



WATERBURY
Public Schools

Today's Students, Tomorrow's Leaders



Annual Report 2015-2016

Waterbury Public Schools Annual Report 2015-2016

Respectfully Submitted,
Dr. Kathleen M. Ouellette
Superintendent of Schools

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Dr. Kathleen M. Ouellette
Superintendent
Waterbury Public Schools

MESSAGE FROM THE SUPERINTENDENT Annual Report 2015-16

This Annual Report Summary presents highlights of the budget and the many issues facing our school district. It serves to provide citizens with critical updates related to the adopted Board of Education FY 2015-2016 budget.

The recommended FY 2015-16 budget submitted to the Board of Aldermen indicated that an increase over the FY 2014-15 budget would be required to maintain current programming and level of services for Waterbury Public Schools. The final FY 2015-16 Board of Education's appropriation was a recommended budget based on the Board of Aldermen's appropriation of a 0% increase over the prior year's budget and substantial support from the Alliance Grant. Based on then current revenue projections from state and federal sources, the Board of Education prioritized expenditures. Those items assigned the highest priority were included in the FY 2015-2016 budget.

Additionally, grant funds contribute notably to the total annual finances of the Waterbury Public Schools and are received from a variety of federal, state, local and private sources to supplement municipal funding for educational programs and services. Waterbury applies for and receives two types of grant funding: entitlement grants (non-competitive) and competitive grants funding. Entitlement grants are awarded based on student/district need, characteristics of the population, and a match between district needs and funded programs. The district vies for competitive grants from grant programs in which applications are scored and ranked, ultimately awarding grants to the highest ranking applicants. Recent grants to the district have helped to provide supplemental funds for special education, curriculum and instruction, assessment, approved building/utility projects, family/school partnerships, technology, and school security. Every grant, regardless of the funding source or type of grant, has strict guidelines to which the district must adhere to assure the district's continued grant eligibility status, and to remain in regulatory compliance with each grant program.

Significantly, in the early part of 2015-16, the district's Year Four Alliance District Grant Application was approved by the Connecticut State Department of Education (CSDE). The Alliance District Grant award was \$20,911,528 for operating support and reform initiatives consistent with the *Waterbury Blueprint for Change (2012-2017)*. These reforms included the continued transformation of the central office, providing unprecedented support to principals to improve their capacity for promoting improved teaching and learning. Focus Walks and job-embedded professional development, including coaching and modeling for principals and teachers, were conducted. Key personnel to the central office transformation process funded by the Alliance Grant included the Chief Academic Officer, four Instructional Leadership Directors (each to support a Network of district schools), and a Supervisor of Talent and Professional Development. In addition, the Alliance grant also funded Literacy Facilitators and a Math Supervisor; Behavior Technicians to handle student discipline matters; the Coordinator of School Safety and Security to assess and improve school safety; continued comprehensive curriculum revision to align with the Common Core State Standards and Smarter Balanced Assessments; a district-wide Data Team; online learning opportunities to promote high school graduation; and support for Pre-K classrooms that include English Language Learners.

Academic reform in the core content areas continued this year with a universal system for reading intervention; Middle School Literacy Facilitators in grades six to eight; the implementation of common goals in Math for grades K-12 focused on Standards for Mathematical Practices; and continued alignment of Math curriculum with State Core Standards. Science common core assessments were utilized through the year for core middle school, and high school science courses.

In 2015-16, the district redesigned school-wide and instructional data teams using Google Docs and a common protocol; and the District initiated Google apps for educators as the primary communication source for the district. District personnel created and implemented a plan to recruit and retain high quality teachers and administrators that reflect the diversity of the community. Curriculum councils established in all areas wrote and implemented Standards-Based curricula. Student assessments were aligned to standards. Tiered support for all students in Reading and the Extended School Hours program was redesigned to support Science and Math. In addition, cultural responsiveness workshops were conducted for all administrators.

Specifically, in furtherance of improved teaching and learning, the district established the framework for a district-wide curriculum management cycle for all content areas by 1) continuously engaging in a systemic standards-based review, development, implementation and evaluation process; 2) establishing a strategic plan for monitoring the implementation of standards-based, concept-driven curricula through the context of high functioning, data-driven instructional teams; and 3) tracking and evaluating measurable indicators of student achievement. Staff created the organizational framework that ensures school-wide collaborative inquiry pertaining to defining standards of performance targeting adult practice through a process of reflection, research and calibration. Staff also devised K-12 Standards/Curriculum Maps, created instructional rubrics/sample exemplars, designed school improvement/feedback loop protocols, implemented and documented standards for instructional data teams and district-wide agenda protocol, and devised common benchmark assessment process.

Student assessment data reveal: mCLASS reading assessments, 67.8% of our students improved by a category or remained at benchmark, up from 66.3% last year. iReady math assessments, 66% of students made appropriate progress towards growth. Overall 85% of elementary students met the criteria for growth in Performance Tasks in math, 63% of middle school students overall met the criteria for growth in Performance Tasks in math. The district graduation rate has increased by 6.6% in the last four years, with a 1.3% increase in 2015-16 alone.

Additionally, during the 2015-16 school year a concerted effort to reduce chronic absenteeism in the district yielded a 0.6% reduction, even with new legislation defining in-school suspension as an absence. The biggest reductions were in Kindergarten, ninth, and tenth grades. Across the district, there were 2000 fewer student suspensions over the school year, compared to five years ago.

In 2015-16, Waterbury Public Schools successfully administered its second district wide SAT Day, during which all high school students (grades 9-12) and middle school eighth graders were assigned to participate in an SAT, PSAT, or ReadStep exam. These tests are essential for admission to college. In addition, over 1700 students from Waterbury middle and high schools attended the STEM/Manufacturing Expo this year, interacting with personnel and owners of local manufacturing and technology firms and exploring rapidly growing Science, Technology, Engineering, and Mathematics (STEM) careers.

The district also held an Invention Convention for elementary school students in grades two to five. Over 500 students from fourteen elementary schools participated at their schools as part of the Extended School

Hours Program. The top ten student inventions from each school then qualified to compete at the District Invention Convention, attended by more than 100 students. Forty-five students advanced to the Connecticut Invention Convention at the University of Connecticut.

We are proud that also in 2015-16, the Waterbury Career Academy (High School) opened its grade 11 for students, having opened initially to grade 9 students only in 2013-2014, and to grade 9 and 10 students only in 2014-15. The Waterbury Career Academy will open to grades 9 through 12 in 2016-17, and will have their first graduating class in June 2017. Additionally, Carrington Elementary School opened grades Pre-K to 8 in 2015-2016, having initially opened for grades Pre-K to 6 in 2013-2014, and to grades Pre-K to 7 in 2014-15.

Furthermore, the Walsh Elementary School Turnaround Plan moved into its second year of full implementation and elevated from a Turnaround rating to a Focus rating. Additionally, the district began implementation of the approved Turnaround Plan for Crosby High School. The Crosby Plan calls for four theme-based academies that will focus on 21st century skills and serve as pathways to college and careers; Freshman Academy, Entrepreneurship (business focus), STEAM (Science, Technology, Engineering, Arts and Mathematics), and Public Safety.

At the end of the 2015-16 fiscal year, the District submitted a Year Five (2016-2017) Alliance District Grant application which is pending at the Connecticut State Department of Education. The total funding request is for \$20,238,884 to continue operating support and reform initiatives which originated with Alliance funds. The grant budget includes funding requests for continued central office staff and staff function changes; literacy facilitators, math coaches; Pre-K teachers and teaching assistants; mental health and school security initiatives; online learning; curricular resources; mCLASS assessments; and implementation of a high school credit/college credit program with Naugatuck Valley Community College (NVCC) and the Waterbury Career Academy (WCA).

Recently, in July 2016, we opened two student/family centers designed to provide exceptional service and convenience for student families. The district opened the *Office of Early Education* at 30B Church Street, Waterbury, fulfilling the mutual desire of the school district and the City (the Mayor's Early Childhood Challenge) to provide more coordinated access to early childhood education. The *Office of Early Education* brings to the centralized downtown area school Pre-K Registration and Services, Special Education Pre-K Services, and School Readiness Registration and Information, including information about community-based preschool programs. With these services co-located in one building for the first time, the process of accessing pre-school services has been significantly stream-lined for families.

Additionally, the district opened the *Family and Community Engagement (FACE) Center* in the Chase Building, 236 Grand Street, Waterbury, across the street from City Hall. The purpose of the downtown *FACE Center* is to welcome families and community members as partners in the education of all of Waterbury's students, and to provide a one-stop location for information about the Waterbury Public Schools and community resources. Providing resources to help parents/caregivers become fully engaged in their child's education is a primary focus of the center. The *FACE Center* is a family-friendly space with books and toys to engage young children while their parents obtain school system information. In the Family Room at the center there are four computers for parent/caregiver use to access student grades and attendance records, as well as additional resources.

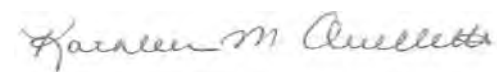
In preparing the 2016-17 budget, my staff was, once again, cognizant of the economic hardships that we all face. Like all school systems across the state and around the country, we are challenged to identify the resources needed to continue to provide all students with the best possible educational services. We have and will continue to advocate on behalf of our schools so that they can provide the necessary programs and services to empower every student to reach his/her full potential. The commitment to provide and retain the programs and services that our district delivers to our children is also supported by leadership of the City. The Mayor and Board of Alderman approved an increase of \$2,750,000 to our operating budget for 2016-17 demonstrating their steadfast belief in providing the best educational services possible.

Moving ahead, we will continue to focus on improving student achievement for all students, closing the racial achievement gap, and maximizing funds for essential needs including building maintenance. Data-driven decision-making will continue to drive action at all levels in the district. Shared leadership with a common vision will persist, as will policies that support continuous improvement in teaching and learning. Entitlement funding will continue to support district efforts to increase student proficiency and address the achievement gap. The district will continue to pursue competitive grants from multiple sources to address student needs and district education reform initiatives.

In Waterbury we believe that every student deserves to succeed, and to be college or career ready as she/he graduates from high school. Accomplishing this will require our continued implementation of key education reforms that involve updating core curricula, providing educators with up-to-date professional learning opportunities, making changes in teaching strategies, continued fiscal and human resource support for our schools, and a never-wavering commitment to quality education for every Waterbury student. In order to hasten educational reform in the district, we will engage all stakeholders and use multiple measures of district and school effectiveness. Additionally, to continue making progress toward significant student achievement gains for all students, we realize it is critical to work together with the support of the entire Waterbury education community. Together we must institute improvement strategies that promote the highest quality instruction and ultimately improved student performance across all school levels.

In conclusion, I wish to thank and commend Mayor O'Leary and the members of the Waterbury Board of Education for their ongoing commitment to quality education. I am equally grateful to our staff members across the district for all they do to assure that this school district is a place of excellence for our students. In the years ahead, I have every confidence that Waterbury will be recognized as a model school district for education reform, well-known for producing ever-greater positive student outcomes. With the common goal of continuous improvement through a rigorous series of critical education reform interventions, I look forward to the work ahead.

Respectfully submitted,



Dr. Kathleen M. Ouellette,
Superintendent of Schools

Central Office Staff

Superintendent of Schools
Chief Operating Officer and Chief of Staff
Chief Academic Officer
Director of Teaching and Learning
Director of Special Education and Pupil Personnel Services
Director of Personnel
Education Liaison to Government, Business and Community
Instructional Leadership Directors

Kathleen M. Ouellette, Ed.D.

Darren Schwartz
Steven Strand
Wendy Owen
Robert Brenker
Mary Ann Marold
Pamela Baim
Michelle Baker
Noreen Buckley
Paul Whyte
Dr. Shuana K. Tucker

Talent and Professional Development Supervisor

School Business Administrator
Management, Information and Technology
Food Service Manager
Bussing Coordinator
Crossing Guard Coordinator
Inspector of School Buildings
Supervisor of Grants
Competitive Grants Writer
School / Community Relations Coordinator
Payroll Supervisor
Supervisor, Research, Development and Testing
Security and School Safety Coordinator

Doreen Biolo
Will Zhuta
Linda Franzese
Jeffrey Hunter
Nate Jones
John Cross
Linda Riddick-Barron
Louise Allen Brown
Nancy Dzija Vaughan
Alyce Cass
Tara Battistoni
John Herman

Special Education Supervisors

Roberta Abell
Melissa Baldwin
Lisa Brown
Denise Carr
Robert Delaney
Monica O'Neil
Melina Rodriguez
Amy Simms
Sharon Walsh

Subject Supervisors

Bilingual Education
Early Childhood Education
Health/Physical Education
Mathematics - PreK-12
Reading/English Language Arts - PreK-12
Science/Technology Education

Adela Jorge-Nelson
Patricia Moran
Joseph Gorman
Janet Frenis
Dena Mortensen
John Reed

School Readiness
Adult Education
Family Intake Center

Dr. Barbara Tacchi
Antonio Musto
George D'Agostino

School Principals

Bucks Hill Elementary School
Bunker Hill Elementary School
Carrington Elementary School (PreK-8)
Chase Elementary School
Wendell Cross Elementary School
Driggs Elementary School
Duggan Elementary School (PreK-8)
Generali Elementary School
Gilmartin Elementary School (PreK-8)
Hopeville Elementary School
Kingsbury Elementary School
Maloney Magnet Elementary School
Reed Elementary School (PreK-8)
Regan Elementary School
Rotella Magnet Elementary School
Sprague Elementary School
Tinker Elementary School
Walsh Elementary School
Washington Elementary School
Woodrow Wilson Elementary School

North End Middle School
Wallace Middle School
West Side Middle School

Waterbury Arts Magnet Middle and High School

Crosby High School
Kennedy High School
Waterbury Career Academy
Wilby High School

Enlightenment and Excel Programs
Special Education Pre-School
State Street School

Dr. Delia Bello-Davila
Mrs. Celia Piccochi
Ms. Karen Renna
Mr. Matthew Calabrese
Mr. Joseph Amato
Mr. Michael Theriault
Dr. Patricia Frageau
Mrs. Kathy Stamp
Ms. Jennifer Dwyer
Ms. Debra Ponte
Mr. Erik Brown
Mrs. Donna Cullen
Mr. Juan Mendoza
Ms. Angela Razza
Ms. Robin Henry
Ms. Diane Bakewell
Ms. Darlene Cofrancesco
Ms. Ellen Paolino
Mrs. Roxanne Augelli
Ms. Jennifer Rosser

Mrs. Jacquelyn Gilmore
Mr. Michael LoRusso
Ms. Maria Burns

Mrs. Lauren Elias

Ms. Jade Gopie
Mr. Robert Johnston
Dr. Louis Padua
Mrs. Michele Buerkle

Mr. Richard Arroyo
Mrs. Marisa Blakeslee
Mrs. Lisa Ariola-Simoes

Waterbury 2015-2016 Board of Education

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Felix M. Rodriguez, Vice President**

**Karen E. Harvey, Juanita P. Hernandez,
Charles (Chuck) E. Pagano, Charles L. Stango,
John Theriault, Ann M. Sweeney,
Jason Van Stone, Thomas Van Stone, Sr.**

Waterbury Public Schools Board of Education ...
The Vision – Present and Future

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.

Waterbury Public Schools Blueprint for Change



“Moving Forward For Student Success.”

The Blueprint for Change 2012-2015 was presented to the Board of Education on June 14, 2012 by Superintendent Dr. Kathleen M. Ouellette and officially adopted by the Board of Education on December 20, 2012. A newly updated 2nd edition (2012-2017) of the Blueprint for Change was approved by the Board of Education on December 18, 2014. This second edition noted progress toward meeting the goals and objectives, and included new strategies for Goal #3. It will serve as a guide to the Waterbury Public Schools for the 2015-2017 school years.

Waterbury has identified the following district goals to support the success of ALL students:

1. Provide all students with quality school principals and teachers who deliver rigorous and effective instruction.
Objectives:
 - Develop instructional district-wide leadership capacity to support improvement of student achievement.
 - Provide embedded Professional Development for teachers and administrators.
 - Implement a new teacher and administrator evaluation system.
 - Use data to improve effective instruction.
 - Recruit and retain high quality teachers and administrators that reflect the diversity of the community.
2. Ensure all students equal access to quality curriculum that is aligned to Common Core State Standards.
Objectives:
 - Conduct a curriculum audit and create or adopt units of study that align to Common Core State Standards.
 - Review assessment practices and align assessments with Common Core State Standards and “Smarter Balance Assessment” recommendations.
 - Integrate the use of technology with curriculum development.
 - Provide tiered support for students in English / Language Arts and mathematics.
3. Provide all students a safe and positive school climate that welcomes and actively engages all families.
Objectives:
 - Create effective school climate plans for all schools.
 - Increase parent involvement in schools.
 - Sustain and improve Positive Behavior Intervention Support implementation.
4. Ensure that all students who enter Grade 9 are prepared to enter colleges or careers of their choice by graduation.
Objectives:
 - Create and sustain programs that increase college graduation and college readiness.
 - Create a middle and high school study team to review restructuring possibilities.

Improving Student Achievement



- In mCLASS, testing 67.8% of our students grew a category or remained at benchmark. This is up from 66.3% last year.
- In iReady, 66% of our students made appropriate progress towards growth. Carrington school had 96% of students meet the criteria.
- 85% of our elementary students met the criteria for growth in Performance Tasks in math with Reed, Sprague, Washington and Wendell Cross at 90%.
- 63% of our middle school students met the criteria for growth in Performance Tasks in math with Duggan at 82%, Reed at 70% and Wallace at 66%.
- Waterbury has increased its graduation rates by 6.6% in the last 4 years.
- In the last 5 years we have reduced overall suspensions by over 2000 students. 16.2% of students were chronically absent for the 15-16 school year. That is a 0.6% reduction even with the new legislation of In-School-Suspensions counting as an absence. The biggest reductions were in Kindergarten and 9th/10th grade. The elementary schools with the largest reductions were Bunker Hill and Sprague with 5.7%, Walsh with 4.7%, Wilson 4.3% and Generali with 3.7%. The secondary schools that reduced chronic absenteeism were WAMS, Wallace and Crosby. Sprague, WAMS Middle, Career Academy and Regan had 0 students in the severe chronic absence category.
- Crosby's development of its new 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. Crosby staff has selected and been assigned to teach within one of the four theme based academies: Public Service, Entrepreneurship, STEAM and Grade 9 Academy. Students have selected academy assignments for the upcoming school year and have been scheduled within the academy. Crosby has made great strides in their efforts to reduce the student chronic absenteeism rate through the implementation of the chronic absenteeism team, collaboration with the School Governance Council and staff to establish relationships with students and address the underlying issues of student absenteeism. The goal to ensure 80% of grade 9 students to earn more than five or more credits is on target.

Improving Student Achievement (continued)



- Football legend Mike Ditka visited Crosby High School in December after he heard from a colleague at ESPN about the great efforts the Crosby football team made when they attended the Safe Haven domestic violence event. The entire football team literally stood up in support of putting an end to domestic violence. He was so impressed with the story that he wanted to meet with the team and share his family's domestic violence story with them.
- Middle and high school students had a wonderful opportunity to attend the annual STEM / Advanced Manufacturing and Technology Expo held at the Coco Key Water Resort. Students from all of our high schools and middle schools began their visit with a presentation on drones offered by the co-owners of SKYVUE, LLC, a company that creates video with drones for commercial use, including music videos, action sports events, and real estate companies. The two also serve as instructors with NJ Drone School. Students then toured the expo and learned about job opportunities with local manufacturers such as Cly-Del, Braxton Manufacturing, Platt Brothers, Ulbrich Stainless Steels and Specialty Metals, Click Bond Inc., Traver IDC, and UniMetal Surface Finishing.
- Fourth and fifth graders at Maloney Magnet School participated in the school's 14th annual International Student Education Conference on Tuesday. Parents and staff created presentations on such topics as Albanian Culture, Origami, Cartoons of My Country, Poland, Irish Dancing and more. Each student selected four presentations he or she wished to visit.
- Waterbury was selected to participate in the 2015-2016 Fresh Fruits and Vegetables Program, offered through the Connecticut State Department of Education. Total allocation based on \$59.17 per student in 21 schools was \$641,697. The participating Waterbury schools are: Bucks Hill, Bunker Hill, Carrington, Chase, Driggs, Duggan, Enlightenment, Generali, Gilmartin, Hopeville, Kingsbury, North End, Reed, Regan, Sprague, State Street, Walsh, Washington, Wendell Cross, West Side and Woodrow Wilson.

Operations / Finance / Budget

Enrollment

As of October 1st the total enrollment figure is 18,752, down slightly from last year's revised count of 18,798.

Budget and Finance

- Continued to control costs and achieve a year end budget surplus in the seventh consecutive year of a no-growth budget.
- Prepared an eighth 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 fourth "Alliance Grant", and development of its fifth.
- Assisted in the preparation and oversight of operational and capital Turnaround grants for Crosby High and Walsh Elementary Schools.
- Implemented several security and technology improvement grant programs.

