



*WATERBURY
PUBLIC SCHOOLS*

*ANNUAL REPORT
2018-2019*



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FROM THE DESK OF THE SUPERINTENDENT

After my selection as the Superintendent of Waterbury schools in the summer of 2018, I have had the opportunity to reflect on an amazing school year and look forward to the year ahead. The 2018-19 school year was full of engaging, thoughtful, productive and inclusive conversations that helped inform my leadership of the Waterbury Public Schools. Being involved in the school and community, designing opportunities to “listen and learn” with multiple internal and external stakeholders as well as review of data, processes and policies has given me a deeper understanding and appreciation of the school district. As I learned about the strengths and challenges of our district, the core business of teaching and learning, our business systems, our climate and culture and our various partnerships my vision for our district has come into focus. An appreciation for our supportive community quickly developed as we collectively contributed to the Waterbury Portrait of the Graduate. This portrait describes our highest aspirations for our students not only in knowledge and content they learn, but importantly in the characteristics and habits of mind we expect from our graduates in Waterbury.



Verna D. Ruffin, Ed.D.
Superintendent of Schools

Our stakeholders came together to develop the overarching characteristics for our graduates. We heard that it was important that our graduates possess the characteristics of being a communicator, a collaborator, a life-long learner, be knowledgeable, a problem-solver, have a growth mindset, possess grit and have social and emotional intelligence. We determined that these were the most crucial characteristics to exemplify the success of the graduate in Waterbury. We believe that these characteristics and values should be developed and nurtured from the very first time students begin their journey as a Waterbury student. What an amazing responsibility to touch the lives of the future by knowing the Portrait of a Graduate is a priority for us as we join others in this important work of preparing our students.

Over the past year, we have redesigned the central office structure, initiated collective and ongoing work on designing a district strategic plan with actionable steps and measurable goals. Critical to our redesign was the hiring of a Deputy Superintendent, Chief Operations Officer, Director of Personnel and Talent Management and Assistant Superintendents specifically assigned to feeder pattern schools and grade levels. At the core of these decisions is an expectation that we create a supportive team eliminating silos and providing customer service which clearly demonstrates value for our employees, students, families and each other.

I have had the pleasure of meeting with many people who sincerely care about our schools and community. It has been inspiring to meet with parents, teachers, staff, students, community members and others who are so passionate about our students, their learning and their future. The contents of this Annual Report share some of the advancements as well as the challenges we continue to face. Systemic change is not easy. It requires commitment, laser-focused actions and high levels of accountability from all who make students their top priority.

It is our collective responsibility in Waterbury Public Schools to nurture the relationships with our parents, students, teachers, staff and community supporters in pursuit of that vision. Our district is fortunate to have such strong leadership from our Board of Education Commissioners and Mayor Neil M. O'Leary. The energy in Waterbury is ripe for innovation, creativity and making bold decisions toward achieving robust goals. It is through the dedication, support and contributions from all of us that we equip our students with the tools they need for life-long success.



WATERBURY
Public Schools

Today's Students, Tomorrow's Leaders

The Vision:

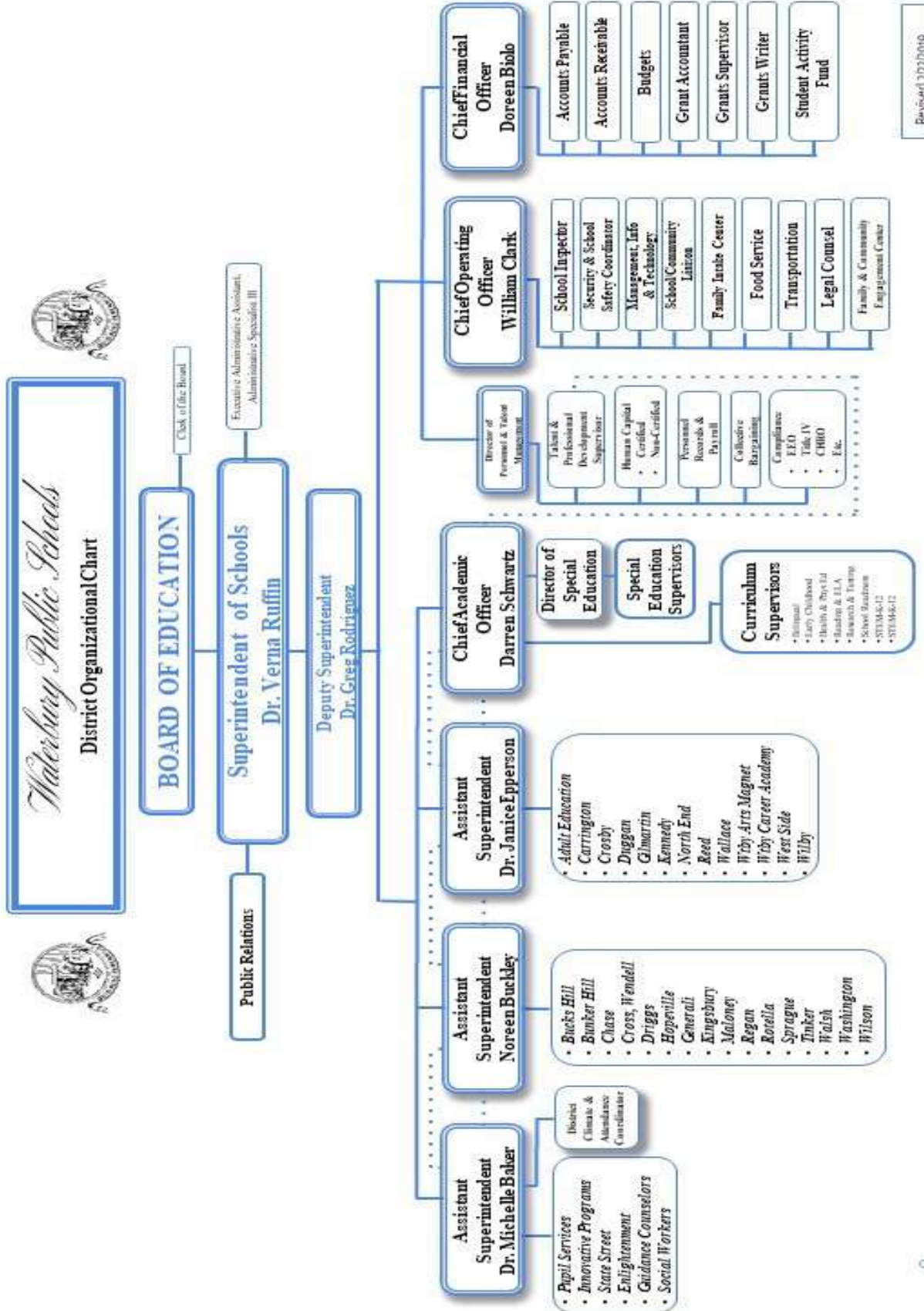
The vision of the Waterbury Public Schools is to equip its students with the tools needed to conquer their future.

Mission Statement:

The mission of the Waterbury School System is to establish itself as the leader in Connecticut for urban education reform in partnership with the State Department of Education and the entire Waterbury community. The school system will provide opportunities for all students to maximize their skills and talents in an atmosphere where teaching and learning flourish under the never wavering belief that all students can be exemplary students, while becoming respectful, responsible, productive citizens vital to our community.

Central Office Staff

Superintendent of Schools	Dr. Verna D. Ruffin
Deputy Superintendent	Dr. Gregory Rodriguez
Assistant Superintendent of Student Services	Dr. Michelle Baker
Assistant Superintendent of Elementary Schools	Noreen Buckley
Assistant Superintendent of Middle and High Schools	Dr. Janice Epperson
Chief Academic Officer	Darren Schwartz
Chief Financial Officer	Doreen Biolo
Chief Operating Officer	William F. Clark
Director of Personnel	Lee Palmer
Director of Special Education	Melissa Baldwin
Bussing Coordinator	Jeffrey Hunter
Competitive Grants Writer	Louise Allen Brown
Crossing Guard Coordinator	vacant
Education Liaison to Government, Business and Community	Mary Ann Marold
Family and Community Engagement Center Supervisor	Patricia Moran
Food Service Manager	Linda Franzese
Information and Technology Supervisor	Will Zhuta
Inspector of School Buildings	Chris Harmon (Interim)
Payroll Supervisor	Alyce Cass
Research, Development and Testing Supervisor	Tara Battistoni
School / Community Relations Coordinator	Nancy Dzija Vaughan
Supervisor of Grants	Linda Riddick-Barron
Security and School Safety Coordinator	John Herman
Talent and Professional Development Supervisor	Jessica Ocasio
Special Education Supervisors	Lisa Brown
	Denise Carr
	Robert Delaney
	Monica O'Neil
	Wendy Owen
	Melina Rodriguez
	Sharon Walsh
	Stacy Kozlowski
	Marisa Blakeslee
Subject-matter Supervisors	Adela Jorge-Nelson
Bilingual Education	Joseph Gorman
Health/Physical Education	Janet Frenis
Mathematics - PreK-12	Dena Mortensen
Reading/Language Arts	John Reed
Science/Technology Education	
Early Childhood Education Supervisor	Maureen Bergin
School Readiness Coordinator	Karen Rainville
Family Intake Center Supervisor	Charlotte Shocki (interim)



