.

ILD: Instructional Leadership Director.

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.

PPT: Planning and Placement Team Meeting – meeting where staff and family discuss and agree upon appropriate services for a student with disabilities.

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 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.

School Performance Index (SPI): an average of student performance in all tested grades and subjects for a given school – part of the state's new school accountability system. The SPI allows for an evaluation of school performance across all tested grades, subjects, and performance levels.

SLO: Student Learning Objective.

SPP: School Performance Plan.

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).

SEDAC: Special Education Department Application and Collection – data collection application for special education departments.

Smarter Balance Assessments: assessments that go beyond multiple choice questions to include extended responses and technology enhanced items, as well as performance tasks that allow students to demonstrate critical thinking and problem-solving skills.

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.

System for Educator Evaluation and Development (SEED): a model evaluation and support system that is aligned to the Connecticut Guidelines for Educator Evaluation (Core Requirements), which were adopted by the Performance Evaluation Advisory Council (PEAC) and inform implementation of model teacher and administrator evaluation and support systems being piloted in district throughout the state during the 2012-13 school year.

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).

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.

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.

www.ctreports.com: this website is designed to provide quick and easy access to student performance results on Connecticut's statewide testing programs. On this site, you will find a wealth of information at your fingertips in a highly interactive and flexible format