School Construction

- Completion of construction of the Kennedy High School Addition and Alterations project.
- Started construction of renovation of multi-purpose fields at Kennedy.
- Completed construction on the Crosby High School Gym floor and renovations.
- Substantial completion of the Crosby High School Track and Field renovations.
- Relocation of Main and Nurse's Offices to improve security at Walsh Elementary School.
- Substantial completion of renovations of 30B Church Street to relocate and open the Office of Early Childhood.
- Oversaw Facility Use and Redistricting Study.

Operations

- Continued to improve the conditions and cleanliness of all our schools.
- Initiated and energy audit contract with ESCO to identify energy savings throughout the District.
- Conducted numerous capital project improvements, including elevator installation and roof repairs.
- Obtained impressive new five-year transportation contracts adding improved services at reduced costs, including a new propane system.
- Coordinated oversight of lockdown and fire drills and developed upgraded emergency management plans.
- Continued District-wide Free Lunch Program for all our students.

Competitive Grants Awarded to Waterbury, 2015-2016

Grants awarded during 2015-16 to Waterbury Public Schools from applications prepared, in whole or in part by the Grant Writer, included USF (e-rate) Discounts; Family Resource Centers Grants; Primary Mental Health Grant; Support for Pregnant and Parenting Teens Grant; a State Afterschool Program grant; a State Technology Grant; the Carl D. Perkins Grant; and the Alliance District/Priority School District Consolidated Grant (Year 5 Application).

As of June, 2016, the total of grants prepared by the Grant Writer, in whole or in part, and awarded to Waterbury Public Schools during 2015-16 exceeded \$ 21 million. Grants sought for Waterbury Public Schools during the 2015-16 fiscal year total more than \$ 29 million, including nineteen (19) school applications for grants from the State Low-Performing Schools Bond.

Hiring / Personnel

In fiscal year 2015-2016 the office of Education Personnel supervised the recruitment, selection and appointment of one hundred sixty (160) highly qualified teachers and eleven (11) administrators. They replaced staff that resigned, retired, were non-renewed or were promoted to higher positions. The average salary level for new teachers was \$51,699 and \$112,910 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.

Several new initiatives focused on hiring and retention were implemented this year: marketing materials were updated, a link was created on the district website that focused on minority teacher recruitment that included information and resources for those interested in a career in Waterbury, partnerships were established with several universities, and the district's recruitment team visited numerous career day fairs both inside and outside of Connecticut. The district has also implemented a "grow your own" approach to minority educator hiring that focuses on exposing students to education as a career. A new .5 credit, "Teaching Assistant Seminar," was piloted at Kennedy High School this year. This piloted program will be expanded during the fall of 2016.

Relevant Salary Data for Teachers Hired During 2015-2016

The average starting salary for teachers hired during 2015-2016 was \$51,699. 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.

Education Level of Teachers Hired During 2015-2016

Degree Held	Number of New Teachers
Bachelors	48
Masters	89
6 th Year	22
Doctorate	1

2015-2016 TEACHER HIRES BY RACE/ETHNICITY

Race/Ethnicity	# of Hires
Asian	1
Hispanic	11
Black/African American	7
Two or More	8
White/Caucasian	<u>133</u>
Total	160

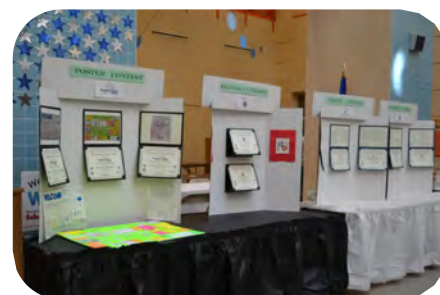
Approximately 16.9% of teachers hired during 2015-2016 were minority,
which represents a 50% increase over the previous year of 8.5%

Partners In Education Family and Community Involvement



SOME HIGHLIGHTS:

- Twenty nine parents were honored at this year's Parent and Community Leadership Conference, held at the Naugatuck Valley Community College on May 20, 2016. The full day conference event, which included a keynote speech by Dr. Michele Femc-Bagwell Director- CommPACT Community Schools Collaborative and Faculty in the Educational Leadership Department, Neag School of Education, University of Connecticut and workshops by Waterbury Public School staff, GEAR Up, the Waterbury Police Department and other community organizations. The full-day event was co-sponsored by the Waterbury Public Schools, NVCC, GEAR Up, CommPACT Community Schools Collaborative, Waterbury Hospital and Bridge to Success.
- At the start of the school year, State Comptroller Kevin Lembo visited the Waterbury office of DCF to drop off several backpacks and assorted school supplies that he and his staff donated to local students who are under the supervision of DCF.
- Wells Fargo also donated backpacks and school supplies to a group of students at North End Middle School.
- Waterbury students were invited to tell the organizers of this year's Family and Housing Expo "what makes Waterbury a great place for families to live" in a new set of student contests. There was a poster contest for elementary age students, a poetry contest and an essay contest for students in 6th through 12th grade, and a live presentation contest for students in 9th through 12th grade. The poster, poetry and essay contests each offered \$200 for first place, \$100 for second place, and \$50 for third place. The live presentation contest offers a \$500 first place prize, with \$200 going to second place, and \$100 for third place. A selection of poetry, essay and poster entries were displayed at the expo, and visitors to the expo had an opportunity to vote for their favorite displayed entry in a People's Choice Award.



School and Staff Awards and Honors



- April 28, 2016 - Waterbury's very own Jahana Hayes was named NATIONAL TEACHER OF THE YEAR during a broadcast of CBS This Morning. Congratulations go to Mrs. Hayes, along with best wishes for a wonderful reign as National Teacher of the Year. Previously, she had been named Waterbury Teacher of the Year and Connecticut Teacher of the Year.
- Shutterfly donated \$20,000 to 2016 National Teacher of the Year Jahana Hayes and \$20,000 to her school, John F. Kennedy High School. The donation was announced during Mrs. Hayes' guest appearance on "Ellen: The Ellen Degeneres Show".



School and Staff Awards and Honors



- Health and Physical Education Supervisor Joe Gorman received the CT Association for Health, Physical Education, Recreation and Dance (CTAHPERD) Professional Service Award for meritorious service to the profession in October 2015. He also received the CT Association for Health, Physical Education, Recreation and Dance (CTAHPERD) Outstanding Program Award on behalf of the Waterbury School Health and Wellness Advisory Council, also in October 2015.
- Matthew Magda, a social studies teacher at Wilby High School and Wilby's Teacher of the Year, was recently named the winner of the Jan Pikul Award for Continued Excellence in Instruction, a particularly difficult award to win. He previously won UConn's Outstanding Instructor Award in 2005. Matthew is a UConn certified teacher.
- Crosby High School Principal Jade Gopie was honored by the Exchange Club as Educator of the Year on March 30, 2016.
- Debra Atkins, social worker and speech/language pathologist at Washington Elementary School, was nominated for the 2015-2016 national LifeChanger of the Year award. Sponsored by the National Life Group Foundation, the LifeChanger of the Year program recognizes and rewards the very best K-12 public and private school educators and employees across the United States who are making a difference in the lives of students by exemplifying excellence, positive influence and leadership.
- Laure-Lyne Mancini and Karen Sullivan, teachers from Bucks Hill Pre-K at the Annex, applied for and won the Margaret Generali Education grant to increase technology within their classroom. With the grant, the teachers hope to increase the students' understanding of technology, enhance their literacy skills and broaden their students' minds with experiences from around the world.
- Patricia Moran was one of five educators awarded by France with an Academic Palm Award last Friday in New York during a ceremony held at the Cultural Services of the French Embassy. Mrs. Moran was cited for launching the Literacy Through School Libraries program here in Waterbury and for strengthening the collaboration between Waterbury and Toulouse, France. During the presentation, Mrs. Moran was congratulated for her "pioneering spirit," her "exemplary work as an educator" and her commitment to help level the playing field for all students.
- Crosby High School Video Production teacher John Alfredson received the Greater Waterbury Cable Council's Channel 16 Community Service Award.

School and Staff Awards and Honors, continued



SCHOOL	TEACHER
Bucks Hill	Amy O'Leary
Bucks Hill Pre-K	Laure-Lyne Mancini
Bunker Hill	Maryellen Perugini
Carrington	Eileen McDonnell
Chase	Steven Matthew
W. Cross	MaryLou Rinaldi
Driggs	Margaret Caizzo
Duggan	Christine Miller
Generali	Pamela Sarasin
Gilmartin	Karen Ieronimo Griffin
Hopeville	Anne Harvey
Kingsbury	Bret Bisailon
Maloney	Terri Daly
Reed	Julio Garcia
Regan	Jason Dombrowski
Rotella	Christina Altieri
Sprague	Ann Tucker
Tinker	Lauren Olsen
Walsh	Ariola Radhi
Washington	Emily Byron
Wilson	Linda Boisvert
Alternative Programs	Matthew Wiener
North End	John Costa
Wallace	Ann Grace Spizzoucco
West Side	Donajean Belcher
Crosby	Madeline Nolan
Kennedy	Robert Lopez
Waterbury Arts Magnet	Brenda Taylor
Waterbury Career Academy	Linda Richard
Wilby	Matthew Magda

2016-2017 WATERBURY TEACHER OF THE YEAR

Ann Grace Spizzoucco. Mrs. Spizzoucco has taught sixth grade ELA at Wallace since 2005. She has also taught Italian at both Wallace and Crosby High School. She has served as a member of the school-wide Leadership Team, as a facilitator for the Data team, as a member of the School Governance Council of both Wallace and Crosby, and as a mentor for the check-in/check-out program for students at risk.

Among her accomplishments: 89% to 96% of her students have scored proficient or higher on the 6th grade CMTs. She maintains a portfolio for each student's work over the course of the year, and both she and the student are always pleased with the progress the student has made over that time.

She attributes much of her teaching success to high expectations. She expects much from her students, and she creates an atmosphere where students want to do well. As a result, those students succeed.

Mrs. Spizzoucco recently asked her students what they would say about her. Many spoke of her commitment to their education. Many highlighted that she was tough but fair. All showed a tremendous amount of respect for her as an educator.





**2015-2016
Superintendent's Student Recognition
Award Winners**

Students from across the district were honored May 17th and 18th for their contributions to their school community and for their student leadership, as well as for their academic achievements. Two pre-school students received Bright Futures Awards, while students, including one representing Waterbury Adult Education, received Certificates of Excellence. Each of the students had been identified by their schools as having demonstrated exemplary behavior and service to their schools and the community.

The students who received certificates are:

BRIGHT FUTURES AWARDS

Bucks Hill PreK	Elias Javier
Bucks Hill PreK	Caleb Miller

CERTIFICATES OF EXCELLENCE AWARDS

Elementary Schools

Bucks Hill	Angelica Garcia
Bunker Hill	Maryanna De Almeida
Carrington	Taylor Parker (5th)
Chase	Helen Nicholls
W. Cross	Jenna Garraffo
Driggs	Mary Jane Vazquez
Duggan	Mickela Hopson (5th)
Generali	Jessica Coyt (5th)
Gilmartin	Angelina Soto (5th)
Hopeville	Terrelle Conyers
Kingsbury	Shellenid Vazquez
Maloney	Michael Cipriano
Reed	Miyah Stigger
Regan	Mahasin Gudaf
Rotella	Abigail Pearson
Sprague	Julia Boucher
Tinker	Jaiden Sanchez
Walsh	Melanie Burgos
Washington	Ariyah Charles
W. Wilson	Destiny Hernanadez

Middle and High Schools

Waterbury Arts Magnet	Justin Faria (8th)
Waterbury Arts Magnet	Monique McKenzie (8th)
Waterbury Arts Magnet	Katherine Ross (12th)
Waterbury Arts Magnet	Myles Labarre (12th)
Carrington	Merna Dimtry (8th)
Duggan	Neil Lawrie (8th)
Gilmartin	Jacob Aviles (8th)
Reed	Ashle Bulted (8th)
North End	Luis Rebollar (6th)
North End	Jaritza Alvarado (6th)
North End	Tamara Sanchez (7th)
North End	Joseph Montijo (7th)
North End	Martha Sanchez (8th)
North End	Justin Nguyen (8th)
Wallace	Alyssa Colangelo (6th)
Wallace	Lucas Balikian (6th)
Wallace	Aidan Knappe (7th)
Wallace	Stephen Carlson (7th)
Wallace	Anthony Dimeco (8th)
Wallace	Justin Dimeco (8th)
West Side	Omofolade Olusanya (8th)
West Side	Redjan Cipi (8th)
West Side	Rayn Lang (8th)
West Side	Angelica Pena (8th)
West Side	Hasim Veliju (8th)
West Side	Nicole Wilmot (8th)
Enlightenment	Melody Martinez
State Street	Christian Gerena (7th)
Crosby	Lexis Ortiz (9th)
Crosby	Nyshay Northover (10th)
Crosby	Rebekah Etique (11th)
Crosby	Richard Michael Agimudie (12th)
Kennedy	Tasleema Bakhsh (9th)
Kennedy	Alessandra Leitao (10th)
Kennedy	Jade Roman (11th)
Kennedy	Mariah Cruz (12th)
Waterbury Career Academy	Valerie Lopes (9th)
Waterbury Career Academy	Christian Calle (10th)
Waterbury Career Academy	Nolan Pimentel (11th)
Wilby	Eily Baba (9th)
Wilby	Nhyira Bekoe (10th)
Wilby	Gailen Leon (11th)
Wilby	Vielka DelMonte (12th)

Adult Education

Waterbury Adult Education	Olga Diaz
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Student Awards and Achievements



Crosby’s LifeSmarts team recently competed at the Nationals in Denver and did quite well. Junior Alyssa Simoes placed first on a 100 question written exam on personal finance. Klajdi Gjonaj placed first in the final Smarty Standing Competition, an individual buzzer round. Alyssa placed second in that same round. Coach Donna Mancuso was named the 2016 National Coach of the Year

- Science Supervisor John Reed reported 43 Waterbury students in second through fifth grade presented their inventions at the State-wide Connecticut Invention Convention, held in the Gampel Pavilion at UCONN. Many families made the trip as well. It was a great day for our students, who were among over 900 inventors present. They were interviewed by judges and heard a number of inspirational speeches. Although the goal was not to win awards, Waterbury did well in that department, too, as we took home the following six awards:

<u>Name</u>	<u>Grade</u>	<u>School</u>	<u>Invention</u>	<u>Award</u>
Aiden Puzzo	4	Bunker Hill	Bunk Bed Dog Crate	Recognized Inventor
Hamid Shahbaz	5	Buck’s Hill	Sponge Hands	3M Purification Award
Nathaniel Ruiz	5	Driggs	The Worm Prison	Recognized Inventor
Catherine Fuentes	5	Kingsbury	Camera Scanner	Stanley Black & Decker Award
Abigail Pearson	5	Rotella	The Dress Mini	Recognized Inventor
Angel Velez	5	Kingsbury	Magnetic Gloves	Recognized Inventor

Examples of Student / Staff Generosity

- The total for the Waterbury Public Schools (23 schools) for “Wear Blue Day 2016” was \$5, 076.61 collected for Autism Speaks. The winning elementary school was Maloney Magnet with \$963.41, middle school was Wallace Middle School with \$828,00.
- Students from Ms. Krislyn Petti's Public Speaking class at Wilby High School were one of six schools state wide who participated in Connecticut's Second Annual Social and Emotional Learning Week at Quinnipiac University’s School of Law. Students presented a handmade mural with the theme of "Choosing Love" to Senator Richard Blumenthal and Scarlett Lewis, mother of 6 year old Jesse Lewis who was killed three years ago in the Sandy Hook Elementary shooting. After the tragedy Ms. Lewis established The Jesse Lewis Choose Love Foundation whose aim is to promote Social and Emotional Learning within schools. The murals accompanied Senator Blumenthal and Lewis to our nation's capital to be displayed during a meeting about Social and Emotional Learning. Senator Blumenthal was so impressed by our students presentation and the collection of murals he invited the students to accompany them to Washington D.C. Each student had the opportunity to share a short anecdote about a personal situation they overcame. Accompanying each story were stars uniquely designed with positive affirmations reminding students how important it is to manage our emotions and learn how to be proactive instead of reactive, a major component of Social and Emotional Learning. The students received a standing ovation.
- Wilby students participated in many community service events including, but not limited to a jeans drive for the needy, volunteer work at local Senior Centers, St. Vincent DePaul Church soup kitchen, Waterbury Baptist Ministries Christmas gift giveaways, the Kiwanis Club, Youth Health Services Corps; assisting teachers at Regan Elementary School, tutoring freshmen at Wilby High School, Brass City Harvest and Waterbury Health Department: Brass City Cooks program, American Cancer Society Relay for Life, Read Across America Day (in partnership with Bucks Hill School), American Red Cross Blood Drive, Flint Michigan Water Drive, Fulton Park and Bunker Hill Earth Day/Clean Up, and Unified Sports.

High School Graduation Statistics

CROSBY HIGH SCHOOL:

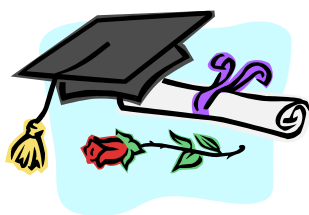
<i>High School Graduation Information</i>	<i>Number</i>	<i>Percent</i>
Graduates	292	85%
Entering four-year college	106	36%
Entering two-year college	137	47%
Entering vocational training	8	3%
Entering workforce	20	7%
Entering military	10	3%
Entering continuing special education program	2	1%
Unemployed	0	0%
Not graduating	55	15%
Total Number of Seniors:	347	100%

KENNEDY HIGH SCHOOL:

<i>High School Graduation Information</i>	<i>Number</i>	<i>Percent</i>
Graduates	292	92.4%
Entering four-year college	111	35.2%
Entering two-year college	109	34.5%
Entering vocational training	15	4.7%
Entering workforce	42	13.3%
Entering military	15	4.7%
Entering continuing special education program	0	0%
Unemployed	0	0%
Not graduating	24	7.6%
Total Number of Seniors:	316	100%

WATERBURY ARTS MAGNET SCHOOL:

<i>High School Graduation Information</i>	<i>Number</i>	<i>Percent</i>
Graduates	113	99%
Entering four-year college	70	61%
Entering two-year college	28	24%
Entering vocational training	2	2%
Entering workforce	1	1%
Entering military	3	2.5%
Entering continuing special education program	3	2.5%
Unemployed	2	2%
Not graduating	1	1%
Other	4	4%
Total Number of Seniors:	114	100%



WILBY HIGH SCHOOL:

<i>High School Graduation Information</i>	<i>Number</i>	<i>Percent</i>
Graduates	296	94%
Entering four-year college	94	30%
Entering two-year college	135	43%
Entering vocational training	18	6%
Entering workforce	21	12%
Entering military	12	3%
Entering continuing special education program	16	5%
Unemployed	0	0%
Not graduating	19	6%
Total Number of Seniors:	315	100%

ALTERNATIVE PROGRAMS:**State Street Program**

<i>High School Graduation Information*</i>	<i>Number</i>	<i>Percent</i>
Graduates	5	71%
Entering four-year college	0	0%
Entering two-year college	2	29%
Entering vocational training	1	14%
Entering workforce	2	29%
Entering military	0	0%
Entering continuing special education program	0	0%
Unemployed	0	0%
Not graduating	2	29%
Total Number of Seniors:	7	100%

Enlightenment Program and Excel Program

<i>High School Graduation Information*</i>	<i>Number</i>	<i>Percent</i>
Graduates	4	45
Entering four-year college	0	0%
Entering two-year college	3	75%
Entering vocational training	0	0%
Entering workforce	1	25%
Entering military	0	0%
Entering continuing special education program	0	0%
Unemployed	0	0%
Not graduating	1	56%
Total Number of Seniors:	9	100%

ADULT EDUCATION:

<i>High School Graduation Information</i>	<i>Number</i>	<i>Percent</i>
Graduates	186	85%
Entering four-year college	33	15%
Entering two-year college	59	27%
Entering vocational training	45	20.5%
Entering workforce	40	8.2%
Entering military	9	4.2%
Entering continuing special education program	0	0%
Unemployed	0	0%
Not graduating	33	15%
Total Number of Seniors:	219	100%

CHIEF ACADEMIC OFFICER

Darren Schwartz, Chief Academic Officer

I. GOALS**a. *Accomplishment of Goals 2015-2016***

- Blueprint for Change, Goal 1, Objective 1-Department Chairperson job descriptions have been established by the Board of Education.
- Blueprint for Change, Goal 1, Objective 4-Redesigned school-wide and instructional data teams using Google Docs and a common protocol.
- Blueprint for Change, Goal 1, Objective 5-Plan created and implemented to recruit and retain high quality teachers and administrators that reflect the diversity of the community.
- Blueprint for Change, Goal 2, Objective 1-Curriculum councils established in all areas to write and implement Standards Based curriculum.
- Blueprint for Change, Goal 2, Objective 2-Assessments aligned to standards.
- Blueprint for Change, Goal 2, Objective 4-Tiered support provided to all students in Reading and the ESH program was redesigned to support Science and Math.
- Blueprint for Change, Goal 3, Objective 1-Districtwide chronic absenteeism tiered structure implemented in every school to reduce absenteeism.
- Blueprint for Change, Goal 3, Objective 2-Family and community engagement center designed and planned for using the Dual Capacity Framework to engage parents.
- Blueprint for Change, Goal 3, Objective 3-Cultural responsiveness workshops for all administrators.

b. *Goals for 2016-2017*

Goal 1: Reduce districtwide chronic absenteeism by 2%.