School Principals

2018-2019

Bucks Hill Elementary School	Dr. Delia Bello-Davila
Bunker Hill Elementary School	Celia Piccochi
Carrington Elementary School	Karen Renna
Chase Elementary School	Matthew Calabrese
Driggs Elementary School	Michael Theriault
Duggan Elementary School (PreK-8)	Dr. Patricia Frageau
Generali Elementary School	Kathy Stamp
Gilmartin Elementary School (PreK-8)	Jennifer Dwyer
Hopeville Elementary School	Debra Ponte
Kingsbury Elementary School	Erik Brown
Maloney Magnet Elementary School	Donna Cullen
Reed Elementary School	Juan Mendoza
Regan Elementary School	Angela Razza
Rotella Magnet Elementary School	Robin Henry
Sprague Elementary School	Diane Bakewell
Tinker Elementary School	Maria Jimenez
Walsh Elementary School	Ellen Paolino
Washington Elementary School	Lori Kramarz-Eldridge
Wendell Cross Elementary School	Joseph Amato
Woodrow Wilson Elementary School	Jennifer Rosser
North End Middle School	Jacquelyn Gilmore
Wallace Middle School	Michael LoRusso
West Side Middle School	Maria Burns
Waterbury Arts Magnet School (6 to 12)	Lauren Elias
Crosby High School	Jade Gopie
Kennedy High School	Robert Johnston
Waterbury Career Academy	Dr. Louis Padua
Wilby High School	Carey Edwards
Enlightenment Programs	Dr. Richard Arroyo
Special Education Pre-School	Amy Simms
State Street School	Lisa Ariola-Simoes

Waterbury Board of Education

Commissioners

2018-2019

Mayor Neil M. O’Leary, Chairman Ex-Officio

Elizabeth C. Brown, President

Karen E. Harvey, Vice President

Catherine N. Awwad

Juanita P. Hernandez

Charles (Chuck) Pagano

Melissa Serrano-Adorno

Charles L. Stango

Ann M. Sweeney

Jason Van Stone

Thomas Van Stone, Sr.

Student Representatives

2018-2019

Jacob Adorno, 12th grade, Waterbury Career Academy

Marquise Blagmon, 12th grade, Kennedy High School

Kylie Corriveau, 11th grade, Waterbury Arts Magnet

Jazmin Estrella, 10th grade, Kennedy High School

Ilene Garcia, 11th grade, Waterbury Career Academy

Emily Marcelynas, 12th grade, Waterbury Arts Magnet

Laiba Moughal, 12th grade, Wilby High School

Jarelys Moyet-Vazquez, 12th grade, Crosby High School

Maha Sethi, Wilby High School

Jialian Stolfi, 12th grade, Waterbury Arts Magnet

Sarabelle Vilfort, 12th grade, Wilby High School

Marissa White, 11th grade, Crosby High School

“We are Waterbury”



On June 28, 2018, the Waterbury Board of Education officially voted to name Dr. Verna D. Ruffin as the new Superintendent of Schools.

A 100-day entry plan was designed to ensure a smooth transition and continued engagement of the incoming Superintendent with community stakeholders in a thoughtful, productive and inclusive manner. The activities outlined in the plan were designed to engage in “listen and learn” opportunities with multiple internal and external stakeholders as well as review of data, processes and policies, to quickly gain a thorough understanding of the school district, including strengths and challenges, the core business of teaching and learning, its business systems, its culture and its partnerships with the community.

The 100-day entry plan consisted of four main tenets:

- o To establish and promote highly effective district governance by building a collaborative relationship with the Waterbury Public Schools Board.
- o To focus organizational efforts and align resources to ensure all students are college and career-ready and achievement gaps are closed.
- o To build public trust and confidence through open, honest communication and positive relationships.
- o To establish a respectful, positive district culture centered on teaching and learning.

“We are Waterbury”

District Student Enrollment

Total Enrollment (Oct. 2018) 18,847

District Student Demographics

Black/ African American	21.5%	Asian	1.6%
Hispanic or Latino	55.9%	Am. Indian/ Alaskan Native	.61%
White, Not Hispanic	16.7%	Pacific Islander	.02%
Two or More Races	3.58%		

English Learners	15.0%
Free/Reduced Lunch	72.9%
Special Education	19.0%

Enrollment Trends (as of October 1 annually)

	Total	Special Ed	English Learners	PK
18-19	18,847	3,583	2,820	779
17-18	19,007	3,396	2,615	817
16-17	19,001	3,345	2,553	819
15-16	18,862	3,307	2,432	744
14-15	18,878	3,242	2,354	702
13-14	18,706	3,093	2,121	682
12-13	18,485	2,951	2,061	666
11-12	18,175	2,803	1,952	662
10-11	18,188	2,869	2,026	624

Waterbury Public Schools “Portrait of a Graduate”

The educational experience not only provides for the acquisition of rigorous academic content, but it must also be more intentional about fostering critical thinking, communication, collaboration, creativity, and other skills our young people need to thrive in this complex, rapidly changing world.

Many school systems across the country have engaged their larger community in developing a Portrait of a Graduate, a collective vision that articulates the community’s aspirations for all students. Locally developed, but globally positioned, the Portrait of a Graduate serves as a North Star for system transformation. Providing strategic direction for the redesign of the overall educational experience for students, this collective vision reinvigorates and re-engages students, teachers, and community stakeholders.



Over the course of the school year, school staff, committee members, Central Office administrators, parents, students and community members met and discussed the potential components of a long-term, strategic approach to improving student achievement in Waterbury Public Schools. At each session, participants sought to develop answers to the following questions:

- What should a graduate from Waterbury Public Schools know?
- What should a graduate be able to do?
- What qualities of mind and character should a graduate from Waterbury Public schools possess?
- What experiences do you think our schools should provide for students to enable them to develop the desired knowledge, skills and dispositions indicative of a Waterbury Public Schools student?

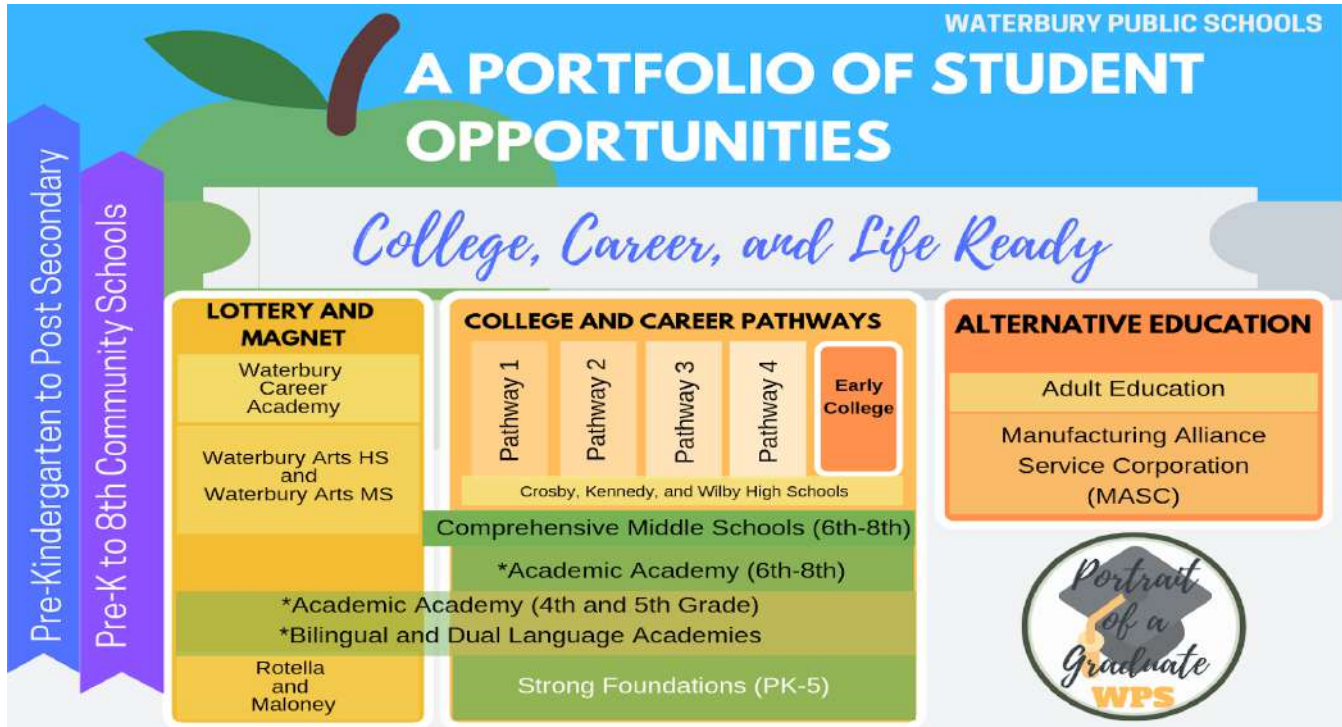
Budget and Finance: Highlights

- o Continuing to control costs and achieve a year end budget surplus for consecutive years of a minimal budget and prepared consecutive years of minimal growth operating budget with little proposed negative effect on educational programs offered to our students.
 - o The General Fund Operating Budget was \$158,375,000 for Fiscal year 17-18 has been flat funded (no increase) in past years.
 - o The total Education Cost Sharing (ECS) for Fiscal Year 17-18 was \$133,508,275 of which \$19,988,884 was the Alliance Grant portion to the Education Department. Waterbury has been severely underfunded in the ECS grant.
 - o The Competitive Grants for Fiscal Year 17-18 total was \$13,203,824. Some types of Competitive Grants are 21st Century, School Safety and Security Grants, Low Performing School Bond, Family Resource Center, etc.
 - o The Entitlement Grants for 17-18 total was \$63,638,815. Some types of Entitlement Grants are Alliance, IDEA, Magnet, Title I, Bilingual, etc.
 - o Participated in the implementation of the Districts seventh "Alliance Grant" with a \$2.6M increase and development of the assumption of an eighth.
- o Provided educational support for approximately one hundred displaced students that remained from Hurricane Maria.
 - o The School Business Office worked with the Public and Non-Public Schools, the Bilingual Department and the Homeless Liaison to set up the disbursement of funds for The Hurricane Relief Project for Displaced Students. Waterbury received an Emergency Impact Aid Reimbursement Grant totaling \$1,535,500 for 324 identified students. The students were placed promptly within the city's Public and Non-Public Schools to continue with their education.
 - o Received a onetime revenue support from State Legislative approval of the Education Cost Sharing Grant (ECS) for cost associated with students displaced by Hurricane Maria.
- o Provided financial support to implement a new K-8 English Language Art (ELA) curriculum program.

Budget and Finance: Highlights

- Assisted in the preparation and oversight of the Every Student Succeeds Act (ESSA) School Improvement Grants awarded to Opportunity Districts for eight elementary schools (Bucks Hill, Driggs, Gilmartin, Hopeville, Sprague, Walsh, Washington and Wilson) and three Middle schools (North End, Wallace and West Side) to further assist student needs.
- Implemented third year of Low Performing Schools grant for technology improvement at Bucks Hill, Driggs, Gilmartin, Hopeville, Sprague, Washington Elementary Schools, North End, Wallace and West Side Middle Schools and Wilby High School.
- Received third round of School Security Grant for nineteen school sites from the Division of Emergency Management and Homeland Security to improve safety and communication measures in the schools.
- Awarded a Student Support and Academic Enrichment Grant (Title IV) with the emphasis on well-rounded education, safety measures and information technology.
- Received a completely “clean” audit report void of any findings or comments.
 - Implemented the State’s new Education Financial System (EFS) to capture, manage, audit and report financial and statistical information that supports per pupil expenditures by school and district. This now satisfies the financial reporting that was previously the ED001.
 - The State of Connecticut in Fiscal Year 2018 added a new process of reporting total departmental expenditures called Education Financial System (EFS). This process was formerly known as the ED001.
 - Even with the total revamping of the reporting system, the Education Department had a zero audit finding for Fiscal Year 2018 as it has been consecutively for the past several years.
- The construction phase of the \$46M Wendell Cross School construction project proceeds with a collaborative effort with city officials and community members. A swing space location for Wendell Cross School was preserved to conduct classroom teaching and learning until the construction is completed.

Designing Student Pathways to Success: Waterbury Public School Student Opportunities



Current portfolio of student opportunities include:

- o Community Schools (Pre-K to 8)
- o Lottery and Magnet schools
- o Early Career Pathways
 - o Relationships with the Manufacturing Alliance Service Corporation (MASC)
 - o Future Bankers/ “Principles of Banking”
 - o Allied Health

Potential future student opportunities

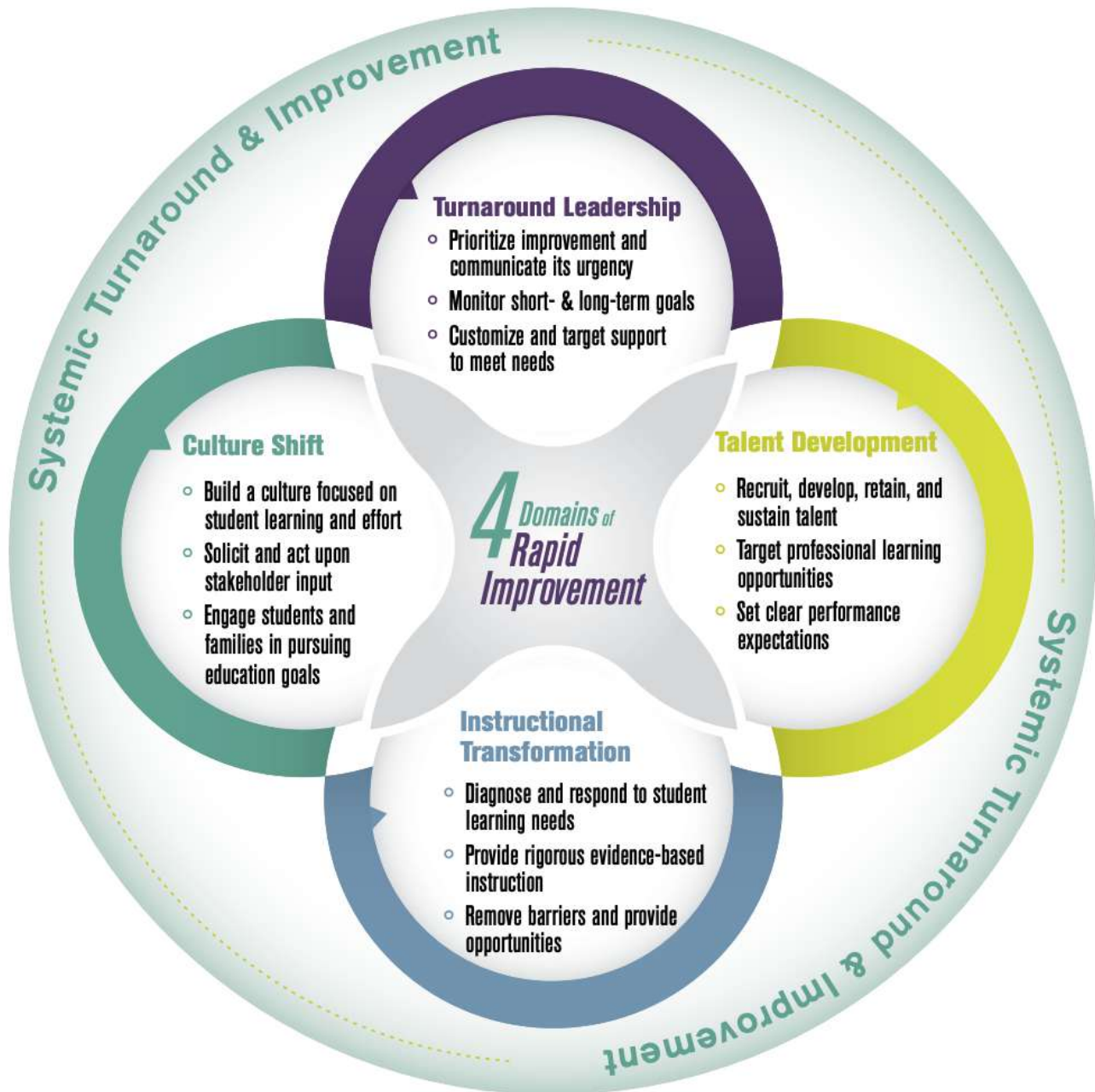
- o Academic Academy (4th through 8th grades) set to open with the 2019-2020 school year
- o Bilingual and dual language academies
- o Early college pathways,

32 Campus Sites

- 4 PK-8 Schools
- 2 Elementary Magnet Schools
- 14 Elementary Schools
- 1 Alternative School
- 1 Specialized Education K-12 School
- 1 Specialized Preschool
- 3 Comprehensive High Schools
- 3 Comprehensive Middle Schools
- 1 Career Themed High School
- 1 Magnet 6-12 School
- 1 Adult Education Center

Designing Student Pathways to Success: Systemic Turnaround & Improvement

Figure 1. Four domains of rapid improvement



The Center on School Turnaround at WestEd. (2017). *Four Domains for Rapid School Improvement: A Systems Framework*. www.centeronschoolturnaround.org.

Improving Student Achievement: District Improvement

The district's one-year accountability index change was 2.5 while the state's accountability index change was 1.7. In addition, the district showed a higher growth in the accountability index change than did several other districts with comparable demographics. As a result of this work, seventeen district schools showed a one-year accountability index change of 1.1 or better, eight district schools have been removed from the list of FOCUS schools, one school,

Crosby High School, has been upgraded from Turnaround status to FOCUS status, and one school, Waterbury Career Academy, has been listed as a School of Distinction.