Goal 2: Improve the coordination and delivery of services for early childhood education.

II. HIGHLIGHTS

- 16.2% of students were chronically absent for the 15-16 school year. That is 0.6% reduction even with the new legislation of ISS counting as an absence. The biggest reductions were in Kindergarten and 9th/10th grade.
- Elementary Schools with the largest reductions were Bunker Hill and Sprague with 5.7%, Walsh with 4.7%, Wilson 4.3% and Generali with 3.7%.
- Secondary schools that reduced chronic absenteeism were WAMS, Wallace and Crosby.
- Sprague, WAMS Middle, Career Academy and Regan had 0 students in the severe chronic absence category.
- In mCLASS, 67.8% of our students grew a category or remained at benchmark. This is up from 66.3% last year.
- In i-Ready, 66% of our students made appropriate progress towards growth. Carrington School had 96% of students meet the criteria.
- 8% of our elementary students met the criteria for growth in Performance Tasks in math with Reed, Sprague, Washington, and Wendell Cross at 90%.
- 63% of our middle school students met the criteria for growth in Performance Tasks in math with Duggan at 82%, Reed at 70%, and Wallace at 66%.

- We have increased graduation rates by 6.6% in the last 4 years.
- In the last 5 years we have reduced overall suspensions by over 2000 students.

III. **STRENGTHS OF EDUCATIONAL PROGRAM**

Directors provided administrators with differentiated support 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 by having a new leader professional development series. Systems have been put in place to hold central office more accountable for decision making and to ensure students best interests are the drivers for decisions. Internal communications have been streamlined by the Chief Academic Officer's newsletter. All of the data indicates that suspensions and arrests are down and academic achievement is up. Curricula is being updated on a daily basis with teams of administrators and teachers. The State Board of Education has recognized Waterbury's early literacy strategies and curriculum as being a model. The efforts of Walsh and Crosby are paying off with reductions in chronic absenteeism, improved academic standing and less arrests/suspensions than in previous years.

CENTRAL OFFICE ADMINISTRATION

Pamela Baim, Instructional Leadership Director

I. **GOALS**

a. *Accomplishment of Goals 2015-2016*

- To improve overall student performance at all of my schools as measured by mCLASS and District Assessments.
- 90% of our students in Washington and Wendell Cross met the criteria for growth in Performance Tasks in math.
- 82% of the students at Duggan met the criteria for growth in Performance Tasks in math.
- 2nd i-Ready diagnostic data to determine which grade 5 students are above grade level in math for placement in middle schools.
- To evaluate and support 10 administrators to improve performance on the Common Core Leading Rubric.
- To improve chronic absenteeism in all 10 of my Network schools.

b. *Goals for 2016-2017*

Goal 1: To improve overall student performance at all of my schools as measured by mCLASS and District Assessments.

Goal 2: To evaluate and support 10 administrators to improve performance on the Common Core Leading Rubric.

Goal 3: To improve chronic absenteeism in all of my 10 Network Schools.

II. **HIGHLIGHTS**

- Overall suspensions reduced in most schools.
- Wilson School has the 3rd largest reduction in the City with 4.3% in chronic absenteeism.
- New Leader Workshop held monthly with topics driven by new staff.

- Assistance from Laura Downs throughout the year.
- Arts Council for 6 elementary schools to work with the Wadsworth Athenaeum.
- Attendance at all Fullan conferences by all ILDs.
- Safe School committees set up at all schools.
- Career and hiring fair.
- Art Night held at the Mattatuck Museum honoring 30 schools in Waterbury.

III. **STRENGTHS OF EDUCATIONAL PROGRAM**

- Train and implement teams in Instructional Leadership Teams.
 - Train and implement teams in Instructional Data Teams.
 - Network meetings held monthly with job embedded professional development.
 - Reassignment of staff throughout selected schools for the betterment of the school.
 - Professional development given during Superintendent's meetings such as suspensions and manifestations and workshops with Kathy Taylor.
 - End of year Forum Survey to determine needs of the administrators and assist in planning strategic professional development for the 2016-2017 year.
 - Meeting times for collaboration with the arts groups.
 - Curriculum meetings set up and attended by teachers.
 - After school component that included our Invention Convention which had winners at the state level.
-

CENTRAL OFFICE ADMINISTRATION

Michelle Baker, Instructional Leadership Director

I. **GOALS**

a. ***Accomplishment of Goals 2015-2016***

Our students at the Comprehensive Middle Schools improved their ability to read different forms of literature and make connections to text, ideas, and images. They need to identify textual evidence and use information to gain a better understanding of what they are reading. The cohort of students enrolled at the comprehensive Middle Schools from September 2015 to May 2016 increased their ability to read closely and analytically to comprehend a wide range of literary and informational text assessed by district benchmark assessments.

The cohort of students enrolled at the Comprehensive Middle Schools from September 2015 to May 2016 in one grade level 6, 7, & 8 of the schools choice increased their ability in mathematics by making sense of rich, complex problems and persevering in solving them, and providing evidence to communicate mathematical understanding.

b. ***Goals for 2016-2017***

Directors' goals to be developed in the upcoming weeks and implemented for the 2016-2017 school year.

II. **HIGHLIGHTS**

Chronic Absenteeism Focus in every school has resulted in a reduction in Chronic Absenteeism for the current school year from the 2015-2016 school year.

All Comprehensive Middle School, principals, teachers, supervisors and ILD 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 Comprehensive Middle Schools participated in FOCUS WALKS, Chronic Absenteeism Team Meetings and Principals Dashboard dives 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 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 2015-2016 school year.

Middle school leadership teams met monthly at each comprehensive middle school to monitor progress towards all school improvement goal of the 2015-2016.

CENTRAL OFFICE ADMINISTRATION

Noreen Buckley, Instructional Leadership Director

I. **GOALS**

a. ***Accomplishment of Goals 2015-2016***

- To improve overall student performance at all of my schools as measured by mCLASS and District Assessments.
- 82.2 % of students enrolled in Bucks Hill, Bunker Hill, Carrington, Driggs, Generali, Hopeville, Reed, Regan, Sprague, Tinker demonstrated growth as measured on the math District Assessment tool.
- 90% of the students at Sprague Elementary met the criteria for growth in Performance Tasks in math.
- 2nd i-Ready diagnostic data to determine which grade 5 students are above grade level in math for placement in middle school.
- To evaluate and support 10 administrators to improve performance on the Common Core Leading Rubric.
- To improve chronic absenteeism in all 10 of my Network schools.

b. ***Goals for 2016-2017***

Goal 1: To improve overall student performance at all of my schools as measured by mCLASS and District Assessments

Goal 2: To evaluate and support 10 administrators to improve performance on the Common core Leading Rubric

Goal 3: To improve chronic absenteeism in all of my 10 Network Schools

II. HIGHLIGHTS

- Overall suspensions reduced in most schools
- Sprague School reduced chronic absence rate for students by 3%
- New Leader Workshop held monthly with topics driven by new staff
- Assistance from Laura Downs throughout the year in Chronic Absences
- Attended conference in Cincinnati, Ohio hosted by Strive Together and Attendance Works.
- Attendance at all Fullan conferences by all ILDs
- Safe School committees set up at all schools
- Career and hiring fair
- Art Night held at the Mattatuck Museum honoring 30 schools in Waterbury

III. STRENGTHS OF EDUCATIONAL PROGRAM

- Train and implement teams in Instructional Leadership Teams
 - Train and implement teams in Instructional Data Teams
 - Network meetings held monthly with job embedded professional development
 - Reassignment of staff throughout selected schools for the betterment of the school
 - Professional development given during Superintendent's meetings such as suspensions and manifestations and workshops with Kathy Taylor
 - End of year Forum Survey to determine needs of the administrators and assist in planning strategic professional development for the 2016-2017 year
 - Meeting times for collaboration with the arts groups
 - Curriculum meetings set up and attended by teachers
 - After school component that included our Invention Convention which had winners at the state level
-

CENTRAL OFFICE ADMINISTRATION

Paul Whyte, Instructional Leadership Director

I. GOALS

Accomplishment of Goals 2015-2016

- Successfully implemented processes and protocols around Chronic Absenteeism, Students, At-Risk academically and behaviorally.
- Increased number of 9th grade students finishing

Goals for 2016/2017

- Incorporate the use of PSAT data to improve college and career readiness through targeted intervention
- Reduce Chronic Absenteeism in the secondary schools
- Improve graduation rates in high schools

II. HIGHLIGHTS

- Chronic Absenteeism initiative has resulted in improved awareness throughout the secondary schools.
- This 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 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

III. STRENGTHS OF EDUCATIONAL PROGRAM

- Crosby Turnaround is moving toward small learning communities to support initiatives around high school reform. Wilby held initial discussions around developing career pathways to 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.
 - Recuperative Academy helped students off track for graduation, over aged and under credited) to earn more credits to be on track.
 - All secondary schools participate in 2nd 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 9, PSAT, Grade 10 PSAT, Grade PSAT 11, Grade 12 SAT. This will further promote district goals to support college and career readiness.
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CENTRAL OFFICE ADMINISTRATION

Steven Strand, Director of Teaching and Learning

I. GOALS

a. **Accomplishment of Goals 2015-2016**

Established the framework for a district-wide curriculum management cycle for all content disciplines:

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.
- Initiate the development of curricula through the context of instructional learning cycles.
- Where applicable, 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 including district-wide common agenda format for instructional data teams.
- 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 formative 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.
- Support understanding of, and competency in standards-based grading.

Google for Education:

- September 2015: English and social studies departments began using GAFE to write curriculum; piloted using Google docs and Drive as collaboration tools in the two curriculum councils.
- September 2015: Middle school ELA instructional data teams piloted using Google docs and Drive to maintain agendas and minutes for each school. Professional development was provided to middle school ELA teachers on Google drive during August and November PD days.
- October 2015: All Waterbury Public Schools employees were encouraged to log into their district Google Apps account in anticipation of creating the district-wide Waterbury Public Schools folder.
- November – December 2015: Planning for the organization of and developing the hierarchy of the Waterbury Public Schools folder took place, with input from ILDs, supervisors, administrators, IT staff, and teachers
- January-May 2016: Implementation of the WPS folder took place.
- GAFE orientation/training meetings were held during staff meetings or collaboration time at schools and in small groups or one on one sessions for administrators
- All schools were asked to post ELA and math IDT agendas and minutes for grades K-9 in school folders in the WPS folder.
- Literacy and math facilitators maintain the IDT folders for their schools and act as point people in their schools to troubleshoot and support other teachers in each building.
- Curriculum councils are using the district folders, maintained by the content supervisors, to store and create all curriculum brainstorming/work in progress. Published curriculum created in Google Drive is stored in a central curriculum folder within WPS.
- Literacy facilitators for grades 6-8 work with teachers to create and share documents that support the implementation of curriculum in the curriculum folders
- January 2016: A district-wide survey was administered regarding the staff's current knowledge and use of GAFE. Results were presented to the Board of Education and used to plan further implementation and support for all employees.
- While the original goal was to begin training for teachers in Google Classroom, the survey revealed that most teachers have never used Google docs or slides. The focus was shifted for the remainder of the year on adult use of GAFE

to build the capacity of the staff in the technology before rolling out plans to use GAFE with students.

- April – June 2016: Sessions were held weekly for up to three teachers in every school to attend self-directed, online training (provided free through Google) to study to take the test to become Google Certified Educators. An estimated 40-50 teachers will take this test by the end of June 2016.

b. Goals for 2016-2017

Goal 1: Continuation of curriculum management cycle – build into formal policy by adoption of BOE Curriculum Management Cycle Handbook.

Goal 2: Further professional development, tailored to the needs of each school and groups within each school, will be provided to develop knowledge of and skills using GAFE. Target groups will include administrators, teachers, secretaries, parent liaisons, and tutors.

- Administrators will use the WPS folder to maintain agendas and minutes for all school meetings, including IDTs for all content areas, school-wide IDTs, staff meetings, PBIS/school climate, grade level meetings, school leadership, chronic absenteeism, governance councils, SRBI teams.
- Administrators will use Google Apps to communicate with staff members, posting schedules and calendars of events for the school and maintaining a school parking lot for questions.
- Curriculum councils will continue to use GAFE to create curriculum documents, as well as build a clearinghouse of instructional materials and resources to support the implementation of the curriculum.
- Published curriculum units will be stored in the Waterbury Public Schools folder, along with folders for teachers to share professional resources and teacher-created materials to support the implementation of the curriculum.
- Teachers who became certified Google Educators will serve as point people alongside the ELA and math facilitators to support the teachers and administrators in implementing GAFE at each building.
- Additional Certified Google Educator training sessions will be offered. The goal is to have 100 teachers become Certified Google Educators by June 2017.
- Training and collaboration/coaching on using Google Classroom and Google Apps with students in the classroom will be provided for interested teachers to create pilot classrooms.
- All students will log into their district Google Accounts and receive initial lessons on how to use Google Drive, docs, and slides.

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
- Initiated Google apps for Educators as the primary communication source for the district

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.

BILINGUAL/ESOL DEPARTMENT

Adela Jorge-Nelson, Supervisor

I. **GOALS**

a. ***Accomplishment of Goals 2015-2016***

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 Introduction to CELP; 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, Content Supervisors, Principals, and teachers, to address needs of English Learners

b. ***Goals for 2016-2017***

- Increase English Learners' academic achievement by monitoring curriculum implementation, teacher training focused on the new Connecticut English Language Proficiency (CELP), 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 Sixth Annual District-wide Hispanic Heritage Month Celebration
- Administered Language Assessment Scale (LAS) Links to over 2,400 ELs as mandated by state and federal requirements
- Provided written translations of 156 documents and assisted with oral translations at 64 meetings and events
- Collaborated with SERC to develop and present a workshop on the new Connecticut English Language Proficiency Standards for Parents in Spanish during the Parent Leadership Conference
- In collaboration with NVCC, provided high school English Learners with a formal orientation and campus tour, as well as coordinated on-site acceptance days
- Bilingual/ESOL Education Department Teacher (REED School) (Julio Garcia) received Teacher of the year award.

The Bilingual/ESOL Education Department provided the following Professional Development:	
August 18, 2015	ELs: Laws, Regulations, and Implications for Teaching
August 24, 2015	New English Proficiency Standards and New Legislation workshop
September 4, 2015	ESL Elementary Teachers and Support Staff Meeting
September 17, 2015	Differentiating Instruction
September 15, 2015	Bil./ESOL Education Department Meeting
September 22, 2015	Chase Planning Team: Differentiating Instruction
September 29, 2015	Chase Planning Team: Differentiating Instruction
October 7, 2015	EL Depth of Knowledge
October 8, 2015	EL Depth of Knowledge
October 14, 2015	Chase Planning Team: Differentiated Instruction
October 15, 2015	Hispanic Heritage Celebration and Parent Orientation
October 16, 2015	Hispanic Heritage Celebration and Parent Orientation
October 21, 2015	Chase Planning Team: Differentiated Instruction
October 23, 2015	Hispanic Heritage Celebration and Parent Orientation
October 27, 2015	Chase Planning Team: Differentiating Instruction
October 27, 2015	District-wide Hispanic Heritage Celebration
October 29, 2015	Hispanic Heritage Celebration
November 3, 2015	ELs and the Common Core workshop
November 6, 2015	ESL Elementary Staff: Connecting the ELA Claims to Classroom Instruction for ELs
November 12, 2015	Connecting the ELA Claims to Classroom Instruction for ELs
November 17, 2015	Chase Planning Team: Differentiated Instruction
November 18, 2015	Connecting the ELA Claims to Classroom Instruction for ELs
November 19, 2015	Chase Planning Team
December 1, 2015	World Language Professional Development Planning
December 2, 2015	CELP Standards

December 2, 2015	World Language Professional Development
December 10, 2015	Chase Planning Team
December 15, 2015	Chase Planning Team
December 17, 2016	LAS Links Training
December 18, 2015	ESL Elementary Staff: CELP
January 7, 2016	Reading/ELA Meeting
January 8, 2016	ESL Elementary Staff: CELP
January 14, 2016	Reading/ELA Meeting
January 21, 2016	K-2 Reading/ELA instruction: Meeting with Bilingual Teachers
January 28, 2016	K-2 Bilingual/Reading Teacher Training: Google Drive
February 11, 2016	Planning for Foundations - Bilingual Elementary
February 18, 2016	Planning for Foundations - Bilingual Elementary
February 25, 2016	Planning for Foundations - Bilingual Elementary
March 3, 2016	Planning for Foundations - Bilingual Elementary
March 3, 2016	New Comer/Cape Verdean Culture
March 10, 2016	SRBI and ELs
March 11, 2016	ESL Elementary Staff: CELP
March 17, 2016	Planning for Foundations - Bilingual Elementary
March 24, 2016	ESL Elementary: CELP Module 1 TOT
March 30, 2016	PD District-CELP Module 1 – Secondary Bilingual/ESL
March 30, 2016	Curriculum and Assessment Review World Language
March 31, 2016	Planning for Foundations - Bilingual Elementary
April 1, 2016	CELP Module 2 Elem ESL
April 7, 2016	Planning for Foundations - Bilingual Elementary
April 13, 2016	Bil. Elem Quarterly
April 14, 2016	Planning for Foundations - Bilingual Elementary
April 28, 2016	CELP Module Two
April 28, 2016	Planning for Foundations - Bilingual Elementary
May 5, 2016	CELP Module Two
May 5, 2016	Planning for Foundations - Bilingual Elementary
May 6, 2016	CAPELL: Bilingual/ESOL Dept. Supervisor
May 12, 2016	CELP Module Two MS
May 12, 2016	Planning for Foundations - Bilingual Elementary
May 13, 2016	ESL Elementary Staff: Finalizing CELP Introduction PD for June 1
May 19, 2016	CELP Roll out Preparation
May 26, 2016	Review for the June 1st presentation
May 26, 2016	Planning for Foundations - Bilingual Elementary
June 7, 2016	Bil./ESOL Departmental Staff Meeting: LAS Links Data Analysis

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
September 9	Elementary Parents' Workshop: Como Pueden Ayudar los Padres con las Tareas de la Escuela	Hopeville
September 18, 2015	Elementary Parents' Workshop: Preparádonos para el Éxito	Chase
September 24	Elementary Parents' Workshop: Como pueden ayudar los padres con las Tareas de la Escuela	Hopeville
October 15	Hispanic Heritage Celebration and Parent Orientation	Wilby HS
October 16	Hispanic Heritage Celebration and Parent Orientation	Crosby
October 23	Hispanic Heritage Celebration and Parent Orientation	West Side
October 27	District-wide Hispanic Heritage Month Celebration	Crosby
October 29	Hispanic Heritage Celebration and Parent Orientation	Wallace
November 20	Elementary Parents' Workshop: Reading Strategies and Activities for Implementation at Home	Chase
December 11	Elementary Parents' Workshop: Contando Utilizando Chocolates	Chase

January 15	Elementary Parents' Workshop: Reading Strategies and Activities	Hopeville
January 20, 2016	SAT EL Accommodations Parent Workshop	WCA
January 21, 2016	SAT EL Accommodations Parent Workshop	236 Grand
January 21, 2016	SAT EL Accommodations Parent Workshop	Kennedy
February 1, 2016	How to access progress book, and any other academic resource	NEMS
February 19, 2016	Supporting our Children Learning English in Schools - Kc Nelson-Oliveria	Chase
March 18, 2016	Bilingual Education: Legislative Update	Chase
April 15, 2016	New Standards in CT (CELP)	Chase
May 12, 2016	Latino Student Night <ul style="list-style-type: none"> • How to Connect Our Youth with Job Opportunities • How to Connect Our Youth to College & Where to Find the Resources 	Kennedy
May 20, 2016	Parent and Community Leadership Conference: Connecticut English Language Proficiency Standards (CELP) for Parents	NVCC
May 25, 2016	Academic Achievement Ceremony	Wilby

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 31, 2016) for the School Year 2015-2016

- The Bilingual/ESOL Education Department currently serves approximately 2536 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 503 students for the time frame noted, of which 141 became eligible for during the school year 2015-2016.
- 1423 students were serviced through ESL classes and approximately 843 students through the Bilingual Transitional Model. There were 113 ELs who did not receive direct services due to parental request but are monitored and tested annually per NCLB.
- A total of 962 new incoming students were tested for English proficiency, of which 714 qualified for and accepted services. Of these, 329 received ESL services, 352 entered the Bilingual Program and 14 were serviced through LTSS.
- 237 students met the exit criteria for proficiency and exited the program for the school year 2015-2016.

EARLY CHILDHOOD EDUCATION

Patricia Conlon Moran, Supervisor

I. 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 and to ensure that all the goals and strategies outlined in the District Blueprint for Change are implemented.

a. Accomplishment of Goals 2015-2016

- 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 classroom
Housed at Maloney Magnet Schools: Rotella and Maloney
Title I: Bucks Hill, Bunker Hill, Driggs, Sprague, Walsh, Washington, Wendell Cross, Wilson
Title IIA: professional development for all Pre-K teachers
- 5) Supporting Data teams Continuing Data Teams/Professional Learning Communities Implemented new assessment (PELI) that was administered three times a year (fall, winter and spring).

b. Goals for 2016-2017:

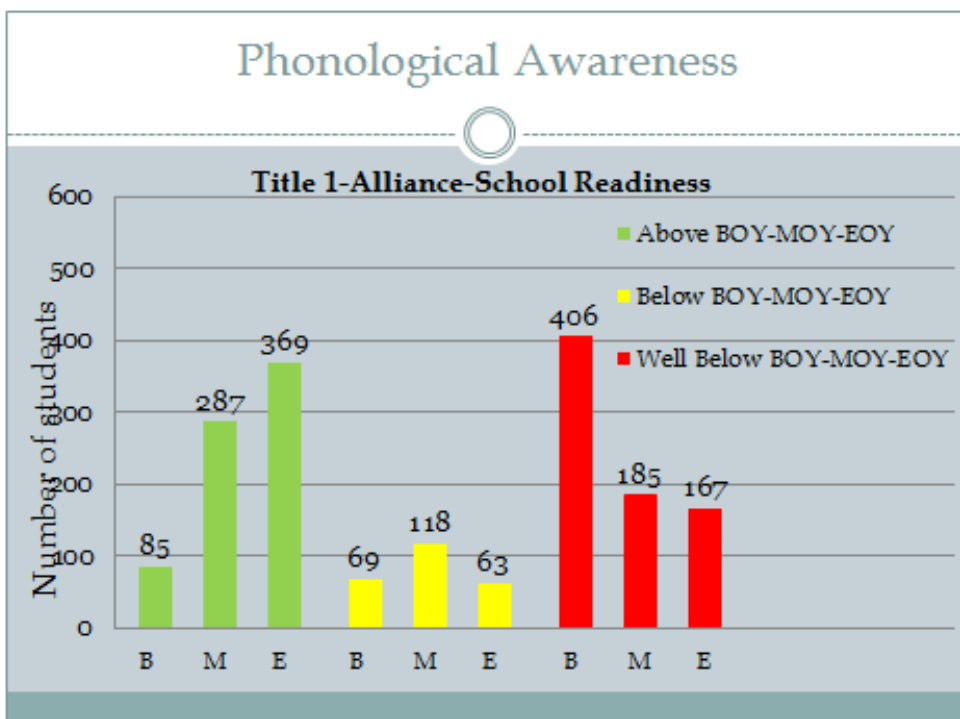
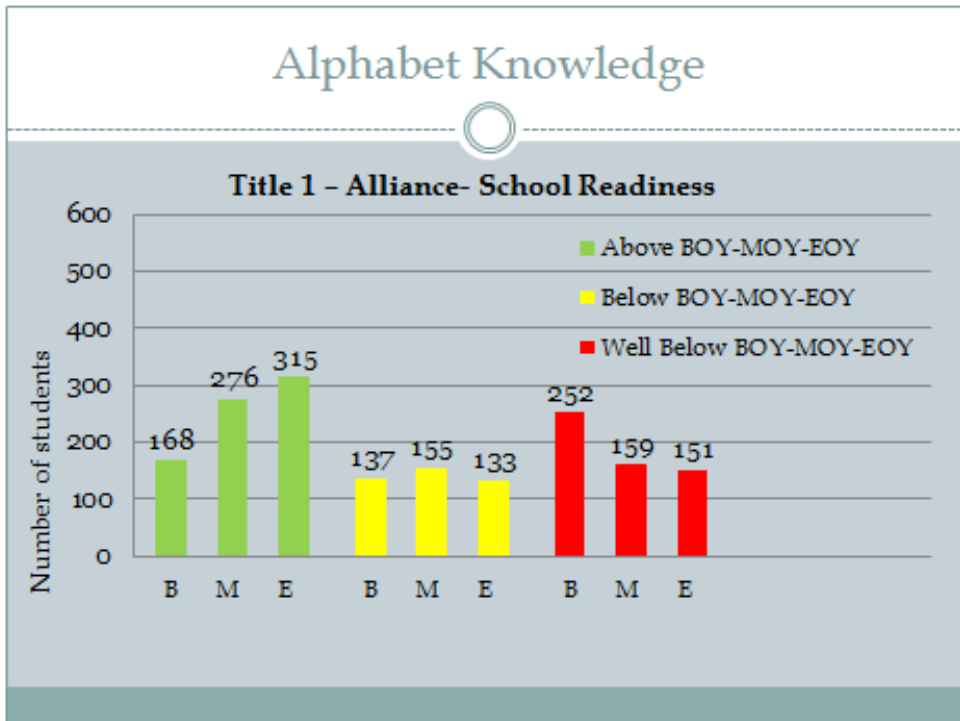
Goal 1: Ensure that all the procedures and strategies outlined in the District Blueprint for Change for literacy are implemented. This will include:
Continued development of Data Teams/ Professional Learning Communities
Continued development of systems, procedures and forms that will be district-wide rather than in individual schools. Continue developing the alignment and integration of the Connecticut Early Learning and Development Standards into our Pre – K curriculum. Continued focus on oral language and vocabulary for all Pre – K students. Focus on enhancing the rigor of instruction for all students. Providing targeted professional development based on identified needs of teachers. Continued support of instructional coaches to provide job-embedded professional development tailored to the needs of teachers. 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.

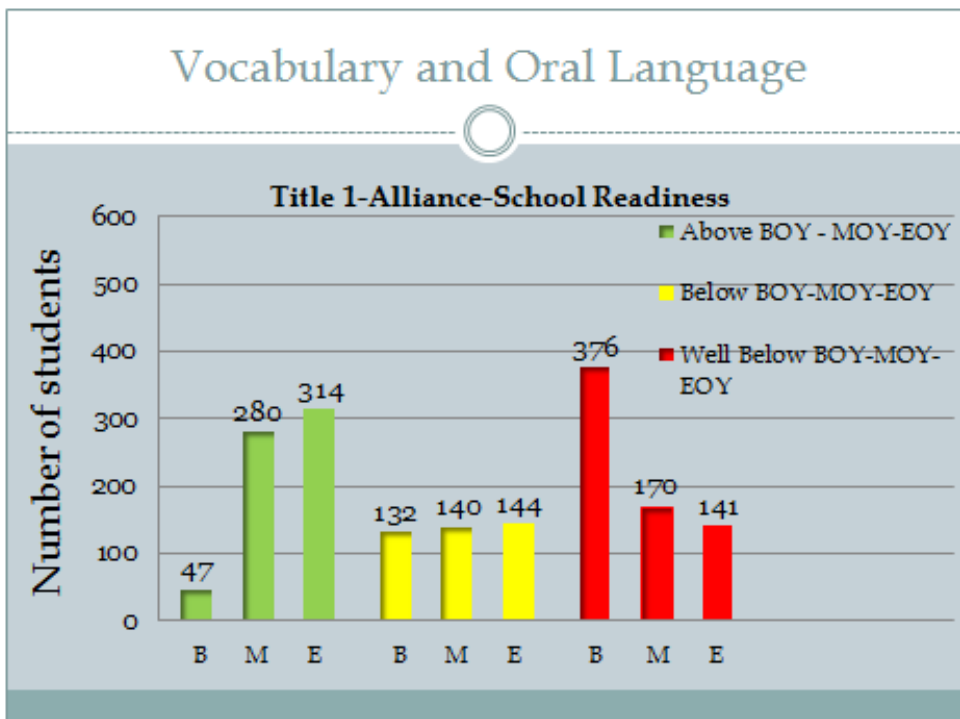
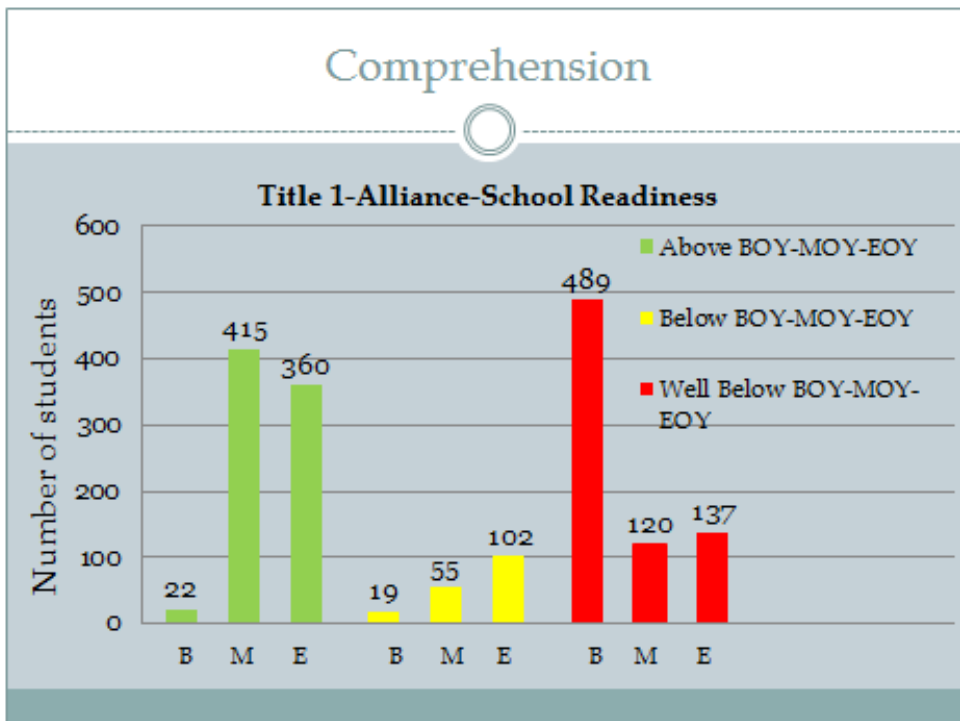
Goal 2: Combine the offices of Early Childhood, School Readiness, and Pre-K Special Education into one location to ensure a more comprehensive collaborative system to support parents enrolling their children into a Pre-K. within the city of Waterbury.

II. HIGHLIGHTS

- 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.
- 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.

- Implementation of Progress Reports that are aligned to the Connecticut Early Learning and Development Standards.
- Implementing CFAs that correlate to the Progress Reports.
- Administering the PELI (Pre-K Early Literacy Indicators) Assessment in the fall, winter and spring PELI Data for the 2015-2016 school year is as follows:





- Data teams are very strong and are implemented with fidelity
- The Pre – K at Waterbury Career Academy continues to be an integral part of the Waterbury Career Academy community by having the students interact with the Pre – K students in an authentic manner.

- Parent conferences were held twice during the year to inform parents about their child's progress.
- Providing professional development for all Pre–K teachers in the PELI Assessment, First Aid and CPR Certification, Foundations Program, Sensory and Motor Skills and CTElds.
- 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.
- Reed School and Carrington School received NAEYC Accreditation.
- Wrote and received an Early Literacy Grant from Liberty Bank which will allow us to run a Pre-K summer program (Jump Start for Kindergarten) for three years
- Increased parental involvement through the development of four Family Nights throughout the year that were very well attended by families. Each event was 5:00 – 6:30 PM, hands-on activities were conducted, supper was served and children were given books to take home. The theme for the four night were: Farmer Minor and Daisy the Pig (Literacy), Family Science Night, Family Math Night and Family Multicultural Night.
- Collaboration days were used to provide teachers time to meet as teams to reflect and improve best practices within their classrooms.

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.

Our teachers realize that 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. The coaches were able to provide the support and modeling to teachers based on their identified needs to ensure that the Pre-K criteria as outlined in the Early Learning and Development Standards is implemented with fidelity.

ENGLISH AND LANGUAGE ARTS DEPARTMENT

Dena Mortensen, Supervisor

I. **GOALS**

a. ***Accomplishment of Goals 2015-2016***

Began implementation of a systematic standards-based review and development curriculum process under the direction of the Director of Teaching and Learning. Identified and adopted school/district-wide vertical alignment of developmentally appropriate grade specific standards in ELA and Social Studies.

Established a strategic plan for monitoring the implementation of standards-based, concept-driven curricula through the context of high functioning, data-driven instructional teams under direction of the Director of Teaching and Learning. Supported implementation of instructional teaming standards for all team meetings;

Tracked and evaluated measurable indicators of student achievement. Developed assessments to inform district, school, department and/or grade-level planning. Monitored assessment data. Developed, implemented, monitored, and evaluated instructional practices – supported by responsive, job embedded professional development that directly aligned with the core curriculum.

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

Google Apps for Education (GAPE):

- September 2015: English department began using GAPE to write curriculum; piloted using Google docs and Drive as collaboration tools in the two curriculum councils.
- September 2015: Middle school ELA instructional data teams piloted using Google docs and Drive to maintain agendas and minutes for each school. Professional development was provided to middle school ELA teachers on Google drive during August and November PD days.
- October 2015: All literacy facilitators were encouraged to log into their district Google Apps account in anticipation of creating the district-wide Waterbury Public Schools folder.
- November - December 2015: Planning for the organization of and developing the hierarchy of the Waterbury Public Schools folder took place, with input from Director of Teaching and Learning, ILDs, supervisors, administrators, IT staff, and teachers.
- January-May 2016: Implementation of the Waterbury Public Schools (WPS) folder took place.
- GAPE orientation/training meetings provided by ELA facilitators were held during staff meetings or collaboration time at schools and in small groups or one on one sessions for administrators.
- All schools were asked to post ELA IDT agendas and minutes for grades K-9 in school folders in the WPS folder.
- Literacy facilitators maintained the ELA IDT folders for their schools and act as point people in their schools to troubleshoot and support other teachers in each building.
- ELA curriculum councils are using the district folders to store and create all curriculum brainstorming/work in progress. Published curriculum created in Google Drive is stored in a central curriculum folder within WPS.
- Literacy facilitators for grades 6-8 work with teachers to create and share documents that support the implementation of curriculum in the curriculum folders.

b. Goals for 2016-2017

Goal 1: Implement Scientifically Research Based Interventions (SRBI) for grade 6 students who have an Individual Reading Plans (IRP).

- Provide PD for all secondary interventionists and administrators on assessment and instruction for students with an IRP.
- Track and monitor student progress
- Implement mCLASS progress monitoring and benchmark assessments
- Provide ongoing interventions targeted to student's needs

Goal 2: Implement CT K-3 Literacy Initiative (CK3LI) across all elementary schools

- Create a district plan with President of Hill for Literacy and Literacy How
- Create and execute a timeline for the plan
- Provide ongoing training to literacy facilitators
- Provide professional development to all elementary teachers and administrators
- Adopt and use a workbook to track student progress and group students

Goal 3: Continuation of curriculum management cycle – build into formal policy by adoption of BOE Curriculum Management Cycle Handbook.

II. HIGHLIGHTS

- Devised K-12 Standards/Curriculum Maps for grades 3-5 in ELA and SS
- Created instructional rubrics/sample exemplars
- Supported the implementation of standards for instructional data teams and district-wide agenda protocol
- Devised common benchmark assessments
- Supported implementation of Google Apps for Education
- Increase teacher knowledge around fluency from 63% proficient to 72% proficient
- Increased student achievement in K-5 ELA from 54% in September to 61% proficient in May as measured by the composite score on the mCLASS reading assessment.
- Implemented Foundations in Grades K and 2. Continued Foundations in Grade 1. Purchased Foundations for Pre-K (to be implemented in the Fall).

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 the development and implementation of an integrated, standards-based curriculum, Google Apps for Education, Teaming Standards/Instructional Data Teams, and Foundations in Grades K and 2. 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.

HEALTH & PHYSICAL EDUCATION DEPARTMENT

Joseph R. Gorman, Supervisor

I. GOALS**a. *Accomplishment of Goals 2015-2016***

The Health and Physical Education Department accomplished a number of significant achievements during SY 2015-2016 that positively impacted the entire district. These achievements are enumerated by achievement area below:

Goal 1: Achievement Area # 1: Student Performance – Exceeded

- District-wide results on the 2014 Connecticut Physical Fitness Assessment had reached a new historical high water mark when 44.0% of all 4th, 6th, 8th and 10th grade students met/exceeded the Health Standard on all four test items.
- *Our 2015-2016 student performance goal was to continue to improve, or at least maintain close to this performance level on the 2015 CPFA assessment.*
- On the 2015 CPFA, 46.3% of all fourth, sixth, eighth and ninth grade* students met or exceeded the Health Standard on all four test items.

**Waterbury was granted a 1-year exception to record its 9th grade scores instead of 10th. This development significantly raised the sample size of high school students historically tested.*

Goal 2: Achievement Area # 2: Staff Development – Satisfactorily completed
Complete the approval process for the new PK-12 Health & Wellness Curriculum.

- PK-12 Health and Wellness Education Curriculum Revision was approved unanimously by the Board of Education in February 2016.
- Expect implementation to commence in August 2016.
- Integrate the CTC teacher evaluation system to impact instruction:
- Completed teacher evaluations with all assigned staff in BloomBoard platform.
- Continue alignment of established departmental and pedagogical best practices with the Common Core of Teaching indicators in ways that support infusion within the curriculum.
- Remains an ongoing continuous improvement process.
- Continue implementation of standards-based Elementary, Middle and High School Health, Physical Education and Wellness Curriculums.
- Led Professional Development sessions in 9/15, 11/15, and 1/16:
- Character development instruction in HPE with 2014 T.O.Y. Anthony Loomis.
- Physical fitness pedagogy in cross-fit systems, yoga, fitness fury system.
- Prevention training related to student marijuana use and gambling by NVRAC.
- Standards based sexual health education by CSDE and Safe Haven.
- Renewed American Red Cross First Aid, CPR, AED, Lifeguard certifications.
- Two additional Health and PE teachers participated in TEAM Mentor certification training.
- Informal PLC 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. This platform may transition to Google Drive in 2016-2017.

Goal 3: Achievement Area # 3: Grants Management – Satisfactorily completed.

Maintain responsible stewardship and accountability for all current grant programs.

MET

- Successfully administered sixth year implementation of the Support for Pregnant and Parenting Teens Grant.
- Successfully administered second year implementation of the Healthy School Communities for Successful Students (HSCSS) Grant.
- Continued 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.
- Funded the K-5 intramural tennis programs at Driggs, Washington, Walsh and Wendell Cross through grant funding supplied by the USTA New England and USTA CT grants.
- Secure new funding sources to assist department programming and advocate for community wellness. Met.
- Successfully applied for the sixth year implementation of the \$175,000 Support for Pregnant and Parenting Teens Grant (\$1.25M to date 2010 – 2016).
- Successfully applied for two (2) Support for Pregnant and Parenting Teens Mini-Grants totaling \$16,000 for summer youth employment and intergenerational programs.
- Successfully applied for the third year implementation of the \$3,000 Healthy School Communities for Successful Students (HSCSS) Grant.
- Successfully applied for the Mayor's Task Force Against Substance Abuse \$9,000 grant through the NVRAC / DMHAS.
- Supported the Waterbury Youth Council, the Mayor's Forum on Opioid Addiction.
- Won companion \$5,000.00 program grants (\$10K total) from the Connecticut and New England Regions – United States Tennis Association (USTA).
- Funded the launch of K-5 intramural tennis programs at Walsh and Wendell Cross.

Goal 4: Achievement Area # 4: Athletics – Satisfactorily completed

Our 2015-2016 athletics goal was to sustain and grow athletic programs to empower increased student participation in athletics. Met.

- Implemented year-round full-time athletic trainers for all interscholastic high school teams year-round throughout SY 2015-2016 with Select Physical Therapy Group.
- Launched new K-5 intramural tennis programs at Wendell Cross and Walsh Schools.
- Unified Sports programs continued to expand district-wide.
- Maintained annual arrangement with StayWell Health Center to provide in-school sports physicals at all schools four times per year at zero (\$0) cost to the district.
- Maintained process for rehabilitation of football equipment to comply with state regulations and added WCA to a long-term collaborative process whereby all HS programs pool their reconditioning resources to leverage costs.
- Will prepare new 3 year bid process in June 2016.
- Consulted on the athletic facilities renovations at Kennedy HS and Crosby HS.

b. Goals for 2016-2017

Goal 1: Our 2016-2017 student performance goal will be to continue to improve, or at least maintain close proximity to our record performance levels on the 2015 CT Physical Fitness Assessment.