Schools made notable improvements in a number of individual indicators:

- o Math performance for all students (one year change of 1.2)
- o Math performance for high needs students (one year change of 1.3)
- o ELA academic growth for all students (one year change of 3.1)
- o ELA academic growth for high needs students (one year change of 2.9)
- o Preparation for College and Career Readiness – percent taking courses (one year change of 7.0)
- o 4-year graduation rate (2017 cohort) (one year change of 2.4)
- o Physical fitness participation rate (one year change of 36.0)
- o Arts access (one year change of 8.7)

Improving Student Achievement: District Improvement

- o Math scores on the Smarter Balanced Assessment have improved by 5.9 percentage points in 4 years, with grades 3 & 5 improving by 10 percentage points or more.
- o PK-8 Programs are producing outcomes in English Language Arts (ELA) by 9 percentage points and in Math by 12 percentage points higher than comprehensive middle schools.
- o District students have advanced in the state-wide growth measure, percent of target achieved, climbing 3.1 percentage points in ELA from 2016-2017.
- o Waterbury's English Learner students increased 8.0 percentage points from 2016-2017 for the ELA percent of target achieved, besting both the state average improvement of 5.3 percentage points and the statewide English Learner subgroup improvement of 5.5 percentage points
- o Rotella School achieved all five Every Student Succeeds Act (ESSA) targets:
 - o Chronic Absenteeism;
 - o Smarter Balanced ELA achievement;
 - o ELA growth;
 - o Math achievement;
 - o Math growth
- o Bunker Hill School, Duggan School, and Reed School achieved 4/5 ESSA targets:
 - o Smarter Balanced ELA achievement
 - o ELA growth
 - o Math achievement
 - o Math growth
- o The average district improvement in ELA Percent of Target Achieved was 3.1% The following schools exceeded the district average: Bunker Hill, Rotella, Walsh, Driggs, W. Cross, Hopeville, Kingsbury, Wilson, Duggan, Bucks Hill, Reed, Washington, Gilmartin, Chase School.

Improving Student Achievement

English/Language Arts

- Refined and implemented our system for Scientific Research-Based Interventions (SRBI) K-6 in partnership with CT K-3 Literacy Initiative (CK3LI).
- Provided ongoing training and support for teachers through PD days and IDT around instructional focus and small group instruction.
- Revised small group planning guides and provided coaching cycles around small group instruction. Added to our online warehouse of instructional materials on Google Drive based on best practice and research to support instruction.
- Supported administrators through collaborative walkthroughs and calibration practices.
- Implemented a K-5 core reading program (Wonders by McGraw-Hill) on November 8, 2018.
- Implemented a Grades 6-8 core reading program (StudySync by McGraw-Hill) on November 8, 2018, a blended learning program where students work both online and in textbooks/workbooks
- Chromebook carts were purchased for all English teachers.
- Implemented a core Phonological Awareness program for PK and provided training by the author.



Improving Student Achievement



Science and Technology Education

For grades K through 5 we successfully implemented a science program aligned with the Next Generation Science Standards. The program is the HMH Dimensions, which emphasizes student-led discovery and learning. Professional development and classroom support was provided with the help of our STEM coaches. For grades 6 through 10 we implemented the NGSS-aligned curriculum developed by the CREC consortium. This curriculum was reviewed and adapted for Waterbury by our Science Council. Professional development for teachers was provided in part by members of the Science Council.

Health and Physical Education

On the 2018-19 Connecticut Physical Fitness Assessment (CPFA), 52.1% of all grade 4,6,8,10 students met or exceeded the Health Standard on all four test items – 1.1% above the state average for all districts

Improving Student Achievement: Curriculum/Subject-Areas

The Academic Office has established a Curriculum Management Cycle for the Waterbury Public Schools. The Curriculum Management Cycle communicates the purpose and path for Waterbury Public Schools in the areas of Curriculum, Instruction and Assessment. This is the catalyst for transformational change for student learning, as well as teacher and administrator professional development. The Curriculum Management Cycle is the foundation professional conversations that lead to improved student experiences and learning.

A guaranteed and viable curriculum is one that ensures equal opportunity for learning for all students. The written curriculum, the taught, or implemented curriculum, and assessments must be aligned. The curriculum is considered viable when adequate time is provided to teach all essential content. Essential content is the knowledge and skills that students need to know, understand, and are able to do in order to succeed in school and beyond. Essential content is determined by state and local grade level content standards based upon the Connecticut Core State Standards, Connecticut Frameworks and National Standards.

1. Social Studies 6-8 Progress

- a. Guiding Coalition identified and has been meeting regularly
- b. EQs established aligned to C3 (College, Career, Citizen) Framework
 - i. **Geography**-How does geography impact how people live?
 - ii. **Economics**-How do resources affect a region's culture and ability to be a part of the global community?
 - iii. **History**-How does understanding history shape our future?
 - iv. **Civics**-How can people participate in governing societies? What does it mean to be a responsible citizen?
- c. Topics and Unit Map established

Grade 6- World Regional Studies: Eastern Hemisphere

Middle East/North Africa, Sub – Saharan Africa, Asia, Southeast Asia/
Oceania/ Antarctica

Grade 7- World Regional Studies: Western Hemisphere

Western Europe, Eastern Europe, South America, Central America
Caribbean/ North America

Grade 8- US 1: Colonization to Civil War (13 Colonies)

Improving Student Achievement: Curriculum/Subject-Areas

- d. Program Evaluation Criteria established and will be used to score bidders
- e. RFP written with the guiding coalition and has been processed by Purchasing
- f. Answers to questions from bidders have been submitted
- g. Anticipated scoring to be completed by mid May and purchase of a program to support work on units will by mid June
- h. Professional learning and pacing guides to be established by end of June

2. Preschool

- a. Guiding coalition identified has been meeting regularly
- b. Focus has been on aligning all curriculum and materials to the Early Learning & Development Standards
- c. Program Evaluation Criteria established and will be used to score bidders
- d. RFP written with the guiding coalition and has been processed by Purchasing
- e. Answers to questions from bidders have been submitted
- f. Teachers and staff have vetted programs and scores established
- g. Anticipated purchase of a program to support work on units will by mid June
- h. Scope and Sequence, Professional learning and pacing guides to be established by end of June

3. Mathematics 9-12

- a. Discussion with high school administrators, coaches and central office regarding current curriculum and programs
- b. SpringBoard Math 2014/2015 Algebra 1, Geometry, and Algebra 2 align to all 19 of the 20 content dimensions in the four SAT domains.
- c. Next steps is to determine if curriculum is Integrated Math 1, 2, 3 and precalc vs. Algebra I, Algebra II, Geometry and precalc
- d. Identify funding source and professional learning plan

Improving Student Achievement: Curriculum/Subject-Areas

4. ELA 9-12

- a. Discussion with high school administrators, coaches and central office regarding current curriculum and programs.
- b. SpringBoard ELA courses for grades 9-12. Grades 9 and 10 align to 43 of the 48 curriculum and programs. Evidence-Based Reading and Writing content dimensions on the PSAT 10 and PSAT/NMSQT.
- c. SpringBoard ELA courses for grade 11 align to 55 of the 62 Evidence-Based Reading and Writing content dimensions on the SAT.
- d. Identify funding source and professional learning plan

5. ELA K-8

- a. Scope and sequence of curriculum aligned to CCS by end of June.

6. Science- Chemistry and Physics

- a. Continuing work with the CREC Consortium for common adoption

7. Health

- a. To meet the need of new graduation requirements

*Next Considerations:

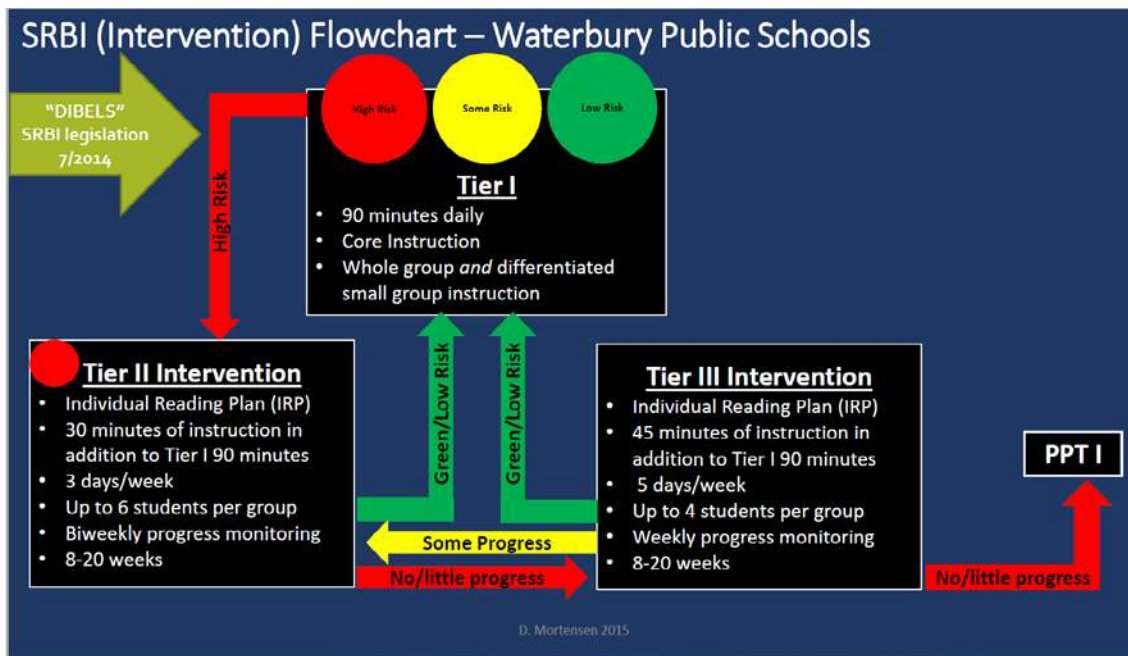
1. Library/media K-12
2. Music K-12
3. Visual Arts K-12
4. Mathematics 6-8
5. Social Studies 9-12