Goal 2: Our 2016-2017 Professional Development goal will be to continue to improve instruction through methods training, fidelity to curriculum implementation, and collaborative teacher participation in ongoing curriculum research, development, and application.

Goal 3: Our 2016 -2017 Grants management goals will be to continue responsible stewardship and accountability for all current grant programs, and to seize opportunities to secure new funding sources to advance student and community health and wellness.

Goal 4: Our 2016-2017 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

- CT Association of Schools (CAS) Educator of the Year Award Nominee – Lori Laudisi – Elementary Human Growth, Development and Family Life Education.
- Sprague School Teacher of the Year – Ann Tucker – Elementary Physical Education.
- Crosby High School Teacher of the Year – Madeline Nolan – High School Health and Substance Abuse Prevention Education.
- Dept. Supervisor Joe Gorman received the CT Association for Health, Physical Education, Recreation and Dance (CTAHPERD) Professional Service Award for meritorious service to the profession – October 2015.
- Dept. Supervisor Joe Gorman received the CT Association for Health, Physical Education, Recreation and Dance (CTAHPERD) Outstanding Program Award on behalf of the Waterbury School Health and Wellness Advisory Council – October 2015.
- Expanded participation in the Rod Dixon Kid’s Marathon to 2,500+ students from 30 schools, the YMCA, PAL, Parks/Recreation, Boy’s and Girl’s Club and 4 parochial schools, et al.
- Conducted the High School Senior Exit Survey on the four core measures of substance abuse prevention – June 2016.
- Implemented district-wide PK – Gr. 2 pediatric eye screening program with KidSight USA resulting in 3,521 screenings and 554 eye treatment referrals (at zero cost to the district).
- Conducted research project re: Active Classrooms at Kingsbury School 1/16 to 6/16
- PK-12 Health and Wellness Education Curriculum approved unanimously by the Board of Education - February 2016.
- Dept. Supervisor Joe Gorman represented the State of Connecticut and the City of Waterbury, meeting with federal legislators in Washington D.C. at the annual Society of Health and Physical Education (SHAPE) America “Speak Out Day” – 3/1/16 and 3/2/16.
- Managed the Edgenuity Online Learning initiative from July 2015 to February 2016
- Developed the “Building A Healthy Future” anti-obesity pamphlet in conjunction with Food Services and the Waterbury Board of Health.
- Implemented year-round full-time athletic trainers for all interscholastic high school teams year-round throughout SY 2015-2016 with Select Physical Therapy Group
- Coordinated space identification and renovation, procurement of supplies and storage solutions to outfit dedicated athletic training rooms at all high schools.
- Launched two new K-5 intramural tennis programs at Wendell Cross and Walsh Schools. When considered in combination with existing programs at Washington and Driggs, the district total increased to four (4) K-5 intramural tennis programs serving over 200 students per year (at zero cost to the district to date).
- Coordinated the district Save A Life Tour – Distracted Driving program at Crosby, Kennedy, Wilby, Waterbury Arts Magnet and Career Academy high schools.

- Coordinated the 1st Annual City of Waterbury Night at Webster Bank Arena in Bridgeport as a fund raiser for the Kids' Marathon – December 2015.
- Coordinated the Waterbury Day at the Sound Tigers – Cool Fun 102 & Career Fair that resulted in 2,400 students attending the BST / AHL hockey game - April 1, 2016.
- Dept. Supervisor Joe Gorman delivered keynote address for the 4th Annual Community Meeting Day at Washington Park 4/2/16.

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 revision processes for High School, Middle School and Elementary Health and Physical Education have been, and continue to be products of ongoing teacher collaboration. Revisions are teacher-generated and directed, and are advised by direct feedback from the students themselves. The rate of teacher ownership is high because they recognize that it was designed and developed by their colleagues.
 - High school students continue to participate in the design and execution of their own personalized Fitness Plans.
 - Staff participation in developing alternatives to the traditional physical education program continues to demonstrate genuine responsiveness to the needs of all students
 - The ongoing direction and supervision of prevention services and grants management by the department of Health and Physical Education will continue to serve the interests of the district, and all its students.
 - Data Driven Decision Making (DDDM) advises Health and Physical Education instruction and continues as the embraced norm within the Department.
 - Elementary Physical Education teachers administer a content area that is exceptionally attractive to the vast majority of children. We intentionally capitalize on this interest to advance interdisciplinary learning through the medium of movement and creative play. With the adoption of concept-based ELA and CommonCore, 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 DEPARTMENT

Janet Frenis, Supervisor

I. GOALS**a. *Accomplishment of Goals 2015-2016***

In the 2015-2016 school - year, the Mathematics Department goal focused on increasing students' abilities to persevere in solving rich, complex mathematical problems through classroom instruction and problem solving opportunities, instructional coaching, and frequent monitoring of formative assessments. The Mathematics Department provided administrators, teachers, and instructional coaches with professional development designed to promote effective instructional practice aligned with this goal, the CCT Rubric, Connecticut Core Standards and district curriculum and assessments. Data obtained were analyzed and grade level teams developed instructional plans based on identified learner centered problems. Eighty-five percent of students in grades K- 5 improved their performance in the mathematical proficiencies of problem-solving, reasoning and proof, representation, communication and connections as measured by district performance tasks and utilizing a common scoring rubric. In addition, sixty-three percent of students in grades 6-8 improved their level of proficiency on district performance tasks.

In addition, during the 2015-2016 school - year, the Mathematics Department began the next phase of curriculum development. Using standard aligned curriculum tools, we created new unit and lesson plan templates and assessment writing tools that will be used to ensure both horizontal and vertical alignment to the Connecticut Core Standards and the CCT Rubric.

b. *Goals for 2016-2017*

Goal 1: Increase the average scale score gain on end of year diagnostic testing in math by utilizing i-Ready data to diagnose student needs and provide targeted intervention, including small group instruction, in grades two through five.

Goal 2: In the 2016-2017 school-year, the Mathematics Department will utilize newly developed curriculum materials to revise secondary mathematics curricula and create common assessments.

II. HIGHLIGHTS

The Mathematics Department piloted an intervention program that included diagnostic testing, individualized student lessons and progress monitoring for all students in grades 3-5. Three schools piloted the program in kindergarten through grade two. ACES provided training in instructional coaching to math coaches through a state funded grant. The training included monthly meetings as well as school visits where the trainers supported coaches and provided feedback.

III. STRENGTHS OF EDUCATIONAL PROGRAM

As always, the Mathematics Department set high expectations for student learning. We endeavored to provide students and teachers with curricula, assessments and resources to appropriately challenge students and provide context for rigorous academic learning that is developmentally appropriate and aligned to standards. Through professional development and coaching, we supported teachers as they planned instruction to engage students in applying mathematics in situations requiring key cognitive processes such as problem-solving, abstract thinking, communication, representation and evaluation.

SCIENCE AND TECHNOLOGY EDUCATION DEPARTMENT

John Reed, Supervisor

I. GOALS

a. *Accomplishment of Goals 2015-2016*

A Science Council and a Technology Education Council were formed with the goal of curriculum revision in all courses. Both councils met regularly and undertook the first step of deconstructing the standards on which curriculum revision must be based.

The challenge for science is to incorporate the Next Generation Science Standards (NGSS) into curricula and classroom instruction. All district wide PDs emphasized NGSS, and a group of teachers attended NGSS training.

A second important goal is to bring science to the elementary grades. Progress was made by conducting a successful Invention Convention enrichment program as part of the Extended School Hours program for grades 3 through 5. A kindergarten unit incorporating NGSS science as well as ELA was prepared and successfully piloted in classrooms.

b. *Goals for 2016-2017*

Goal 1: Finish deconstructing applicable standards for Science, Technology Education, and the other CTE disciplines (Business, Family Consumer Science, and Allied Health). Initiate curriculum mapping and development of essential questions.

Goal 2: Initiate curriculum revision in the elementary grades and bring science resources into elementary classrooms.

II. HIGHLIGHTS

The formation of Science, Technology Education, and other CTE disciplines was a first for our District and allowed a productive collaboration among secondary teachers.

Fourteen schools and more than 500 students participated in the Connecticut Invention Convention program. Over 100 young inventors presented at the District Invention Convention held at Reed School, and forty went on to the state finals at UCONN.

Crosby High School formed a robotics team. Waterbury now has two successful high school robotics teams – Kennedy and Crosby –that compete in state and regional events.

The kindergarten science unit was a huge success with both students and teachers.

III. STRENGTHS OF EDUCATIONAL PROGRAM

We are well underway establishing updated, standards based curricula in Science, Technology Education, and the remaining CTE disciplines (Business, Family Consumer Science, and Allied Health). Our teachers have formed councils by discipline and are enthusiastically proceeding with the curriculum process. When completed our curricula will be engaging for our students, aligned K-12, and targeted to assure our students are proficient in the standards.

SPECIAL EDUCATION AND PUPIL PERSONNEL

Wendy Owen, Director of Special Education and Pupil Personnel

Special Education Supervisors:

Roberta Abell, Melissa Baldwin, Lisa Brown, Denise Carr, Robert Delaney, Monica O'Neal,
Melina Rodriguez, Amy Simms, Sharon Walsh

Transition Coordinator: Lori Pecukonis-Rinaldi

IDEA Coordinator: Elaine Skoronski

Data Manager: Dunia Rodrigues

I. GOALS**a. *Accomplishment of Goals 2015-2016***

1. The Special Education and Pupil Personnel Department monitors and analyzes data required by the Connecticut State Department Education SPP indicators in all areas on a continual basis. The last published report dated June 2015 reflects 100% compliance in the following areas: Determine Eligibility in Accordance with State Established Timelines, Transition: IEPs by Age 3, and Develop Transition Goals and Services.
2. The Special Education and Pupil Personnel Department collaborated with Central Office Personnel regarding implementation of the revised Seclusion and Restraint Laws that went into effect July 1, 2015. Over 400 staff members in the district were trained as Building Crisis Team members and in Seclusion and Restraint.
3. The Special Education and Pupil Personnel Department collaborated with the Reading Department in the development of a uniform Action Plan to be used in the development of SMART goals for SRBI. Special Education Supervisors continue to collaborate with building administration to provide continued training and support to staff in the SRBI process for Pre-K-12. An SRBI checklist was developed to assist staff and copies of the checklist were provided at the Principals Forum to all administrators.
4. IEP Report and Goal/Objective writing was improved through the implementation and staff training on the Goal-Bank Toolkit, a web-based platform based on Common Core State Standards.
5. Training to School Administrators on Special Education Law and Legislative Updates was provided during Superintendent Meeting.
6. Programmatic meetings were held quarterly with School Psychologists, Social Workers, School Counselors, BDLC Teachers and Speech Language Pathologists to review any new policies and procedures and best practices.
7. Paraprofessional development included: DCF Mandated Reporter Training, Legal Issues/Bullying, Assistive Technology, Workplace Safety, Roles/Responsibilities, Restorative Justice, and Common Core State Standards.
8. The Elementary Autism program was restructured to provide a continuum of services and maintain students with their same-aged peers.
9. The department continues to support and train pupil personnel staff on mental health issues and cultural sensitivity to promote a positive School Climate and Culture. School psychologists and social workers were provided Trauma Training through CMHA, Human Anti-Trafficking Response Team Training through DCF, etc.

b. Goals for 2016-2017

1. Special Education and Pupil Personnel Department will continue to monitor and analyze required Connecticut State Department Education SPP indicators with a focus on significant disproportionality summary report data published May, 2016 related to suspensions.
2. The Special Education and Pupil Personnel Department will develop a plan to provide training and professional development on Seclusion and Restraint to all school staff per PA 15-141, legislation requiring a plan to be implemented not later than 7/1/2017.
3. The Special Education and Pupil Personnel Department will implement a Social Skills Curriculum to the elementary BDLC classrooms.
4. The Special Education and Pupil Personnel Department will create a district-wide crisis plan and protocol to be utilized by the crisis team.
5. The Special Education and Pupil Personnel Department will explore evaluation methods of students suspected of being Talented and Gifted.
6. Paraprofessional development will be offered during the 2016-2017 school year based on student and district needs and legislative updates.
7. The Special Education and Pupil Personnel Department will continue to explore worksites and expand options for college / career readiness.
8. The Special Education and Pupil Personnel Department will continue to support and train pupil personnel staff on mental health issues and cultural sensitivity to promote a positive School Climate and Culture.
9. The Special Education and Pupil Personnel Department will develop procedures for monitors out of district placements.
10. The Special Education and Pupil Personnel Department will provide Orton-Gillingham training for 20 special education teachers. The department will develop criteria for selection of special education teachers.
11. The Special Education and Pupil Personnel Department will coordinate with the content area supervisors in implementing reading and math curriculum to support students receiving specialized services.
12. The Special Education and Pupil Personnel Department will expand the Center Based Learning model to the Autism classrooms in district with a focus on preschool. The department will also work towards collaboration amongst BCBA's and special education teachers in and developing procedures and programmatic consistency from Pre-k – 12.

II. HIGHLIGHTS

1. Seven seniors from Crosby High School participated in the pre-vocational horseback riding program for students with disabilities program.

2. The Special Education and Pupil Personnel Department was selected for participation in the Connecticut State Department of Education's (CSDE) Special Education Data Application and Collection (SEDAC) Desk Audit. The district demonstrated accuracy in the reporting of data for students with disabilities in SEDAC as defined in Appendix E of the SEDAC Handbook and Record Layout and was not required to provide additional information to CSDE.
3. Special Education Supervisors represented the district at the following career fairs: UCONN, UHART, Mount St. Mary's (NY), University of St. Joseph, Eastern Connecticut State University, and Central Connecticut State University.
4. Five Special Education and Pupil Personnel Department staff members received Teacher of the Year awards in their buildings.
5. The Special Education and Pupil Personnel Department website was updated to reflect current legislation and include: Notice of Parents Rights, Parental Right to Pre-PPT Meeting, and the Transition Bill of Rights (Spanish versions as well). In addition the website includes the updated Special Education and Pupil Personnel Department Mission and Goals.
6. The Special Education and Pupil Personnel Department revised procedures to replace paraprofessionals and the procedure was disseminated to all SAW administrators.
7. Restorative Justice training for middle and high school Behavior Technicians and Prevention Specialists. In addition, Behavioral Technicians received support training from the district BCBA at the onset of the school year to be included on Building Based Crisis Teams.
8. Rubrics and data sheets were created and implemented with support staff including Behavior Technicians and Prevention Specialists.
9. Dylan's Wing's for Change implemented as a pilot in Gilmartin to support the PBIS framework
10. Special Education and Pupil Personnel staff were disseminated and reallocated to provide coverage and comply with Individual Education Plans at multiple times throughout the school year.
11. 3 RFP's for BCBA, Behavioral Service Contract, and the Transportation Contract were completed. In addition a 3-year cost comparison and projection for the Behavior Service Contract was created and analyzed.
12. Functional Behavior Assessment and Behavior Intervention Plan was updated and created over the summer of 2015. School Psychologists and Social Workers were provided professional development on implementation.
13. The Special Education and Pupil Personnel Department provided new assessment tools to address the Stated Department of Education initiative on identifying students with Dyslexia.
14. Medicaid electronic reporting was implemented in January, 2015 and integrated with the Special Education platform, Tienet. New Federal Regulations were also implemented which included parental notification of the regulatory changes and

parental consent to submit claims for related services under IDEA. Parental notification is now provided to parent on the district website in English and Spanish as well sent via mail annually

15. This year our Medicaid Department submitted electronic Time Studies, provided Service Provider and Administrative staffing lists, and completed Statistics and Penetration Data. All of this information was submitted to the State of Connecticut Department of Social Services when requested approximately 3-4 times per year.
16. The Data Manager was invited as a 'valuable district voice' to participate in the 3 IEP Software DEMO presentations and provide feedback during the closed district de-brief session with nine scoring evaluators. In multiple instances, Waterbury is utilized as a test site to trial state initiatives (SEDAC) before they are implemented state-wide.
17. The Special Education and Pupil Personnel Department was represented in The Walk for Autism through Autism Speaks.
18. The Special Education and Pupil Personnel Department was represented in the annual 5K Bash and Dash and raise money and support the youth in the Waterbury community.
19. The PBIS framework has become a sustainable school based system that encourages consistent collaboration and decision making around school culture and climate. This framework has been embedded throughout our district for several years. Through the National School Climate Transformation Grant, Waterbury teamed up with SERC and each school completed the Tiered Fidelity Inventory (TFI). The TFI measures how well each school is implementing a continuum that includes a tiered level of interventions and supports. The TFI replaced the current PBIS survey the district was using; 29 TFI's were successfully completed district-wide. The district continues to support PBIS by providing funding for celebrations from pre K to 12th grade that promote positive school culture and climate.
20. The Special Education and Pupil Personnel Department was represented at the following community events: Heroin & Opioid Abuse Forum, Unified Sports events, and the Mosque community meeting.
21. The district partnered with DORS-Level Up to provide pre-vocational skill and training to high school students.
22. Special Education Supervisor, Principal of Pre-K Annex, ECEP Supervisor, and the School Readiness director meet monthly to collaborate on all preschool programs within the City of Waterbury. The Special Education and Pupil Service Department was instrumental in the planning and development of the new Office of Early Childhood.
23. The Pre-K at Bucks Hill Annex and the pre-k classes at Carrington and Gilmartin continue to meet the requirements for NAEYC accreditation.
24. The Waterbury Transition Program at NVCC culminated this academic year on June 6, 2016 with the presentation of 13 High School diplomas to the students in the program. For the fall semester of 2015, students audited English 096 and ISD First Year Experience. During the Spring 2016 semester, students participated in First Year Experience and Intro to Computers 105. All students started the school year with

community based worksites 1 day per week for 4.5 hours. The Transition Teacher gathered observational data for each student in regards to employability skills, as well as, continuing to foster a strong relationship with worksite supervisors.

25. Professional development was provided to staff on the following topics: DCF Mandated Reporter Training, Legal Issues/Bullying, Tienet, report writing, WIAT III, Trauma, Crisis Management, Restorative Justice. Special education teachers, speech and language pathologists, and social workers received training on the new FBA, manifestation determination, and the Goal Book Toolkit, among other special education topics.
26. Supervisors of Special Education attended professional development on Dyslexia, Mental Health, and new legislation related to Special Education.
27. The department met with James Amis from the Northwest Regional Workforce Board and coordinated guest speakers to present at the high school BDLC classroom on various careers such as automotive, construction, retail and health related professions.

III. STRENGTHS

The Special Education and Pupil Personnel Department continues to offer a continuum of services and supports to meet the needs of all students with special needs ages 3-21. The department is in the process of expanding the Center Based Learning model to all classrooms Pre-k -12 that support students with Autism Spectrum Disorder. In addition, the department will be hiring an additional BCBA to support students in the Generali program and throughout the district. Waterbury is now partnering with Easter Seals to provide Behavioral Therapy Services and working collaboratively on meeting the needs of all students. Special Education Teachers, Behavior Therapists, and Speech and Language Pathologists who work with students in the Autism spectrum continue to use the VB MAPP (Verbal Behavior Milestones Assessment and Placement Program) to drive instruction, IEP goals and objectives, and teacher goals for student growth and success.

The middle school and high school Autism programs continue to 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. 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.

The department continues to monitor and make programmatic changes to the Behavioral Disorder Learning Center programs at the elementary, middle and high school level to support the academic, emotional, behavioral and transitional needs of students. 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. In addition, all students in the 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.

The department met with several high school principals to discuss strengths and weaknesses of the BDLC high school program and as a result a rubric was created and observations and recommendations were made by the District Collaborative Instruction Coach. Recommendations such as a social skills curriculum, data monitoring, differentiated instruction and assistive technology will be explored for the 16-17 school year. In addition, to promote vocational skills and career exploration the department met with James Amis from the Northwest Regional Workforce Board. Guest speakers presented to on various careers such as automotive, construction, retail and health related professions in several high school BDLC classrooms.

The middle school BDLC programs piloted the Second Steps social skills curriculum which met with great success and will be expanded upon for the 16-17 school year.

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. 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. 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.

Students whose behaviors and/or emotional instability warranted a more restrictive setting were referred to the Therapeutic Intervention Program at State Street School. 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 currently housed in the Police Athletic League (PAL) building. 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. Classrooms consist of a self-contained Special Educational Teacher and a Paraprofessional at all three grade levels. The average staff to student ratio of 1 to 5 enables students to receive high quality individualized services. 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. 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.