Improving Student Achievement: Curriculum/Subject-Areas (Waterbury Public Schools-ELA)

Where have we been?	Where are we now?	Where are we going next?
<p>*Concept-based curriculum adopted in 2013-not aligned to the standards, few resources provided</p> <p>Grades 6-12 curriculum aligned to CT Grade Level Expectations adopted in 2009</p>	<p>Resource adoption aligned to the CT Core Standards for: Reading: Foundational Skills, Reading: Literature, Reading: Informational Text, Language, Speaking and Listening in K-5</p> <p>Curriculum aligned to CT Core Standards for grades 6-10 adopted</p>	<p>Adopt a curriculum that aligns to the CT Core Standards for Reading: Foundational Skills, Reading: Literature, Reading: Informational Text, Language, Speaking and Listening by <i>June 2019</i></p> <p>Revise/adopt CT Core Standards aligned curriculum for grades 6-12 by <i>June 2019</i></p>
<p>*Developmental Reading Assessment</p> <p>*District Assessments</p>	<p>Dynamic Indicators of Basic Early Literacy Skills measured on mCLASS, Interim Assessment Block Assessments and Wonders Benchmark Assessment</p> <p>Studysync Assessment and Interim Assessment Blocks for grades 6-8</p> <p>District Assessment for grades 9-12</p>	<p>Continue Dynamic Indicators of Basic Early Literacy Skill, Wonders Benchmark Assessments, Studysync and Interim Assessment Blocks <i>2018-2019</i></p> <p>Develop valid benchmark for students in grades 9-12 by <i>August 2019</i></p>
<p>*No Scientific Research Based Intervention system</p>	<p>System created to provide additional instruction for students substantially deficient on select Dynamic Indicators of Basic Early Literacy Skills by classroom teacher, reading specialist or reading tutor</p> <p>Tier 2: (30 min/3x per week) 1:6 Ratio</p> <p>Tier 3: (45 min/5x per week) 1:4 Ratio</p>	<p>Continue the established Scientific Research Based Intervention system <i>2018-2019</i></p> <p>Professional learning on monitoring and feedback to tiered instruction for administrators <i>August 2019</i></p> <p>Reading Teacher professional learning on adding Speech and Language strategies focused on articulation for students in need <i>August 2019</i>. Deeper training on Lively Letters and planning for potential of training/adoption of Wilson Reading system for Tier III and Sped where applicable. Partial reorganization of reading specialists to provide Tier I small group instruction in K-1 as part of a prevention model for those just beginning to fall behind.</p>

Improving Student Achievement: Curriculum/Subject-Areas (Waterbury Public Schools-ELA)

Where have we been?	Where are we now?	Where are we going next?
*Whole group instruction with Storytown or Trophies as the main source of material	Reading, Literature, Information, Language, Speaking/Listening (K-5) 90 minutes 30 minute whole group grade level instruction 60 minute small group instruction differentiated to student needs based on each child's individual Instructional Focus (IF) Small group instructional planning guides	Literacy How K-3 Literacy Protocols will be the guiding document for teachers to deepen understanding of Content and Connecticut Core Standards via the weekly Instructional Data Teams and identified professional learning days <i>August, October and November 2019</i> . Scheduled Focus Walks using the protocols with administrators beginning in <i>September 2019</i> Revise the district technology plan and adopt a blended learning approach starting with students in grades 6-8
*No specific block for enhanced and explicit phonics/phonemic awareness	A specific block for Reading: Foundational Skills in grades K-3 for 30-45 Minutes daily	Continue specific block for Reading: Foundational Skills <i>2018-2019</i>
*Connecticut K-3 Literacy Initiative and Assessment Pilot at Sprague	Connecticut K-3 Literacy Initiative implemented district-wide K-5 for Scientific Research Based Intervention and Professional Learning	Continue Connecticut K-3 Literacy Initiative and automate Instructional Focus Areas <i>August 2019</i>



Improving Student Achievement: Curriculum/Subject-Areas (Waterbury Public Schools-Science)

Where have we been?	Where are we now?	Where are we going next?
Curriculum aligned to state standards/lack of fidelity to implementation with no set schedule for science in elementary schools	Next Generation Science Standards aligned curriculum adopted in 2018 for grades K-10	<p>Next Generation Science Standards aligned curriculum for grades 11 & 12 (August 2019)</p> <p>Monitoring implementation of curriculum in grades K-10 (September-June 2019/20)</p> <p>Utilize the Next Generation Science Standards District Implementation Indicators: https://goo.gl/pG2jJ4 (August 2019)</p>
<p>Direct instruction</p> <p>No document outlining effective pedagogical practices</p>	<p>Professional learning on implementation of the 5E Lesson Design</p> <p>Focus on Common Core of Learning for feedback and evaluation</p>	Continued professional learning in the 5E lesson design and student-centered classrooms where students develop explanatory models, argue from evidence, and design solutions to problems
Assessment-Connecticut Mastery Test	<p>Currently preparing all students to take the Next Generation Science Standards Assessment in grades 5, 8 and 11</p> <p>Utilization of Interim Assessment Blocks in grades 4, 5, 8 and 11</p>	<p>Analysis of baseline results to inform school and district improvement plans (August 2019)</p> <p>Continue using Interim Assessment Blocks in a scheduled format that is aligned to curriculum (September-June 2019/20)</p>
No systematic professional learning associated with science curriculum or instruction for administrators or all science teachers in grades K-12	<p>Focus walks to enhance administrator understanding of Next Generations Science Standards and alignment to written and taught curriculum</p> <p>Science workshops offered to administrators during Superintendent forums</p> <p>Individualized job-embedded professional development coaching cycles based on data with STEM coaches in grades K-5 (September 2019)</p>	<p>Continue focus walks with administrators that align to standards and pedagogy (September-June 2019/20)</p> <p>Continue job-embedded professional learning for grades K-5 and create a professional learning calendar for teachers K-12 with an emphasis on providing choice workshop sessions in relation to content and pedagogy (August 2019)</p> <p>Deepen understanding of Next Generations Science Standards via professional learning opportunities and Data Teams in grades K-12 (September-June 2019/20)</p>

Improving Student Achievement: Curriculum/Subject-Areas (Waterbury Public Schools-Math)

Where have we been?	Where are we now?	Where are we going next?
<p>Concept-based curriculum adopted in 2013 aligned to Common Core Standards in Math K-8</p> <p>District created HS curricula (2009)</p> <p>Generic textbooks</p>	<p>Currently revising K-5 curriculum</p> <p>State Algebra I Curriculum (2012-)</p> <p>State Geometry and Algebra II Curriculum (2016-)</p>	<p>Adopt revised curricula that reflects a deeper understanding of what the standards intend in terms of rigor and vertical alignment for K-5 by <i>June 2020</i></p> <p>Preview middle school and high school curriculum with the intention of forming a committee to utilize the Instructional Materials Evaluations Tool to review and adopt curriculum and resources by <i>September 2019</i></p>
<p>District created assessments</p>	<p>Fluency assessments K-1, Performance tasks K-1, i-Ready Diagnostic - Grades 2-8, Interim Assessment Blocks - Grades 3-8, Common midterm and final exams - Algebra I, Algebra II, Geometry</p>	<p>Continue usage of current assessments for K-5 for <i>2019-2020</i></p> <p>Identify and adopt online assessments for middle and high school mathematics that align to new curriculum in grades 6-12 by <i>September 2019</i></p>
<p>No system of intervention in mathematics</p>	<p>Individualized online and small group instruction at students' instructional levels in grades 2-5 using i-Ready Instruction (2-8 at PK-8). 250 students in each comprehensive middle school receive an additional 90 minutes of intervention using i-Ready Instruction</p>	<p>Continue intervention plan in elementary schools for <i>2019-2020</i></p> <p>Develop a system of intervention/acceleration for more students in comprehensive middle and high schools by <i>September 2019</i></p>
<p>No consistent professional learning associated with mathematics content or standards</p> <p>No elementary professional development</p> <p>No secondary coaching</p>	<p>1 high school math coach, 2 middle school math coaches and 10 elementary STEM coaches deliver job-embedded professional development via coaching cycles and instructional data teams</p> <p>Math Solutions contracted to provide content PD on ratios and proportions for middle school teachers and administrators.</p> <p>Math Solutions contracted to provide PD on standards aligned content and pedagogy for high school and contracted to provide coaching to Algebra I teachers at Wilby and Crosby.</p> <p>Administrators provided with professional development related to standards, testing and pedagogy</p>	<p>Continue to build STEM/Math coaches' capacity to deliver job embedded support to teachers-<i>2019-2020</i></p> <p>By <i>June 2019</i>, develop a choice professional development plan to continue to build capacity to enable teachers to gain a <i>deeper understanding of the standards and relate those standards to the Smarter Balanced Claims and Targets, strengthen Tier 1 instruction in mathematics, employ research based instructional practices and routines, provide equitable access to mathematics instruction</i></p>

Improving Student Achievement: Grant Awards

COMPETITIVE GRANTS AWARDED to Waterbury, 2018 - 2019

Competitive grants awarded during 2018-19 included government and foundation grants to support: academics, including STEM (Science, Technology, Engineering, and Mathematics) such as robotics at the middle schools; technology improvements (24 awards); mental health programs; needs of homeless students; afterschool programs; security upgrades (18 schools); CTE (Career & Technical Education) for four high schools; and e-rate (phone and alarm) discounts. The Grant Writer assisted on a limited basis with the Alliance & Priority School District application.