The out of district placements continued to fluctuate throughout the 2015-2016 school year. There are approximately 94 special education placed in therapeutic facilities. The City of Waterbury is well below the state target in placing students in out of district facilities. Waterbury places approximately 2.6% of the special needs population out of district which is well below the state target of 7.4%.

The department also oversees all Waterbury nexus students placed in foster homes outside of Waterbury. These students attend schools in the town where their current foster home placement is located. This caseload fluctuates throughout the school year. During the 2015-2016 school year, there were approximately 29 students who were placed in foster homes outside of Waterbury by DCF.

The Special Education and Pupil Service Department continues to provide a variety of support services in areas such as 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 Supervisors of Special Education continue to meet weekly to discuss issues that arise within The Special Education and Pupil Personnel Department. These meetings are led by the Director of Special Education.

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 2015-2016 school year. Staff has been trained in new assessment procedures for Smarter Balance/CMT/CAPT/SAT paperwork completion. In addition, there have been ongoing discussion and participation in Scientific Based Research Interventions (SRBI) meetings at the middle school level and its relevance to the identification of students with Learning Disabilities. 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.

Over 40 School Social Workers promote and support healthy development in all children to attain their maximum potential. School Social Workers provide a bridge for families between the school and their community. During the 2015-2016 school year, the School Social Workers have supported students and staff through the district wide crisis team 4 times totaling over 175 hours of counseling supports. 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. Bullying Investigation update trainings were held on August 23, 2015 and May 11, 2016 for 43 School Social Workers.

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. Our district speech and language pathologists have provided support to our special education teachers in building their knowledge base on assessing phonological processing using the CTOPP assessment tool. The SLP's were available to model administration of the various subtests when needed. The Supervisor of the Special Education for Speech and Language Services has continued serve on the Sacred Heart University Advisory Boards. 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.

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 meet every 6 weeks, middle and high school meet quarterly to discuss the counseling curriculum, district responsibilities and individual school issues. This year all counselors being the task of rewriting the curriculum to meet the new standards proposed by ASCA, Mindsets and Behaviors, with Kim Traveras.

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 the Confidential Rapid Response Team to comply with the new legislation that went into effect July 1, 2015.

The Safe School and Climate Committee recommended revisions to the Board of Education on the discipline handbook to remain in compliance with legislative mandates. Revision included changing suspension language regarding students in grades pre-K and K-2. Safe School Climate Specialists (Social Workers assigned to the buildings) continue to submit the school bullying data form on a monthly basis. They also meet at least 2x per year to review legislation related to bullying.

Throughout the year, representatives of The Special Education and Pupil Personnel 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. Representatives of The Special Education and Pupil Personnel Department help to facilitate the Primary Mental Health Grant, the Right Response Grant and the Supports for Pregnant and Parenting Teens Grant.

Special Education and Pupil Personnel 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. 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.

The Individuals with Disabilities Education Grant (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 and Pupil Personnel 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. 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 and Pupil Personnel 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. The Department held workshops on Special Education for families at West Side Parent Room and provided special education workshops to the community.

The Special Education and Pupil Personnel Department will continue to excel at providing a high level of services to the students, families, and community of Waterbury.

CHIEF OPERATING OFFICER & CHIEF OF STAFF**Budget and Finance**

- Continued to control costs and achieve a year end budget surplus in the seventh consecutive year of a no-growth budget.
- Prepared an eighth 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 fourth “Alliance Grant”, and development of its fifth.
- Assisted in the preparation and oversight of operational and capital Turnaround grants for Crosby High and Walsh Elementary Schools.
- Implemented several security and technology improvement grant programs.

School Construction

- Completion of construction of the Kennedy High School Addition and Alterations project.
- Started construction of renovation of multi-purpose fields at Kennedy.
- Completed construction on the Crosby High School Gym floor and renovations.
- Substantial completion of the Crosby High School Track and Field renovations.
- Relocation of Main and Nurse’s Offices to improve security at Walsh Elementary School.
- Substantial completion of renovations of 30B Church Street to relocate and open the Office of Early Childhood.
- Oversaw Facility Use and Redistricting Study.

Operations

- Continued to improve the conditions and cleanliness of all our schools.
 - Initiated and energy audit contract with ESCO to identify energy savings throughout the District.
 - Conducted numerous capital project improvements, including elevator installation and roof repairs.
 - Obtained impressive new five-year transportation contracts adding improved services at reduced costs, including a new propane system.
 - Coordinated oversight of lockdown and fire drills and developed upgraded emergency management plans.
 - Continued District-wide Free Lunch Program for all our students.
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EDUCATION PERSONNEL

Robert Brenker, Director

II. HIGHLIGHTS

In fiscal year 2015-2016 the office of Education Personnel supervised the recruitment, selection and appointment of one hundred sixty (160) highly qualified teachers and eleven (11) administrators. They replaced staff that resigned, retired, were non-renewed or were promoted to higher positions. The average salary level for new teachers was \$51,699 and \$112,910 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 had an increase in employee paid sick time for the 2015-2016 school year from the previous year. However, the number of FMLA approved leaves were much the same as the previous year. In 2014-2015 there were 148 FMLA approved leaves, and in 2015-2016 that number was 147.

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 2015-2016 totaled 13, a decrease from the previous year which was 19, representing a significant decrease from prior years.

We received only one new CHRO/EEOC complaint this year.

As part of the district's recruitment efforts, there were several new initiatives which occurred this year. Our marketing materials were updated to reflect the diversity within our district, and a link was created on our website that was focused on minority teacher recruitment with information and resources for those interested in pursuing career opportunities in Waterbury. Our diverse recruitment team participated in numerous career day fairs and held on-site interviews within Connecticut and out of state. While attending these fairs, information was also shared on becoming a substitute teacher in our district for those applicants whose certification was pending. Waterbury also held its own citywide recruitment fair in May at Rotella Magnet School. This fair was open to the public and there were district officials present to interview not only for education positions, but substitute and civil service positions as well. Our data has proven that many of our newly hired teachers have worked as substitute teachers in the district before being hired, thus creating a pipeline. Partnerships have been established with several universities with the goal of channeling their students into student teaching programs here within the district while they are completing their graduate work and applying for certification. Tenured teachers in the district have responded overwhelmingly to the request to serve as cooperating teachers and to mentor the new student teachers with whom they will be working with in the coming year.

With funding from the Minority Recruitment & Retention Grant (MTRR) received this past year, our focus has also expanded to our student population. Due to the national and state shortage of students entering the teaching profession, the grant originators chose to include a "grow your own" model focusing on Waterbury students and exposing them to the teaching profession through participation in various activities. A new .5 credit course, called Teaching Assistant Seminar, was piloted at Kennedy High School this year. This elective course paired high school juniors and seniors with teachers and allowed them to work side by side with their designated teacher on all aspects of teaching. This provided experience not only in teaching, but other areas such as lesson planning, assessments, data and classroom management. This piloted program will be expanded during the fall of 2016 into the other comprehensive high schools within the district. The Young Educators Societies (YES) Clubs will begin at 6 schools during fall

2016. Advisors have been trained, and the focus of the clubs at both the middle and high school levels will be to engage students in activities focused on education, in hopes to gain their interest and attract them to the profession.

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.

2015-2016 Teacher Hires by Subject Area

SCHOOL/DEPARTMENT	GRADE/SUBJECT	# of NEW TEACHERS
Districtwide	SOCIAL WORKER	1
Elementary	1,2,3 MATH	2
Elementary	1,2,3 READING	1
Elementary	1,2,3 WRITING	1
Elementary	ART	3
Elementary	BDLC	1
Elementary	BILINGUAL	5
Elementary	CBL SPED	1
Elementary	Grades Pre-K through 5	34
Elementary	LIBRARY MEDIA	2
Elementary	MATH 1,2,3	1
Elementary	MUSIC	3
Elementary	PREK SPED	5
Elementary	SCHOOL PSYCHOLOGIST	1
Elementary	SLP	2
Elementary	SPECIAL ED	7
Elementary	TESOL	1
Elementary	VISUALLY IMPAIRED	1
High School	ALLIED HEALTH	1
High School	ART	1
High School	AUTO TECH ED	1
High School	BDLC	1
High School	BILINGUAL SCIENCE	1
High School	BUSINESS	2
High School	CHEMISTRY	2
High School	ENGLISH	11
High School	SCIENCE	4
High School	HUMAN SERVICES	1
High School	INFO TECHNOLOGY	1
High School	MATH	5
High School	SCHOOL PSYCHOLOGIST	3
High School	SOCIAL STUDIES	3
High School	SOCIAL WORKER	1
High School	SPANISH	2
High School	SPECIAL ED	9
High School	TECH ED (WOODSHOP)	1
High School	TESOL	1
High School	VIDEO PRODUCTION	1
Middle School	ART	1
Middle School	BDLC	1
Middle School	FCS	2
Middle School	NUMERACY	1
Middle School	ENGLISH LANG ARTS	5
Middle School	MATH	5

Middle School	READING/LANG ART	3
Middle School	GUIDANCE	1
Middle School	ITALIAN	1
Middle School	LITERACY	1
Middle School	MUSIC	1
Middle School	SCIENCE	3
Middle School	SLP	1
Middle School	SOCIAL STUDIES	3
Middle School	SPECIAL ED	4
Middle School	TECH ED (WOODSHOP)	1
Middle School	TESOL	2
TOTAL		160

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 2015-2016, eight new teachers were hired through the DSAP. This represented 5% of all new teachers hired in 2015-2016. DSAP teachers were hired in the content areas listed below.

Certification Area	Number of DSAPs
Art	1
Special Ed	3
Bilingual (Gr 2, 3, 4, Science)	4
Total	8

Percent (%) of new teachers

5%

Relevant Salary Data for Teachers Hired During 2015-2016

The average starting salary for teachers hired during 2015-2016 was \$51,699. 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.

Education Level of Teachers Hired During 2015-2016

Degree Held	Number of New Teachers
Bachelors	48
Masters	89
6 th Year	22
Doctorate	1

2015-2016 TEACHER HIRES BY RACE/ETHNICITY

Race/Ethnicity	# of Hires
Asian	1
Hispanic	11
Black/African American	7
Two or More	8
White/Caucasian	<u>133</u>
Total	160

Approximately **16.9%** of teachers hired during 2015-2016 were minority, which represents a **50% increase** over the previous year of **8.5%**.

2015-2016 TEACHER RESIGNATIONS/DEATHS

School	Subject	Effective
	Spec. Educ.	7/15/15
Washington	1st Grade	6/22/15
Reed	2nd Grade	6/25/15
Bucks Hill	Kindergarten	7/13/15
Bucks Hill Ann	School Psych.	7/22/15
Bucks Hill Ann	Pre-K	7/23/15
Carrington	2nd Grade	7/23/15
Generali	Spec. Educ.	7/24/15
Crosby	Biology	7/24/15
Bucks Hill	1st Gr. Bilingual	7/24/15
Chase	Art	7/27/15
Wilby	English	7/31/15
Maloney	Grade 1	7/31/15
Wilby HS	Math	7/31/15
Reed	Spec. Educ.	7/31/15
Kennedy HS	English	8/1/15
Wilby HS	Math	8/3/15
NEMS	Bilingual	8/3/15
NEMS	Math	8/5/15
NEMS	Grade 7	8/7/15
Bunker Hill	Grade 3	8/10/15
WSMS	Spec. Educ.	8/10/15
Sprague	3rd Grade	8/11/15
Enlightenment	Spec. Educ.	8/11/15
Wallace MS	6th Gr. Reading	8/13/15
Wilby	Math	8/13/15
Wilby	Business	8/13/15
Regan	4th Grade	8/14/15
Kennedy HS	Guidance	8/14/15
Rotella	Spec. Ed. Visual. Impaired	8/14/15
Walsh	Spec. Educ.	8/14/15
WSMS	English/LA	8/14/15

Carrington	Grade 5	8/15/15
Generali	Music	8/17/15
NEMS	Social Studies	8/17/15
Generali	Grade 2	8/17/15
Wallace	Math	8/17/15
Crosby	Literacy Coach	8/17/15
Wallace MS	7th Gr. Math	8/17/15
Regan	Literacy Facilitator	8/17/15
Crosby	Spec. Educ.	8/18/15
Tinker	Grade 2	8/18/15
W. Wilson	Pre-K	8/18/15
Generali	Spec. Educ.	8/19/15
NEMS	Comp. Tech.	8/20/15
Hopeville	Elem. Teacher	8/20/15
Reed	Grade 3	8/20/15
Washington	Art	8/20/15
Reed	Remedial Read	8/21/15
Crosby	English/LA	8/21/15
Wallace MS	Spec. Educ.	8/21/15
WSMS	Social Worker	8/23/15
Bunker Hill	Spec. Educ.	8/24/15
WSMS	ELA gr. 8	8/24/15
Enlightenment	Math	8/25/15
Chase	Spec. Educ.	8/25/15
Crosby	BDLC	8/25/15
Crosby	Spec. Educ.	8/25/15
Kingsbury	Kindergarten	8/28/15
NEMS	English/LA	8/31/15
Gilmartin	Spec. Educ.	9/9/15
Walsh	Math	9/17/15
Crosby	English	9/28/15
Wilby	English	10/1/15
NEMS	Social Studies	10/2/15
Chase	Gr. 1 Bilingual	10/2/15
Enlightenment	Spec. Educ.	10/2/15
Wilby	Biology	10/20/15
Wallace	Gr. 8 Math	10/21/15
Chase	Spec. Educ.	10/23/15
Wilby	Spanish	10/23/15
Reed	FCS Computer Ed	10/30/15
Wilby	Phys. Educ.	11/6/15
Walsh	Spec. Educ.	11/6/15
Regan	Gr. K	11/6/15
Tinker	Kindergarten	11/6/2015
Walsh	Math	11/11/15
WSMS	Sped Resource	11/12/15
Kingsbury	Music	11/13/15
Wilby	ELA	12/4/15
WSMS	Math	12/4/15
Chase Building	Admin.	12/4/15
Wilby	Spec. Educ.	12/11/15

Reed	Reading Teacher	12/17/15
Regan	Gr. 3	12/23/15
Wilson	Teacher	1/8/16
NEMS	English	1/14/16
Wilson	Spec. Ed.	1/15/16
Chase	Spec. Ed.	1/21/16
Bunker Hill	Phys. Ed.	2/4/16
Reed	Librarian	2/5/16
W. Cross	Pre-K	3/1/16
Gilmartin	Gr. 5	3/4/16
Regan	Gr. 3	4/22/16
Tinker	Spec. Educ.	5/18/16
Washington	Gr. 3	6/14/16
Crosby	Spec. Educ.	6/30/16
Crosby	School Psych.	6/30/16
Regan	Gr. 2	6/30/16
Crosby	Special Ed. BDLC	6/30/16
Enlightenment	Math	6/30/16
TOTAL Resignations/Deaths (1)		101

2015-2016 Teacher Retirements/Non-Renewals

School	Subject	Effective
WSMS	GR.6/7 sped	7/1/15
Chase	Literacy	7/1/15
WAMS	French	7/1/15
Kennedy	FCS	7/1/15
Wallace	SLP	7/1/15
Crosby	English	7/1/15
Maloney	Grade 5	7/1/15
Wilby	Spanish	10/1/15
Bunker Hill	Spec. Educ.	11/1/15
Carrington	Gr. 4	2/29/16
Enlightenment	ESL	3/21/16
Kennedy	SLP	5/1/16
Duggan	Spec. Educ.	5/1/16
NEMS	Sped.	6/30/16
Maloney	Library Media Spec.	6/30/16
Kennedy	Math	6/30/16
Wilby	Spec. Educ.	6/30/16
NEMS	Fam. Cons. Science	6/30/16
WAMS	French	6/30/16
Wilson	Reading Teacher	6/30/16
Rotella	Music	6/30/16
Kennedy	Tech Ed.	6/30/16
Kennedy	ELA Teacher	6/30/16

NEMS	Spec. Educ.	6/30/16
Kennedy	Art	6/30/16
Bunker Hill	Music	6/30/16
Rotella	Phys. Ed	6/30/16
W. Cross	Gr. 2	6/30/16
WAMS	Phys. Ed	6/30/16
Buck Annex	Pre K Sped.	6/30/16
Rotella	Gr. 5	7/1/16
NEMS	Art	7/1/16
Kennedy	Health/PE	7/1/16
WSMS	General Science	7/1/16
Kennedy	Family Consumer Science	7/1/16
Gilmartin	Speech/Lang. Pathologists	7/1/16
Rotella	Library Media Spec.	7/1/16
Wilby	Tech Ed.	7/1/16
NEMS	Spec. Educ.	7/1/16
Kennedy	Social Studies	7/1/16
Washington	Gr. 1	8/1/16
Total		41

ADMINISTRATOR HIRING
2015-2016

Eleven (11) administrative vacancies occurred for 2015-2016 as a result of retirements, resignations, transfers, promotions and expansion positions. All of these vacancies have been filled with qualified staff.

NAME	ASSIGNMENT
DARREN SCHWARTZ	CHIEF ACADEMIC OFFICER
TALISHA FOY	WILSON SVP
MICHAEL HARRIS	WCA VP
JOANNA CRUDELE	CROSBY VP
CATHLEEN NEWMARK	CROSBY VP
JENNIFER MCALOON-EGAN	NEMS HOUSE PRINCIPAL
DANA WALLACE	ROTELLA SVP
NOREEN BUCKLEY	ILD
PAUL WHYTE	ILD
LANZA, ERIKA	HOPEVILLE SVP
EDWARDS, CAREY	WAMS VP

The Office of Education Personnel hired two Human Resource Generalists during the 2015-2016 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 2015-2016**

The Competitive Grants Writer researched and evaluated grant opportunities to assist Waterbury schools with reaching the *WPS Blueprint for Change* goals. The Grant Writer aggressively pursued funding, drafting and submitting grant applications developed in collaboration with district personnel and community-based partners. She designed the 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, 2012-2017*).

The Grant Writer also facilitated the development and preparation of multiple grants submitted to various funders from teachers or school administrators. The Grant Writer provided district personnel with multiple Competitive Grants Alert newsletters detailing available grant opportunities. Additionally, the Grant Writer participated in the development of partnership grant projects in which the district was included as a participant.

Grants awarded during 2015-16 to Waterbury Public Schools from applications prepared, in whole or in part by the Grant Writer, included USF (e-rate) Discounts; Family Resource Centers Grants; Primary Mental Health Grant; Support for Pregnant and Parenting Teens Grant; a State Afterschool Program grant; a State Technology Grant; the Carl D. Perkins Grant; and the Alliance District/Priority School District Consolidated Grant (Year 5 Application).

b. Goals for 2016-2017

Continue to aggressively pursue competitive grants and discounts for Waterbury Public Schools which assist the district in accomplishing district reform Initiatives from the *Waterbury Blueprint for Change*.

Continue to assist teachers and administrators to develop the ability to pursue grants for their schools, through workshops, technical assistance sessions, consultations, and/or newsletters.

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

As of June, 2016, the total of grants prepared by the Grant Writer, in whole or in part, and awarded to Waterbury Public Schools during 2015-16 exceeded \$ 21 million. Grants sought for Waterbury Public Schools during the 2015-16 fiscal year total more than \$ 29 million, including nineteen (19) school applications for grants from the State Low-Performing Schools Bond.

Funded Grant Program, the Carl D. Perkins Grant, and the Alliance District/Priority School District Consolidated Grant: These grants were a high priority, among multiple grants submitted. The Grant Writer also pursued foundation grants for school programs. In addition, the Grant Writer facilitated consideration by district leaders of numerous grant funded projects in which Waterbury teachers and students were invited to participate.

The Competitive Grants Writer met with teachers and administrators to facilitate and assist in the development, writing, start-up, or continuation of teacher/school-based competitive grants. She assisted grant program staff with budget revision requests and other grant-related matters.

The Competitive Grants Writer strengthened Waterbury's working relationships with numerous community organizations, universities, and businesses. By developing and nurturing institutional relationships Waterbury continues to position itself to take advantage of future competitive grants opportunities.

III. **STRENGTHS**

Competitive Grants, and other grants prepared 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 many competitive grants, the WPS Alliance District/Priority School District Consolidated Grant Application, and the Carl D. Perkins Grant, for 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 resources 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

2015-2016 Accomplishments

Network

- Investigate Asset Management Software- Inventory Control.
- Add 3rd ESX Host to VMWare Virtual environment.
- Upgraded Progress Book Servers.
- Upgraded Mail Server to 2013.
- Upgrade all Server2003 Operating systems to Server2012.
- Implement New Stand Alone Domain Controllers.
- Submitted 10 Million dollar grant to building Fiber, Edge routers, switches, Smartboards and legacy PC's in schools.
- Update Track-It work order software system to the newest version.
- Add capacity to the Storage Area Network (SAN).
- Installed additional Wireless Access Points to increase wireless footprint.
- Moved the District to the State of CT for Web Filtering, eliminating District Cost.

Student Information Systems (SIS)

- Submitted RFP for new Student Management System and Selected Vendor.
- Research and evaluate new SIS system.
- Creating Project Charter Outlining expectation, responsibilities, milestones and deliverables for the project.
- Automate data integration into S.W.I.S.S. Discipline module, eliminating duplicate entry.
- Created student accounts for Google Docs.

Security

- Force Users to change their password every 90 Days- reduce compromised accounts.
- Implemented New Anti-Virus Solution.
- Purchased, installed and configured 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.

Policy

- Revise Web Filter Block message.
- Electronic Authorization Use Policy.

Software/Applications

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

2016-2017 Goals

Network

- Update SharePoint Server.
- Implement Asset Management Software Inventory Control.
- Update all XP Machines to Windows 7 or decommission.
- Upgrade Mail Server to 2016.
- Replace fiber, edge routers, switches, smartboards and legacy PC's in schools (if awarded grant from State).
- Add capacity to the Storage Area Network (SAN).
- Replace Legacy Voicemail System.

Student Information Systems (SIS)

- Start implementation of new SIS.
- Perform Fit-Gap Analysis to determine what components "Fit" within the scope of the project and identify any "GAP's"-needed solutions.
- 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 to a "strong password" every 90 days to further reduce compromises.
- Develop and Test New Disaster Recovery Plan.
- Research Command and Control Security Center for Superintendent's Conference Room.
- Plan to connect Police Department to School Network to access camera video feeds.

Policy

- New 3 year Technology Plan.
- Develop Social Media Policy.

Software/Applications**Responsibilities and Strengths**Student Management

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

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.

System Administration

- Responsible for over 22,000+ network users. Security and data Integrity maintained.
- Manages administrative computer and information technology tasks.
- Network and Data security.

Networking

- Setup and Maintain Internet access, Domain Name Servers, Active Directory, MS Exchange, Antivirus and Firewall Services for all schools.
- Monitor, troubleshoot and maintain Internet and Intranet connectivity.
- Web Page Administration.
- Network Administration: Security, User Rights, Groups, Configuration and User Policies
- Wide Area Network Design, Support 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.
 - 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 2015-2016***

We accomplished the goal to increase the distribution of educational materials, school uniforms and school supplies. The new purchases included book bags given primarily to students in the elementary grade level and calendars for all adults. The book bags, other school supplies and uniforms were distributed throughout the entire school year by the parent liaisons, the Community Coordinator, the tutor or a staff member at the Intake Center through the McKinney Vento Grant. We also increased the distribution of yearbooks and caps and gowns for the transitioning students and hope to continue annually. The new Title I legislation increased transportation requests of homeless students from other districts and thankfully our students were able to remain in their school of origin while experiencing homelessness in another city. Lastly, the gathering of homeless families on a monthly basis was accomplished and the locations expanded to include the Enlightenment School for a Thanksgiving feast and Waterbury Career Academy for family activities that included recreational fun. There is also an increase in the partnerships and volunteer efforts for this goal.

We also accomplished the goal to increase the transporting all parents/families to the community day event sponsored by the respective parent liaison or to a popular evening event held at the school.

b. *Goals for 2016-2017***Goal 1:**

Implement the Every Student Succeeds Act (ESSA) that is replacing NCLB for homelessness families for the 2016 – 2017 school year and the preparing or the changes in parent involvement for the 2017 – 2018 school year. The communication for the implementation of ESSA will be occurring monthly with the parent liaisons, community groups and administrators. The focus will be on the changes in the legislation and providing more professional development on Family Engagement.

Goal 2:

Integrate the national recognized Dual Capacity Framework into parent involvement funds. The community partnerships will continue to grow with a plan to select a partner and update them with school calendars as they are revised which is a basic yet resourceful tool for the agencies and our families.

II. HIGHLIGHTS

We supported the new shelter Homes for Hopes with McKinney Vento funds and invited the families to the monthly family activities. We trained the parent liaisons on the nationally Dual Capacity Framework at the monthly staff meetings for five months as we reviewed the existing partnerships with at least one community agency (per school) to give credence to the capabilities, connections and confidence. With this background knowledge, we can move forward with strengthening partnerships and aligning the district for the changes ahead through ESSA. We encouraged parent liaisons to attend the Friday Café monthly workshops run by the SDE and saw an increase in attendance from the previous year. By May 2016, we filled every request for the smaller uniforms for the students in the lower grades. We were so successful in distributing of the shirts that we ran out of certain sizes. We provided each department and all public and private school administrator monthly

balance reports to make sure grant funds were spent as planned or revised in a timely manner and deadlines were adhered to. We met regularly with private school staff to spend Title IIA funds that have a wide range of grant options and we were able to encumber all funds with the help of existing and transitioning administrators.

III. STRENGTHS OF EDUCATIONAL PROGRAM

As always, the strengths of my departments are in the details of the federal and state dollars being spent by the thirty public and private schools and every department. We work within the guidelines and take pride that base the relationships we cultivate within the various departments school staff allow them to call us with questions daily. Often, principals, both public and private are very complimentary of my staff and comfortable with the knowledge we provide them of their balance, grant guidelines and Lawson updates, to name a few. We are also very good at helping our families by providing educational materials that they take to their homes which enhance or provides the building block to improving the reading, literacy and math skills taught in the schools, both public and private. As we improve servicing those less fortunate with our funds who are experiencing homelessness and our students who are experiencing poverty we hope to be more creative and help others gain an understanding of the new law. Having a department that has the resources to distribute to as many families as possible we take pride on how we assist principals PBIS and Professional Development; help new teachers pass the Praxis and help everyone follow the federal guidelines with their expenditures. Our strength will always be to make sure the funding is utilized as wide and deep as possible with fidelity and integrity.

FOOD SERVICE DEPARTMENT

Linda Franzese, Food Service Director

I. GOALS

a. *Accomplishment of Goals 2015-2016*

CEP (Community Eligibility Provision) has continued to be a success with an increase in overall participation. We also successfully converted Reed School from pre-plate to cooking, which contributed to the overall participation of both students and staff. We, with great success, implemented a Pilot Supper Program at 4 sites. This allowed us to increase feeding to at-need students in programs at the sites. This program was supplemented by the takeover of the Afterschool Snack Program. We were able to get reimbursed for the snacks which allowed the individual grant programs to use those funds for the activities and not to feed the students. It also allowed us to better regulate the snacks that were being given to the students and make sure that they were in line with the overall goal of teaching healthy eating habits to the student body. The Fresh Fruit and Vegetable Program continues to be a success offering a wide variety of unprocessed fruits and vegetables that most students would not ordinarily have an opportunity to try. We have also introduced a greater variety of choices and conducted a number of taste tests that were met with a great deal of positive feedback from the student body. Our citywide Wellness Policy was successfully updated and approved by the Board of Education.

b. *Goals for 2016-2017*

During the next year we will continue to offer more choices and taste tests in order to engage the students and drive increased participation. We also hope to evaluate and

expand the Supper Program. With the success that we have realized in the pilot sites, we feel there is great opportunity to offer these options to a wider population within the district. The expansion of this program may have an effect on the After School Snack Program and we will have to evaluate participation for both of these programs as the year continues.

II. **HIGHLIGHTS**

- CEP- every student eats for free
- Fresh Fruit & Vegetable Program
- After School Snack Program
- Supper Program

RESEARCH, DEVELOPMENT, AND STUDENT TESTING

Tara Battistoni, Supervisor

I. **GOALS**

a. **Accomplishment of Goals 2015-2016**

- Trained all administrators and several schools on the state's next generation accountability model.
- Presented all new Smarter Balanced assessment results to administrators, staff, and the Board of Education.
- Worked with the Computer Technology Center (CTC) to revise the electronic test accommodations form for English Learners (EL), 504, and general education students, reducing manual data entry by the department.
- Worked with the special education department to revise their electronic test accommodations form for students, including creating a new data file for upload to the testing platform.
- Worked with the special education department to ensure that all students planned to receive a reader for English Language Arts (ELA) passages qualified to do so via the decision guidelines forms required by CSDE this year.
- Met with Principals and Instructional Leadership Directors (ILDs) regularly to monitor progress of current assessment data, including all new accountability measures.
- Worked collaboratively with schools and other departments to ensure accuracy of data, including new testing fields such as 504 and recently arrived EL.
- Required late registration form, signed by the appropriate Principal, Supervisor, and Director/ILD for late student test registration.
- Visited a sample of schools during Smarter Balanced testing to ensure secure and valid test conditions.

b. **Goals for 2016-2017**

Goal 1:

Work jointly with CTC to adjust data warehouse for new accountability metrics.

Goal 2:

Meet with Principals regularly to monitor progress of current assessment data.

Goal 3:

Continue to communicate the state's new accountability model and metrics to district staff, including the new growth measure.

Goal 4:

Work collaboratively with schools and other departments to ensure accuracy of data.

Goal 5:

Visit a sample of schools during testing to ensure secure and valid administration.

Goal 6:

Require schools to submit completed SAT rosters on test day.

Goal 7:

Disseminate all test data for incoming students in August to target instruction and improve accountability results.

Goal 8:

Calculate starting accountability scores based on current students.

II. HIGHLIGHTS

- Facilitated transition from Smarter Balanced to SAT for grade 11 students including those with disabilities or ELs with accommodations.
- Created master test schedule compiling all 26 unique Smarter Balanced building schedules.
- Conducted/analyzed/disseminated data for the Kindergarten Inventory, summer school, mCLASS, SAT, Smarter Balanced, CMT/CAPT, and the next generation accountability model.
- Provided granular mCLASS composite score differences for students in special education to the Director, as their students make significant growth, but this growth is not typically captured in achievement level reports.
- Compiled district assessment calendar.
- Fulfilled continuous ad hoc requests from other departments, including submission for the Perkins Grant.
- Analyzed and reported data from Kindergarten assessments (mCLASS, Kindergarten Inventory) back to Pre-K providers.
- Worked with district and state department personnel to create Bilingual programs in the district equivalent to the mandated special education programs, now a separate entity for all purposes including accountability.
- Compiled district-wide and school-wide participation rates immediately following Smarter Balanced testing.
- Successfully obtained a 99.4% participation rate in both ELA and math for district Smarter Balanced testing in 2015-2016 (federal target is 95.0%).
- Received a congratulatory letter from the Commissioner of Education for meeting all required participation rates in 2014-2015.

III. STRENGTHS OF EDUCATIONAL PROGRAM

- Relationships established with all school principals and departments.
- 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 accountability measures.
- 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 Test Administration Procedures Committee and 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 (transitioning to the Every Student Succeeds Act).
- 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 2015-2016*

Goal 1:

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 required strategic communications with schools, community and parents. This goal was met by:

- 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 about the value of SFCP teams in preparing for new School Governance Councils and the value for schools with existing SGCs to include SFCP teams as a sub-committee group to the SGC.
- Served as liaison for the district with the United Way campaign.

Goal 2:

Enhance district /staff/parent/community communication efforts. This goal was met by:

- Training additional school staff to use the 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.
- Expanding and enhancing use of the district's Facebook page. The page now has over 1,000 followers.

b. *Goals for 2016-2017*

Goal 1:

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.

Goal 2:

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 30, 2016. This event at the Waterbury Arts Magnet School attracted between one and two thousand visitors, who took advantage of a lightbulb exchange program. Community and schools came together in support of a student contest which offered prizes in four different categories: poetry, essay, poster art, and live presentation. All entries had to address the common theme of "Why Waterbury is a great place for families to live."

The SFCP also co-sponsored the second annual Parent and Community Leadership Conference in May. Approximately 120 parents, staff and community members attended the full-day event held at the Naugatuck Valley Community College.

III. STRENGTHS OF 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

I. GOALS

a. Accomplishment of Goals 2015-2016

We accomplished the following:

1. Oversight of Two Security Grants for video camera upgrades and additions, card access ID addition, secure vestibules and lockdown buttons.
2. Monthly drills at all 32 schools in conjunction with WPD, WFD and WEM: Fire drills, Lockdowns, Shelter in place, Evacuation and relocations.
3. Initiated process for Background checks for school volunteers.
4. Photo ID's with colored lanyards have been issued to all staff in 31 schools and new hires.
5. Acquisition of a new on-line fingerprint system for faster response on record checks for all staff.
6. WPS Security and School Safety is part of a statewide Security Director's forum where we share experiences both positive and otherwise so we may all learn and improve.
7. Regular Security reviews and updates based upon visual inspections, input from staff and students, WPD and WFD, School Governance Councils and members of the general public. We subscribe to Security related publications which provide immediate information on school-related issues both nationally and internationally.
8. Regular back and forth communications with the district principals and the school staff about matters relating to bolstering our security procedures.

9. Investigated multiple inquiries from the Office of the Superintendent, ILD's, administrators, bus incidents, and parents through situation filings and other sources.

b. Goals for 2016-2017

1. Close out the two Security Grants.
2. Conduct Monthly drills in 32 schools in conjunction with WPD, WFD and WEM: Fire drills, Lockdowns, Shelter in place, and a concentration on evacuation and relocations. Submit annual report of all drills to the State Department of Emergency Management and Homeland Security (DEMHS) on or before 7/1/17.
3. Train all staff in the proper use of vestibules in schools in which they are installed.
4. Complete and establish a workable and reliable background check process for school volunteers.
5. Establish training, set policies and initiate the on-line employee fingerprint system.
6. Serve on the WPS technology policy review committee for security matters.
7. Complete the, two year, WPS Emergency Plan review schedule, update and re-write for presentation and authorization by the Superintendent and Board of Education.
8. Submit the updated WPS Emergency Plan to the DEMHS on or before 11/1/2016.
9. Continue regular security reviews and updates based upon visual inspections, security investigations, input from staff and students, WPD, WFD, WEM, School Governance Councils and members of the general public.
10. Complete other inquiries or investigations as assigned.

II. HIGHLIGHTS

We established an employee photo ID program for all district employees to provide them, secure, building access as well as immediate visual identification for other staff members and responding police, fire and EMS personnel.

III. STRENGTHS OF SECURITY PROGRAM

The Waterbury Public Schools conducts monthly, unannounced drills to help our administrators, staff and students to immediately respond to all potential crises.

Worker's Compensation Report

<u>School:</u>	<u>2014-2015:</u>	<u>Lost Time:</u>	<u>2015 – 2016:</u>	<u>Lost Time:</u>
Adult Education	7	1	7	0
Food Service	6	2	6	0
School Inspector	19	5	19	2
Bucks Hill School	14	1	8	0
Bucks Hill Pre-K	16	1	23	1
Bunker Hill School	2	1	4	0
Carrington School	8	1	9	0
Chase School	8	3	11	1
Crosby High School	25	4	25	7
Wendell Cross School	6	1	2	0
Driggs School	4	0	8	0
Duggan School	11	0	6	1
Enlightenment/Excel	2	0	6	0
Generali School	38	1	28	0
Gilmartin School	16	1	11	0
Hopeville School	3	0	8	2

Kennedy High School	10	1	10	0
Kingsbury School	5	2	3	0
Maloney Magnet	5	3	5	0
North End Middle	14	1	14	1
Reed School	8	2	8	1
Regan School	2	0	3	0
Rotella Magnet	6	1	9	1
Sprague School	7	2	4	0
Sprague Pre-K	0	0	2	0
State Street	13	2	5	0
Tinker School	6	2	14	2
Wallace Middle	28	3	25	2
Walsh School	9	1	7	0
Washington School	3	0	0	0
Wtby Arts Magnet	4	0	5	1
Wtby Career Acad	1	0	4	0
West Side Middle	16	1	30	2
WilbyHigh School	29	4	25	2
Wilson School	7	3	11	1
Central Office	<u>8</u>	<u>2</u>	<u>12</u>	<u>3</u>
Totals	366	51	375	30

Although our total workers compensation claims increased by 9 over last years the total for lost time claims dropped by 21 or a 41% reduction. This is due, in part, to an active BOE Executive safety Team which monitors the claims as they are submitted. The BOE Executive Safety Committee consists of the four Instructional Leadership Directors, The Food Services Director, The School Inspector and the Security and School Safety Coordinator. We also invite and welcome input from the City Finance Director and his staff, the City Risk Manager, and PMA our Worker's Compensation firm.

The major cause of this reduction is due to monthly safety committee meetings held at each school, Food Service Unit and the School Inspector's Unit. These safety committee meetings focus on employee injuries and suggestions and directions as how to avoid further injuries. These meetings also discuss school emergency issues and concerns.

During the 2016 – 2017 school years the Executive Safety Team, the School Principals, Food Service Director and the School Inspector will focus on specific causes of injuries with an eye at reduction of opportunities for injuries. Thanks to the City Finance Director's Office we also have an on-line training service that all employees are required to view annually as well as strategically to reduce or avoid a specific reoccurrence of injury. The use of this on-line training program will be expanded by the BOE Executive Safety Committee.

BUCKS HILL SCHOOL

Delia I. Bello-Davila, Principal

I. GOALS**a. *Accomplishment of Goals 2015-2016***

We accomplished our goal to have all staff and students engaged in working on School Culture and Climate. Through the implementation of the Nurture Heart Approach, we were able to establish a positive climate for student achievement as well as high expectations for adult and student conduct.

b. *Goals for 2016-2017*

Goal 1: 4.2 School Culture and Climate – Establish a positive climate for student achievement as well as high expectations for adult and student conduct.

Goal 2: Continuous Improvement – Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps. Leaders understand and expect faculty to plan, implement, and evaluate standards-based instruction and challenging instruction aligned with Connecticut and national standards.

II. HIGHLIGHTS

Attendance was an area of focus for improvement at Bucks Hill School. At the present time as identified in our AS400 monthly report and audit, there is a 14% rate of chronic absenteeism. Chronic absences, truancy and even tardiness over a period of time during the school year have a direct and indirect impact on student performance. During these critical early school years not only are students learning skills in academics, such as in reading and math, but they are also learning appropriate socialization skills, such as how to negotiate differences within groups and the formation of a self-concept. To learn these skills adequately, one has to be consistently present. Currently, Bucks Hill School has a part time attendance counselor. This is problematic since truancy issues need to be addressed immediately, but this cannot occur when the attendance counselor only works at Bucks Hill two days per week. The school has therefore adopted some alternate strategies to increase attendance. Average daily attendance is between 89% and 93% and chronic absenteeism is between 12% and 15%. There is a need to create an intervention system and to hire a full time attendance counselor to increase student attendance at Bucks Hill School, but this approach is not financially sound at this time.

We are implementing the following strategies:

- We have implemented a comprehensive chronic absenteeism plan and have adopted the three tiered intervention model.
- We have established an attendance team to act upon chronic absenteeism data. We collected evidence of monthly agendas that are reflective of Chronic Absenteeism awareness and actions.
- We developed a plan to engage parents and the community in order to create a sense of awareness around chronic absenteeism.
- We focused on students attending school every day and being on time as a top priority, using a positive approach and celebrating attendance.
- We worked with parents and community agencies to address barriers that keep students from attending school/class.
- We empowered parents and families using workshops sponsored by community agencies via parent liaisons.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Bucks Hill's focus this year was on improving overall academic achievement and reducing academic achievement gaps for all populations. A rigorous curriculum that was based on the Common Core State Standards must be delivered through high quality instruction. It is the role of a leader to ensure that this is happening. Strategies and monitoring activities include formal and informal observations of teachers per the Teacher Evaluation process and the consistent review of lesson plans. These activities assist the leader in identifying areas of improvement that will be communicated to staff in order to improve instruction. This is linked to improved teaching and learning.

The following steps are in place:

- Establish and/or develop a plan to promote and monitor longitudinal academic growth on school based interim assessments.
- 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.
- Continue K focus on phonics as measured by DIBELS NWF (CLS).
- Continue Grades 1-5 focus on fluency as measured by DIBELS DORF fluency.
- Implement Foundations K-2.
- Implement Kindergarten CCS unit integrated with SS Frameworks and NGSS.
- Focus professional development around all initiatives and priorities.

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

1 student received 3M Award

b. *Number of Students Transferred*

	In	Out
Within system	129	105
Outside system	102	58

BUNKER HILL SCHOOL

Celia Piccochi, Principal

I. GOALS**a. *Accomplishment of Goals 2015-2016***

- Implementation of IDT process for ELA and Math.
- 71% of K-2 students met or exceed EOY benchmark goals for mCLASS testing.
- 86% of students K-5 of 3-5 students met or exceeded EOY benchmark goals
- District Math DAT assessment.
- Continually monitor and update school's Blueprint for Change
- Implementation of i-Ready Math in grades 3-5.
- Grades K-2 fully implementing Foundations ELA program within the classrooms.
- Improvement and growth of reading fluency in grades K-2 by focusing on the decoding of unknown words.