Grant applications prepared and submitted by the Grant Writer in 2018-19 (competitive grants and Carl D. Perkins), totaled \$ 7,018,775. Grant Awards made during 2018-19 based upon applications prepared and submitted by the Grant Writer totaled \$ 3,348,892. Additionally, grants for technology improvements (12 schools) totaling \$1,748,797 are still pending as of June, 2019.

Enrollment
As of October 1st , 2018, the
total enrollment was
18,847

Classroom Technology	
Smart Interactive TV Boards	377
Chromebooks	3040
Laptops	90
Personal Computers	834

Improving Student Achievement: Infrastructure

Computer Technology Highlights (2018-2019 Accomplishments):

Network

- o Completed In School Fiber Replacement Project for all schools that will allow for 1 GB of throughput to capable devices
- o Completed Network Edge Equipment upgrade in all edge routers, switches and wireless access points
- o Replaced over 150 Smartboards with Smart TV's
- o Installed a new Storage Area Network (SAN) to support District data storage needs
- o Student Information Systems (SIS)
- o Provided Administration effective and best practices for student scheduling courses
- o Continued to developing the School and Central Office Data Dashboards
- o High School Scheduling Analysis Reports
- o Reduced the number of teachers needed in the High School
- o Efficient teacher schedules
- o Increased the average class size
- o Developed Staffing Dashboard
- o # of Staff by category (Certified, Non Certified Student Support and Non Certified School Support)
- o Monitor Teacher Attendance
- o Detail Employee Lists
- o Security
- o Performing a security Assessment Gap Analysis to protect against Ransomware or Malware attacks that can cripple the network
- o Policy
- o Technology Plan Committee

Infrastructure Upgrades	
Cisco Switches	285
Wireless Controllers	3
Wireless Access Points	780
Core Servers	39
Firewall	1

Improving Student Achievement: Infrastructure

Computer Technology Highlights (2018-2019 Accomplishments):

Network

- o 3,040 Chromebooks, 90 laptops, 834 Desktop computers purchases/replaced
- o 39 new servers installed
- o The District has leveraged \$6.9M in State Grants and Federal ERATE Funds to upgrade Core Infrastructure and Classroom Technology
- o Central Office Internet Connection upgraded to 10GB for faster throughput (Complete June 1, 2019)
- o Upgraded student information system to Powerschool

Operations—Construction and Upgrades

The Operations Department works collaboratively with the Budget Office and Technology Department to leverage grant funding and in-house resources to complete various life-cycle improvements to schools in order to maintain safe learning environments for students and staff.

The Operations Divisions of the Waterbury Public Schools are responsible for the maintenance and repair of 2.8M square feet of Schools and properties. The campus sites include the following:

- o 3 Comprehensive High Schools;
- o 1 Career Themed High School;
- o 1 Magnet 6-12;
- o 3 Comprehensive Middle Schools;
- o 4 Pre-K-8 Schools;
- o 14 Elementary Schools;
- o 2 Elementary Magnet Schools;
- o 2 Alternative and Specialized Education Centers
- o 1 Specialized Preschool;
- o 1 Adult Education Center

Within these campuses and buildings are thousands of computer devices, miles of fiber and wiring, hundreds of complex HVAC systems and millions of dollars in security equipment and systems as well as furniture and other infrastructure elements.

The Operations Departments work collaboratively and proactively with the Budget Office and our partners in City Hall and the state in order to leverage available resources to maintain safe and healthy learning environments for our students and staff. These efforts have resulted in significant district-wide and school based projects that have re-built or renovated a number of schools in recent years. In addition to those projects we have pursued various other projects which have enhanced security, technology, energy efficiency lighting, and life-cycle infrastructure elements across the District.

While these efforts have been critical, the fact of the matter is that the age of buildings and systems as well as the life-cycle and replacement cost associated with HVAC, technology and security devices among others is such that a sustained annual investment in Stewardship is required.

Operations—Construction and Upgrades

Other projects under consideration include but are not limited to:

- Print management project and copier (multi-function unit) upgrades;
- Additional elevator project upgrades/replacement based on life-cycle and maintenance analysis;
- Playground installation/replacement;
- Roof replacements;
- Masonry projects;
- Painting projects;
- Tile/Floor Replacement;
- HVAC upgrades and energy efficiency projects;
- Emergency Communication System upgrade and replacement (fire panels, PA systems, etc.)



School Construction

- Playgrounds Replacements at Chase, Generali and Walsh (Alliance Bond Funds).
- Pool renovations of filtration and chlorination Systems at Crosby, West Side and Wilby (Alliance Bond Fund).
- Roof Replacement Project at West Side (Capital Funds).
- Elevator Projects at Kingsbury, Chase, Sprague, Hopeville through planning and design phase and approved for installation (Capital Improvement Fund).
- Masonry Projects at Kingsbury and Wilson (Alliance Bond).
- Chilled Water Pump and VFP Replacement at Rotella (Alliance Bond).
- Crosby's Main Office Extension (Commissioner's Network Bond).

School Safety

- Comprehensive Security System Upgrades (Alliance and State Security Grants)
- Double Door Vestibule Access Main Entrances
- Key Card Access Expansion
- Lock Down and Panic Alarms; Video Surveillance Upgrades
- Two-Way Radio enhancements

Personnel

3,236 Department of Education Employees

87 School Administrators

69 Campus-based Administrators (Principals, Vice/House Principals)

1,532 Certified Teachers (79.5% Female; 14.62% Minority)

White	85.38%	Black/African American 4.24%
Hispanic or Latino	7.31%	Asian 1.17%
Am. Indian/Alaskan	0.20%	Pacific Islander 0%
Two or More Races	1.70%	

Recruitment and Retention

Recruited, developed and hired 26 new certified Bilingual and English as a Second Language (ESL) teachers since 2015.

- Newly hired Minority Teachers in the District has risen from 16% in 2015-16 to **39.05% in 2017-18.**
- 40% of all Board of Education Staff are Waterbury Residents

Approximately 5.34% of the new hires during 2018-2019 were minority. The minority hiring ratio decreased by 3.71% from the previous year of 39.05%. Total new hires increased by thirty-two (32) vacancies or 30.48%, from the previous school year.

Bilingual Hires

2015-2016 ~ 9 ~	2016-2017 ~ 7 ~	2017-2018 ~ 6 ~	2018-2019 ~ 8 ~
<p><u>8 new hires</u> 6 started as substitute teachers 1 transferred in from another department 3 were granted DSAPs 3 completed ARCTELL</p>	<p><u>5 new hires</u> 4 started as substitute teachers 2 were paraprofessionals 2 transferred in from other departments 1 was granted a DSAP 1 completed ARCTELL</p>	<p><u>6 new hires</u> All started as substitute teachers 3 were granted DSAPs 5 completed ARCTELL</p>	<p><u>7 new hires</u> 3 started as substitute teachers 1 was a tutor 1 transferred in from another department 5 were granted DSAPs 5 are enrolled in ARCTELL</p>

Personnel: Highlights

In fiscal year 2018-2019 the Department of Personnel and Talent Management supervised the recruitment, selection and appointment of one hundred and twenty-four (124) highly qualified teachers and ten (10) administrators. The office replaced staff that resigned, retired, were non-renewed or were promoted to higher positions. The average salary level for new teachers was \$52,838 and \$129,968 for administrators. These salaries fell within budget, and were higher than the previous 2017-2018 school year averages.

Each new teacher who was hired was assigned a TEAM mentor even when it was not required by State statute. All teachers hired under DSAP permits and mid-year contracted teachers were assigned a TEAM mentor to offer support and reflection even though they were not being evaluated. New Teacher Orientation acclimates new hires to proper school procedures ranging 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. All new teachers participated in cultural competency and unconscious bias training. 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 four school years, and we believe this is a reflection of the New Teacher Orientation and the expectations which are clearly defined.

We had an increase in employee paid sick time for the 2018-2019 school year from the previous year. The number of FMLA approved leaves in 2017-2018 were 222 FMLA; and in 2018-2019 that number was 289, a 30.18% increase from the previous year.

Under the direction of the Superintendent and the Chief Academic Officer, the SR HR Generalist completed investigations into allegations of misconduct, both on and off the job, by Education employees. The investigations resulted, in some instances, in disciplinary actions including suspensions and terminations of Education employees. The number of grievances for 2018-2019 totaled eleven (11), a slight decrease from the previous year which was twelve (12). We received eleven (12) new CHRO/EEOC complaints this year.

Personnel: Highlights

As part of the District's recruitment efforts, we continued our new initiatives this year. First, our marketing materials were updated to reflect the diversity within our District and changes in leadership. We have a new logo and fresh new color theme. Along with this, we have a link on our website focused on minority teacher recruitment with information and resources for those interested in pursuing career opportunities in Waterbury. We hired a new Talent and Professional Development Supervisor, Jessica Ocasio. Ms. Ocasio and her recruitment team, are attending numerous career fairs. A District Career Fair was held at Gilmartin School, where on-site interviews were conducted and all of our schools were well represented. Each school presented backdrops, props and poster boards to highlight their school, while also promoting the Waterbury School District. Of the 44 people recommended for district hiring during the fair 18 of the candidates who attended the career fair have signed contracts to date. While attending this fair, information was also shared on becoming a substitute teacher in our District for those applicants whose certification was pending. Our data confirms that many of our newly hired teachers have worked as substitute teachers in the District before being hired, thus creating an employment pipeline. Partnerships have been established with several universities with the goal of channeling their students into student teaching programs here within the District while completing their graduate work and applying for certification. Approximately 34.31% of teachers hired during 2018-2019 were minority, which represents an 8.786% decrease over the previous year of 39.05%. However, the Teacher hiring had increased by thirty-two (32) vacancies or 30.48%, from the previous school year.

Tenured teachers in the District have responded overwhelmingly in serving as cooperating teachers and mentoring the new student teachers that they will be working with in the coming year.

The Teaching Assistant Seminar Program at Kennedy High School, has been a big success. This elective course paired high school juniors and seniors with teachers and allowed them to work side by side with designated teacher on all aspects of teaching and gain experience not only in teaching, but other areas such as lesson planning, assessments, data and classroom management.

The YES club is active at six (6) schools. Four (4) high schools, Gilmartin and Reed. The advisors were trained using funds from the grant and all attended the YES club conference at

**Personnel:
Highlights**

Central Connecticut State University.

This school year the City of Waterbury partnered with the RELAY Graduate School of Education. In partnership with statewide public-school Districts, RELAY has established a presence in Connecticut by offering high quality professional development programming to aspiring, mostly minority, educators. Recently, Relay has been approved to offer an alternate route certification program for both aspiring and current, non-certified school staff. Successful completion of coursework leads to an Initial Educator Certificate in Connecticut. Relay prepares educators for success in the classroom through rigorous instruction both in-person and online, unparalleled opportunities for practice, and authentic assessment. The City of Waterbury Board of Education currently has mentored (4) four educators of color from the Relay Program.

Overall, it has been a very busy year in the District with new initiatives targeting recruitment and retention of teachers, while cultivating interests in students and exposing them to the profession in hopes they will consider entering the education profession as a career option.

The Department of Personnel and Talent Management - Education remain focused on the goals of cross training staff, infusing technology into daily operations and continuing to serve the staff, students and parents of Waterbury Public Schools consistent with the Mission, Vision, and Values of the District.

Education Level of Teachers Hired During 2018-2019

Degree Held	Number of New Teachers
Bachelors	46
Masters	50
6 th Year	24
Doctorate	4
Total	124

Personnel: Highlights

Teachers Hired with Durational Shortage Area 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, 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 2018-2019, thirteen (13) new teachers were hired through DSAP with the State of Connecticut. This represented 11.72% of all new teachers hired in 2018-2019. DSAP teachers were hired in the content areas listed below.

Certification Area	Number of DSAPs
Bilingual (Elem, Science & Social Worker)	5
Math	3
Library Media Specialist	2
Special Education	1
World Language – (Italian & Japanese)	2
Total	13

Relevant Salary Data for Teachers Hired During 2018-2019

The average starting salary for teachers hired during 2018-2019 was \$50,324. 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 within budget.

Family and Community Involvement: Title I District Parent Advisory Council



Title I District Parent Advisory Council Officers

Shakirah Howard, Chairperson
 Isa Alves, Vice-Chairperson
 Isabel Antonucci, Corresponding Secretary
 Carina Hernandez Green, Secretary
 Elizabeth Ocasio, Membership Liaison

Community Leadership Awards

School Level Winners

Art of Yum,
 Nominated by Maloney School

Brass City Harvest – Sue Pronovost
 Nominated by Duggan School

Carl Rosa, Community Member, North End Middle School’s Governance Council
 Nominated by North End Middle School

Denise Martinez (New Opportunities Inc.)
 Nominated by Kingsbury School

Vincent Caggiano –South Congregational Church
 Nominated by Hopeville School

District Level Winners

CHD Hospitality Center
 Nominated by Gladys Wright

City Of Waterbury -CJ May (Recycling Coordinator)
 Nominated by Shakirah Howard

New Opportunities - Dana Evora & Alicia Smith
 Nominated by Shakirah Howard

FAMILY AND COMMUNITY LEADERSHIP AWARD WINNERS

Elementary Schools

Bucks Hill	Liselote (Liz) Morel
Bunker Hill	Aimee DeLeon
Carrington	Jennifer Torres
Chase	Matthew Lent
W. Cross	Nicole Kendall
Driggs	Maricella Cancel
Duggan	Jamie D’Agostino
Generali	Jessica Sullivan
Gilmartin	Carina Hernandez-Green
Hopeville	Jessica Hayes
Kingsbury	Maria Hulse
Maloney	Eneida Grazhdani
Reed	Donnie Burton
Regan	Jamie Veary
Rotella	Elizabeth Ocasio
Sprague	Diana Swenden
Tinker	Laura Wilmot
Walsh	Tawanda De La Rosa
Washington	Amy Hattani
W. Wilson	Wendy Bryan

Middle and High Schools

North End	Sylvia Lebron
Wallace	Angeline Vergara
West Side	Joe Stango, Jr.
Enlightenment	Cindia Rosado
State Street	Barbara Watts
Crosby	Ana Garcia
Kennedy	Jaime Calo
Waterbury Arts	Elaine Nghiem
Waterbury Career	Eleanor Carr
Wilby	Tammy Mercado

Non-Public

Children’s Community	Brieanne Hill
Holy Cross	Kay Moser

Recognitions, Awards and Honors: Districtwide

- o The Margaret M. Generali Foundation has awarded six grants to Waterbury educators totaling \$8700 for the 2018-19 academic year.

The recipients of these grants and the grant titles are:

- o Michael Pannoni from Wilby High School with “Podcasting with Pannoni”
 - o Matthew Wiener from Enlightenment School with “The Enlightenment School Newspaper Project”
 - o Emily Summa from Gilmartin School with “Do it For Dylan! The Wingman Program”
 - o Kristen Albert from North End Middle School with “Supporting Content Area Learning with Graphic Novels”
 - o Alena Cybart-Persenaire from Kennedy High School with “The Write Stuff: High School Journalism Offers Pathways to College and Careers”
 - o Krislyn Petti from Wilby High School with “Story SElections for the Soul”
- o Dena Mortensen, English/Language Arts Supervisor was chosen as the year’s Commissioner’s Literacy Leadership Award winner, for demonstrated leadership, passion for early reading excellence, and service to the school district.
 - o Student talents were showcased once again at the second annual showcase performance “Celebrating Community Through the Arts” program held at the Palace Theater on May 21st.
 - o Project Love received an Exchange Club Grant of \$2,000 again this year to further its mission of providing homeless families with an opportunity to network and have an evening out. The project is the volunteer work of parent liaisons, the FACE center, and community partners. Project Love also received a \$1500 grant from Sacred Heart Church, Southbury’s Mustard Seed Fund.
 - o Waterbury Career Academy teacher Christine Holley received a \$400 grant from UCONN and a donation from Channel 3 News for health science career pathways students to visit the “Bodies” exhibit at The Connecticut Science Center.



Recognitions, Awards and Honors: Elementary

- o Waterbury Public Schools raised a total of \$10,205 for the St. Mary's Foundation for its breast cancer screening fund. The amount was collected from staff and students.



- o Gilmartin School held a "Wear BLUE" for March Colon Cancer Awareness Month, held in honor of Kindergarten Teacher Mrs. Nirmala Vowe, who is currently battling against the disease, and raised \$423.87. In February, Gilmartin School held a "Wear RED" Day where staff and students were allowed to wear red for \$1.00, with all proceeds of \$167.65 donated to the American Heart Association.
- o Board of Education President Elizabeth Brown visited Rotella Interdistrict Magnet School to present Stefanie Porcaro, Visual Art Teacher, and her Grade 5 poster team with First Place recognition for creativity on Food Waste.
- o Rotella Magnet School has been named a 2019 School of Distinction by the Magnet Schools of America. One of Rotella's students is in the competition for poster of the year.
- o The finalists from Waterbury who competed in the State of CT Kids Court Jr. Competition 2019 on the topic of bullying were:
 - o 4th Grade Division:
 - o Alina Munoz – Regan
 - o Dazzling Gonzalez – Regan
 - o 5th Grade Division
 - o Diomar Bristol – Walsh
 - o Elysha De La Rosa – Walsh (Placed 2nd in her grade level overall)

Recognitions, Awards and Honors: Middle School and High School



- o The fourth annual Dr. Martin Luther King Jr. Youth Summit presented youth leadership award to:
 - o Crosby High School – Hannah Rosario
 - o Kennedy High School – Chevelle Shepherd
 - o Enlightenment School – Tameka Jennings
 - o Holy Cross High School - D'Asia Hargrove
 - o Sacred Heart- Evan Battiste
 - o Waterbury Arts Magnet School – John Rice
 - o Waterbury Career Academy – Soribel Torres-Jimenez
 - o Wilby High School – Lorenzo Maldonado

- o Brianna Denski, a sophomore at Waterbury Arts Magnet School, voiced the main character June for the Hollywood animated film “Wonder Park”.

- o Chase Taylor, a nineteen-year-old Waterbury Public Schools transition program student, was named a Connecticut Arts Hero after the publication of two original books: The Letter Critters and The Letter Critter

- o Wallace Middle School TAG students participated in The Stock Market Game sponsored by the Sifma Foundation, with two Waterbury Public Schools student teams were top finishers placing 1st and 2nd in the Middle School division (approximately 150 teams participated).

- o Waterbury Career Academy (WCA) won first place among eligible high schools in Connecticut and Crosby High School placed third in the Assess Phase of the 2019 Girls Go CyberStart Program.

- o Waterbury Chapter of UNICO National awarded \$1,000.00 scholarships to the following four Waterbury students:
 - o Isabella Gaspard, Kennedy High School
 - o William Mahoney, Kennedy High School
 - o Gillian Petrarca, Waterbury Arts Magnet
 - o Jialian Stolfi, Waterbury Arts Magnet

- o Kaira Springer, a junior at the Waterbury Arts Magnet School, was accepted into the 2019 All-Eastern Honors Ensemble Honors Treble Chorus.

Recognitions, Awards and Honors: Middle School and High School

- o Mary Case, a music teacher at the Waterbury Arts Magnet School, was named a Regional Magnet School Teacher of the Year by the Magnet Schools of America.
- o Dr. Maria Pesce Stasaitis, Waterbury Arts Magnet School Assistant Principal, was selected to present at the Magnet Schools of America national conference in April a workshop on the topic of “Blog About It! Blogging in the English Classroom”, discussing instructing argumentative writing through collaboration on a student blogging site. The presentation was designed for teachers designing an intervention for their classrooms using non-fiction texts, argumentative writing standards, cognitive complexity and 21st century learning skills.
- o Waterbury Arts Magnet School received recognition as a 2019 College Success Award winner. The school is one of only 1,722 high schools throughout the country and one of forty-one in Connecticut to receive this recognition.
- o The Crosby LifeSmarts team represented the state of Connecticut at the LifeSmarts national competition in Orlando in April. Crosby has absolutely dominated this competition in the state for the past several years.
- o North End Middle School continues to be a leader in the state rankings in the national Vocabulary Bowl
- o Dr. Martin Luther King Jr. Leadership Award Recipient: Anita Watkins, a teacher at Wilby High School
- o Kennedy High School’s girls volleyball team were NVL (Naugatuck Valley League) champions, with league standing was 14 – 1, with an overall 18-3.



Recognitions, Awards and Honors: Annual Staff Awards of Excellence

SCHOOL	TEACHER
Bucks Hill	Megan Drewry
Bucks Hill Pre-K	Emily Howard
Bunker Hill	Bjanka Avxhiu
Carrington	Kathy Delaney
Chase	Leslie Dempsey
W. Cross	Michelle Gasparri
Driggs	Mauralee Connolly
Duggan	Jill Diorio
Generali	Mark Gonillo
Gilmartin	Jessica Sconziano
Hopeville	Maria Cristina Cruz
Kingsbury	Anna Gauvin
Maloney	Jennifer Hibbs
Reed	Marissa M. Waters
Regan	Kevin Mitchell
Rotella	Lisa M. Romano
Sprague	Kristina Martinez
Tinker	Jessica Hartley
Walsh	Talisha DeGroate
Washington	Colleen Langan
Wilson	Tara Healey
Enlightenment	Jocelyn Marie Person
State St.	Benjamin Germain
North End	Kara Elizabeth Poulter
Wallace	Marcy Pogodzienski
West Side	Melissa Chapman
Crosby	Charlotte Sullivan
Kennedy	Melissa Leigh Gagne
Waterbury Arts Magnet	Jaime Larson
Waterbury Career Academy	Jaelyn Lestage
Wilby	John Curley



2019-2020 WATERBURY TEACHER OF THE YEAR

Lisa M. Romano

Rotella Interdistrict Magnet School

“Lisa is a true teacher, whether she is in her classroom, outside at recess, in the auditorium monitoring, she inspires students to do their best. Lisa is a lifelong learner, just receiving her 6th year leadership degree, visiting colleagues during her prep time to sharpen her skills, and sharing articles with colleagues and her twitter followers. This year she started a Leadership Program with 5th grade students, and it is amazing how much these students have grown as leaders. She is a compassionate, sincere teacher as evidenced by the fact that five of her colleagues chose to nominate her, each complimenting her on her passion and drive.”

Paraprofessionals of the Year	
Gina Turner	Chase School
Angelina Irizarry	Maloney Magnet School
Support Staff of the Year	
Ann Marie Shelton	Gilmartin
Building Sub	
Administrator of the Year	
Inez Ramirez	Kingsbury School

Recognition, Awards, Honors: 2018-2019 Superintendent's Student Award

BRIGHT FUTURES AWARDS

Bucks Hill PreK Obianuju Nwadukwe Pre-K 4
 Bucks Hill PreK Jackson Keegan, Pre-K 4

CERTIFICATES OF EXCELLENCE AWARDS

Elementary Schools

Bucks Hill	Miley Sosa
Bunker Hill	Yuan Hastings
Carrington	Vanessa Keco (5 th)
Carrington	Jazmine Moran (8 th)
Chase	Zavier Rodriguez
W. Cross	Nabi Diouf
Driggs	Areli Brown
Duggan	Aslan Herrera (5 th)
Duggan	Isaac Lebron (8 th)
Generali	Danny Prodani
Gilmartin	Anthony Cardenas (5 th)
Gilmartin	Daniel Ciardi (8 th)
Hopeville	Arsa Shabani
Kingsbury	Kajeda Fraser
Maloney	Sephora Jean
Reed	Joana Bustillo-Palma (5 th)
Reed	Leticia Costa-Silva (8 th)
Regan	Kristofer Ramirez
Rotella	Rylie Gabriella
Sprague	Dara Cabrera
Tinker	Sami Sheshi
Walsh	Elysha De La Rosa
Washington	Janessa Campos
W. Wilson	Giselle Tepi



Middle and High Schools

North End	Randy Ramdin (6 th)
North End	Jahry Smith (7 th)
North End	Tressanne Crossley (8 th)
Wallace	Yelsi Vega (6 th)
Wallace	Anjalianna Daverso (7 th)
Wallace	Jordyn Lavoie (8 th)
West Side	Gibran Olivencia-Erazo (6 th grade)
West Side	Jena Sirikishun (7 th grade)
West Side	Jose Berberena (8 th grade)
Waterbury Arts Magnet	Madison Whitlock (6 th)
Waterbury Arts Magnet	Megan Pelletier (7 th)
Waterbury Arts Magnet	Madison Creaven (8 th)
Waterbury Arts Magnet	Caelyn Dorsey (9 th)
Waterbury Arts Magnet	Matthew Reed (12 th)
Enlightenment	Larry Arana (12 th)
State Street	Kyle Martin (7 th)
Crosby	Alexus Lowe (9 th)
Crosby	Kwaku Amissah-Arthur (12 th)
Kennedy	Alejandra Rueles-Ramirez (9 th)
Kennedy	Marcus Lovett (12 th)
Waterbury Career	David Bernard (9 th)
Waterbury Career	Vaughan Coggins (12 th)
Wilby	Sarai Hernandez-Aguirre (9 th)
Wilby	Johairis Torres-Ruiz (12 th)

Adult Education

Waterbury Adult Education DanielCarl Lovell



Glossary of Commonly-Used Terms

ABA: Applied Behavior Analysis

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.

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.

Bucks Hill PreK Program: Serves children ages 3 and 4 in a variety of special education settings both inclusive and self-contained. Regular education peers are also invited to participate in the program.

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.

CAT – Chronic Absenteeism Team.

CCSC – Connecticut Center for School Change.

CCT – CT Common Core of Teaching.

CEL – Center for Educational Leadership.

CK3LI – CT K-3 Literacy Initiative.

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.

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.

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.

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.

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 .

DORF – DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Oral Reading Fluency.

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.

Enlightenment Program: Serves students in grades 6 to 12, who require the support of an alternative educational program.

EOY: End of Year.

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.

IAGD: Indicators of Academic Growth and Development.

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.

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.

i-Ready – specific assessment related to Common Core.

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.

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

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.

mClass – a specific assessment that measures the development of reading skills of all students in grades K-5 through two main assessments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Text Reading Comprehension (TRC) assessments.

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

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.

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.

PSF – Phoneme Segmentation Fluency.

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 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.

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).

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

SLO: Student Learning Objective.

SPP: School Performance Plan.

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.

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

State Street Program: Is a therapeutic program which serves students in grades pre-k to 12, with emotional and/or behavioral disabilities. There is a high staff-student ratio.

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

Summative Assessment: assessments that are employed mainly to assess cumulative student learning at a particular point in time.

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.

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.

**Respectfully Submitted,
Dr. Verna D. Ruffin
Superintendent of Schools
Aug. 2019**