- Increased the level of participation of families to be more actively involved in school relation activities targeted to academic and family/community togetherness.
- Parent Survey data indicates that 74% of parents surveyed either strongly agreed or agreed that there is a person or a program in our school that helps students resolve conflicts.

b. Goals for 2016-2017

- K-5 students to demonstrate growth by a category or remain at benchmark from BOY/MOY to EOY.
- K-5 students to demonstrate a minimum of one category growth or maintain “Practitioner” rating as measured by problem- solving rubric.
- 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 3.
- Lower the overall percentage of students receiving Tier II and III intervention towards the goal of 15% building-wide.
- Grades 3-5 fully implementing i-Ready with fidelity.
- Continue to lower chronic absenteeism.
- Continually monitor and update Blueprint for Change.

II. HIGHLIGHTS

- Back to School Ice-Cream Social
- Title1 Parent Literacy/Math Nights
- K-2 Bilingual Parent Literacy and
- Best and most improved attendance incentives for class and teachers
- PBIS monthly incentives
- Sent 6 fifth graders to Naugatuck Valley Community College for a leadership conference
- ESH program for students in grades 3-5; Program included Invention Convention with academic support utilizing i-Ready and Lexia
- Zumba Family Health Night (Title 1 Family activity)
- The Gathering- Parents and students walking in parade
- Field Day on site at Bunker Hill/Schofield Park
- Spanish Heritage participation
- IDT meetings for ELA and Math
- CAT team targeted students and worked with their families to improve their child’s attendance
- Crisis Team targeted students and developed individual plans for these students so that they could be successful academically and socially
- Bunker Hill Math Night
- Three Literacy Nights (partnership with Hill for Literacy)
- Student and family Art Night in collaboration with the Mattatuck Museum and an art grant
- Grade 5 promotion celebration

III. STRENGTHS OF EDUCATIONAL PROGRAM

- Staff participation in whole-school committees/teams (PBIS, Safety Committee, School Climate Committee, Chronic Absenteeism Team, and Crisis Management Team)
- After-school events targeted at supporting parent/community involvement in student learning

- 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
- Girls Scouts Lunch Bunch
- ELA/Math coaching cycles for teachers
- IDT meeting for ELA/Math
- Foundations in grades K-2
- Ready for grades 3-5
- Exemplars K-5
- ELA tiered interventionists for reading
- Participation in reading cohort (September – June) with Hill for Literacy

IV. STATISTICAL DATA

a. Students Receiving Awards

Fifth Grade Students

1	Superintendent’s Award
10	President’s Award for Academic Excellence
1	Best All Around Award
3	Citizenship Reward
14	Honor Roll Recipients
3	Art Award
3	Computer Reward
3	Library Media Reward
3	Music Reward
3	Physical Education Award
5	Perfect Attendance Reward

b. Number of Students Transferred

	In	Out
Within system	87	59
Outside system	64	63

CARRINGTON SCHOOL

Karen Renna, Principal

I. GOALS

a. Accomplishment of Goals 2015-2016

- The goal for the creation and implementation of a new vision and mission of the school was accomplished for student academic success.
- The school web page and newsletter this year focused on school news and kept parents updated on curriculum being studied on each grade level.

b. Goals for 2016-2017

Goal 1: The goal for the 2016-2017 school year is to provide professional development opportunities aligned with the CCT rubric Domain 2 – Planning for Active Learning. This will build on student’s prior knowledge and provide appropriate level of challenge for all students.

Goal 2: Culture and Climate - To continue to strengthen relationships with families and community members. To design the activities around the district school goals and increase the attendance and participation of more families at events.

II. **HIGHLIGHTS**

Parent Engagement Activities:

- Kindergarten Orientation
- Welcome Back Ice Cream Social
- Taft partnership – tutoring/enrichment activities
- Arts for Learning Showcase
- Fall Scholastic Book fair
- Participate in the Weekly CT Food Banks Back Pack Program
- Governance Council-Nominations, elections and meetings held once each month
- School Governance Council attended three district training workshops
- Trick or Trunk-Fall Family Night
- Naviance workshop for parents, with sessions offered at 10:00 a.m. and 6:30 p.m.
- Smile Builders (5/18, 5/20)
- Shakesperience Theater: Gulliver's Travels
- Holiday Shoppe for students open during Parent Conference Night 5-7 PM
- Hispanic Health Council Puppet shows (four times per year)
- Basket Ball Shoot Challenge Family Night
- Winter Concert for Chorus and Instrumental students
- Hot Cocoa Day for entire school
- PBIS Pajama/Movie Reward Day
- School-wide Pep Rally
- Wax Museum Grade 5
- One parent graduated from PEP (UCONN/Waterbury Hospital Parent Leadership)
- Roller Magic Night
- Girl Scouts and Boy Scouts programs
- Zumba Night
- Curriculum Family Night – Math/Reading
- Spanish Heritage Night – Salsa Dancing

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

- Food Drive
- Community Officer – presentations on bullying
- City Wide ice cream social
- Math/Science/Reading Night
- Smile Builders visit
- Kid's Marathon – Library Park
- Dash and Bash Race
- Lion's Club Eye Exams for Pre-K, 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, frequent home visits when necessary, and decrease behavior issues through teacher parent communication and school wide PBIS classroom management.

- A staff committed to the new instructional data team process to identify student learner centered problems to increase student achievement by identifying instructional strategies and action plan along with a monitoring system.
- PBIS Development. All staff, family, and students experienced behavioral expectations through peak performance expectations. A Carrington “ROARS” cheer and monthly recognition, and bi-monthly behavior awareness activity to 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, Flanders Nature Center, Action Wilde Life, Science Museum, Warner Theater, Washington, DC.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

Superintendent’s Award	2
Celebration of the Arts Award	2
Excellence in Youth Award	1

b. *Number of Students Transferred*

	In	Out
Within system	68	54
Outside system	26	62

CHASE SCHOOL

Matthew Calabrese, Principal

I. GOALS

a. *Accomplishment of Goals 2015-2016*

- Implementation of IDT process for ELA and Math
- 68% of K-2 students met or exceed EOY benchmark goals for mCLASS testing.
- 68% of 3-5 students met or exceed EOY benchmark goals district Math DAT assessment.
- Improve overall instructional practice of Tier I instruction by providing teachers with professional development targeted at utilizing Learning Targets and Success Criteria.
- The number of Tier II and Tier III intervention students met the state’s targeted goal of having 15% or less of the students’ population participating in the process.
- Meet students differentiated needs by providing teachers with professional development targeted at improving lesson plans and delivery of instruction - CCT Domain 2 and Domain 3.
- Regularly scheduled walk-throughs by administration.
- Continually monitor and update Blueprint for Change.
- Implementation of i-Ready Math in grades 3-5.
- Grades K-2 fully implementing Foundations ELA program within the classrooms.
- Improvement and growth of reading fluency in grades K-2 by focusing on the decoding of unknown words.

- Facilitate good teaching practices through BEST modeling.
- Focus Walks by school administration in which constructive feedback was provided to teachers based on specific targeted objectives.
- Increased the level of participation of families to be more actively involved in school related activities targeted to academic and family/community togetherness.
- Parent Survey data indicates and improvement to 86% that “Students treat other students with respect at my child’s school”.

b. Goals for 2016-2017

- K-5 students to demonstrate growth by a category or remain at benchmark from BOY/MOY to EOY.
- K-5 students to demonstrate a minimum of one category growth or maintain “Practitioner” rating as measured by middle school problem-solving rubric.
- 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 3.
- Lower the overall percentage of students receiving Tier II and III intervention towards the goal of 15% building-wide.
- Grades 3-5 fully implementing i-Ready with fidelity.
- Regularly scheduled Focus Walks by administration with the intent to improve classroom instructional practices.
- Continue to lower chronic absenteeism.
- Continually monitor and update Blueprint for Change.

II. HIGHLIGHTS

- Back to School Ice-Cream Social
- Title1 Parent Literacy/Math Nights
- K-2 Bilingual Parent Literacy and Math days
- “Purr-fect” Attendance – Each class received a poster and the 1st class to fill up the letters for having all their students received a reward.
- PBIS monthly incentives for all students with an 80% dojo score or higher
- Sent 6 STORM team members to Naugatuck Valley Community College for a leadership conference.
- ESL Parent Classes- FRC
- Fall for Reading – Harvest Night (Title I Parent/student activity)
- ESH program for students in grades 3-5. Program included Invention Convention with academic support utilizing Ready and Lexia.
- 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)
- The Gathering- Parents and students walking in parade
- Read Across America literacy week
- Field Day on site at Chase
- Spanish Heritage participation
- Scripps National Spelling Bee- Grade 5
- IDT meetings for ELA and Math
- CAT team targeted students and worked with their families to improve their child’s attendance.
- Crisis Team targeted students and developed individual plans for these students so that they could be successful academically and socially.

- Chase School Family Math Bingo/Pizza night
- Student and family Art Night
- Grade 5 promotion celebration

III. STRENGTHS OF EDUCATIONAL PROGRAM

- Staff participation in whole-school committees/teams (PBIS, School-Wide Leadership Team, Safety Committee, School Climate Committee, School Governance Committee, Chronic Absenteeism Team, and Crisis Management Team)
- After-school events targeted at supporting parent/community involvement in student learning
- 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
- ELA/Math coaching cycles for teachers
- IDT meeting for ELA/Math
- Foundations in grades K-2
- FRC before/afterschool programs
- ELA tiered interventionists for reading

IV. STATISTICAL DATA

a. *Students Receiving Awards*

Fifth Grade Students:

1	Superintendent's Award
20	President's Award for Academic Excellence
5	Good Character
5	Highest Dojo Points
5	Gold Medal Reader
5	Math Award
5	Most Improved- Academics
5	Amazing Writer
2	Artistically Gifted

b. *Number of Students Transferred*

	In	Out
Within system	83	77
Outside system	96	98

DRIGGS SCHOOL

Michael Theriault, Principal

I. GOALS

a. *Accomplishment of Goals 2015-2016*

We accomplished both of our academic achievement goals for this school year. ELA IAGD: 75% of Kindergarten students at Driggs School will show growth by a category or remain at benchmark from MOY to EOY assessment in the area of phonics using the DIBELS measure NWF (CLS). As of May 2016, 82% of Kindergarten students remained at benchmark or grew a category this school year.

Math IAGD: 70% of students continuously enrolled in grades K-5 at Driggs School will demonstrate a minimum of one category growth or maintain “Expert” rating as measured by Exemplars Problem Solving rubric. As of May 2016, 84% of K-5 students grew a category measured by this rubric.

Our parent survey goal stated that 90% of parents/guardians would respond favorably to the survey question regarding sensitivity to cultural, racial and sexual differences. 84% of responds agreed or strongly agreed (favorably), 14% selected unsure and 2% responded that they disagreed. Getting parent feedback on the survey was a challenge this year and strategies will be put in place moving forward to assure understanding of the survey and higher participation.

Average daily attendance for the last month of school has been 94%. Though our total chronic absence rate is currently 18.5%, our satisfactory attendance rate is the highest it has been in several years at 54.9%. Many new initiatives and team protocols are helping us slowly improve our overall attendance rates with a specific focus on those that are chronic. Our insights from this year will be used to continue our goal of improving attendance rates in 2016-2017.

b. Goals for 2016-2017

Goal 1: Implement highly effective instructional practices (supported by embedded and aligned professional development) leading to increased student achievement in literacy and numeracy. These practices will be shared and monitored through the Instructional Data Team process using common assessments and the CCT Evaluation tools.

Goal 2: Integrate new systems and initiatives to create alignment and focus among our supporting student services in the areas of absenteeism, PBIS and family engagement. These systems will help solidify roles and responsibilities of all stakeholders, as well as ensure alignment of our vision/mission to create a school community that fully meets the needs of our students and their families. New initiatives (some piloted in 2015-2016) will help emotionally and physically support students and their families so they can be present and engaged.

II. HIGHLIGHTS

We are proud to highlight the following programs, events and initiatives from 2015-2016:

- Intermural sports (tennis, volleyball)
- Basketball incentive program for grades 4 & 5
- Newly formed PTO
- PAL and 21st Century Afterschool Programs
- ESH Afterschool Program (3 students recognized at the state level invention convention)
- Backpack Handout Waterbury Food Bank
- Career Fair
- Field Day/PBIS Green Celebrations
- Multiple family nights (literacy, Hispanic Heritage, Harvest Festival, etc.)

- Earth Day School Clean-Up and Garden Bed Grant from UCONN
- Classes 4 Classes founder presentation and collaboration
- Coins for Kenya collection and Kindness Week Challenge
- Collaboration with Pomperaug student mentors
- Collaboration with StayWell Clinic to provide medical/dental/behavioral services
- Grade 4 School Play 3 students recognized for artistic performance by Waterbury ELKS Club

III. STRENGTHS OF EDUCATIONAL PROGRAM

As always, our dedicated staff make every effort to provide students with instruction that meets their individual needs. We have a strong SRBI system and support staff that allow us to appropriately move students through tiers of instruction and intervention as needed based on data. This allows us to provide early intervention academically and behaviorally. In addition, we continue to align our professional development with the district plan and the CCT rubric while focusing on the specific needs of our staff and students.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

Superintendent’s Award	1
Student of the Month Awards	216
Citizenship Awards	30
Perfect Attendance	16
Physical Fitness Award	76
Art Award	7

b. *Number of Students Transferred*

	In	Out
Within system	75	60
Outside system	16	62

DUGGAN SCHOOL

Dr. Patricia Frageau, Principal

I. GOALS

a. *Accomplishment of Goals 2015-2016*

- Implemented/Trained in Common Core Curriculum
- Implemented new teacher evaluation plan
- Conducted assessments through M Class and Smarter Balance
- Implemented School Governance Council
- Offered Extended School Hours (ESH)
- Designated IDT (grade level) meeting to monitor and analyze student work
- Differentiated instruction to meet diverse learning styles for all
- Offered Tutorial services for at risk students in the area of Reading
- Used results of district assessments to adjust instruction and curriculum pacing
- Continued the Primary Mental Health Grant project for at risk K-Grade 3 students
- Utilized the IRIS phone system as a means of contacting parents

- Conducted parent outreach through classroom teacher, parent liaison, guidance counselor, social worker and principal
- Implemented a School-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 2016-2017

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 IDT meetings 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 M Class 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 IDT meetings are 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

- Duggan School received a perfect score of 97 in all areas of the School-wide Evaluation Tool for PBIS.
- 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.
- Monthly and weekly PBIS celebrations were conducted.

- An end of the year field day and parent involvement evening were held.
- Participated in the “Gathering” and the walk for autism.
- Participated in state-wide invention convention.

III. STRENGTHS OF EDUCATIONAL PROGRAM

- Teachers work collaboratively on school-wide and grade level projects to improve student achievement and strengthen character virtues.
- Strong School governance committee.
- 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.
- Primary Mental Health Grant (Just For Me) project for at risk K-3 students
- 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 (990)
- President’s Award for Educational Achievement (10)
- Average percentage of students attending monthly PBIS celebrations (90%)
- Just For Me (48)
- Citizenship Award (10)
- Superlative awards (12)
- State invention convention awards (8)

b. *Number of Students Transferred*

	In	Out
Within system	52	31
Outside system	30	20

GENERALI SCHOOL

Kathy Stamp, Principal

I. GOALS

a. *Accomplishment of Goals 2015-2016*

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 2015-2016 leads us to our goals, toward which we continuously strive. 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 facilitator 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.

Specific learning goals for 2015-16:

- 60% of students will show growth by a category or remain at benchmark from BOY to EOY in Fluency and phonics DIBELS' measures.
- 50% of students continuously enrolled in grades 3-5 will demonstrate at least one level of growth or maintain "meets expectations by EOY on Exemplar assessments.
- Decrease Chronic Absenteeism - as of June 10, 2016 5.4% 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 2016-17

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 2016-17 leads us to our goals, toward which we continuously strive. 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 facilitator 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 2016-17 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 incoming 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 projects: 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 through 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	35
Math	5
Language Arts	4
Reading	4
Social Studies	4
Science	4
Spelling	4
Penmanship	0
Art	4
Academic Excellence	4
Superintendent	1
Presidential Achievement	13
Citizenship	3
Library	4
Vocal Music	3
Physical Education	0
Henry Capozzi	2

b. *Number of Students Transferred*

	In	Out
Within system	153	114
Outside system	114	109

GILMARTIN SCHOOL

Jennifer Dwyer, Interim Principal

I. GOALS

a. *Accomplishment of Goals 2015-2016*

Our efforts at Gilmartin continue to support the goals of the Blueprint for Change.

Academics:

We met both the Literacy and Math Goals set in the School Improvement Plan. This was accomplished by restructuring our weekly IDT meetings to follow the district model and center our conversations on how to counter learner centered problems. Data was used to support changes in instruction and progress was monitored at regular intervals. There was also a push to create more consistency in intervention and better tracking of student progress.

Behavioral:

The “Gilmartin Safety Plan” was developed in December to address difficulties with behavior and concerns of school climate. The plan addressed concerns from staff and parents with an action plan of anticipated solutions and parameters for implementation. Efforts were supported by Central Office representatives and the ILDs. Since its inception, there has been a reduction in major incidents and a positive shift in climate. The PBIS team has piloted a new tracking system to provide data on tier one behaviors. We also strengthened tier two and three systems to provide the most effective interventions.

Community:

We have formed a partnership with the organization Wingman: Dylan’s Wings of Change. The organization is working with staff to begin a program during the 2016-2017 school year that focuses on developing students as leaders to address social needs within the school. The School Governance Council continues to work towards school improvement efforts such as parent communication and resource dissemination.

Safety:

Our school Safety and Climate Committee met and refined protocols for school safety and emergency procedures. Cameras were installed in the interior of the building and more added to the exterior of the building. Keycards were installed for all staff limiting building access. A gate was placed in the office to limit access to the interior of the office. Changes were made to processes for dismissal and arrival to heighten adult supervision.

b. *Goals for 2016-2017*

Academics:

For the upcoming school year, a large portion of professional development will focus on Learning Targets. The embodiment of Learning Targets will help to create a lesson structure that promotes student ownership of learning. We will also continue to strengthen intervention practices and broaden interventions into other academic areas. Teachers will continue to receiving training on best practices particularly in early literacy and math skills/application. We are incorporating various questioning techniques including the use of recently purchased individual white boards. These will elicit whole class responses and increase cognitive engagement. Administration and coaches will work with teachers to promote more reflection on how data drives instruction.

Behavior:

Next year’s action items in regards to behavior include, adding more structure to CICO, meeting weekly with support staff to track progress of individual students, and broadening the types of interventions/consequences for all tiers. Teachers will also continue to receive professional development on behavior techniques for all tiers.

There is a lot of excitement surrounding the start of Wingman. This program will use student leaders to create a climate shift that promote more positive socioemotional interactions.

Community:

During the start of the school year, we are transitioning our parent group to a more formal PTO/PTA. There was also a push made at the end of the 2015-2016 school year to increase parent involvement by recruiting a broader array of parents. We hope this coming school year to create a larger representation of parents and continue to provide engaging family and community events.

Attendance:

There are plans already set in motion to restructure our CAT meetings. The new structure will create more action driven processes for engaging families of students with attendance needs. Actions will include making more home visits, increasing meetings, providing supports, contacting support agencies, and building relationships with families. The CAT will also look for more ways to reinforce families and students for attending regularly and/or for perfect attendance.

Safety:

The safety team will continue to meet and update safety procedures as needed. There will be a push for creating efficiency and standardization of safety procedures. Staff will undergo training to streamline processes regarding visitors, early pickups and late arrivals. All staff will undergo training on bullying, and suicide awareness.

II. HIGHLIGHTS

This school year there was a combined effort to turn the school in a positive direction. Administration, support staff and teachers worked diligently to strengthen practices that supported a safer and more structured learning environment. Our efforts were supported by Central Office and celebrated with data to mark improvement. All staff is looking forward to continuing this positive trend and increasing efforts to provide more support, interventions and build more positive relationships.

Gilmartin celebrated several smaller highlights. Some examples include: increasing the number of teacher of the year recommendations showing that teachers are recognizing the good work of peers, increases in benchmark assessments scores, meeting both SLOs, and being recognized by parents for the improvements made.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Gilmartin School staff is dedicated to providing a quality education for all students. Teachers are working diligently to be reflective and always look for improvements. The growth mindset will keep us in a continual trajectory moving forward. We are continually reflecting on data to respond to students' needs. Several teachers take on duties outside of the classroom such as serving on committees, attending school functions or finding other ways to contribute to the school culture. Students have stepped up to participate in moving the school forward as well taking on roles in Student Council and as peer role models.

Based on our End of the Year Parent Survey, 93.1% of parents agreed or strongly agreed with the statement "the teachers and principal(s) at Gilmartin School keep me informed of my child's academic progress." The staff is working towards maintaining communication on all facets so that parent partnerships help to encourage student growth. Students are recognized for positive behavior through our PBIS system and we encourage positive

social relationships. Our attendance team is undertaking new methods and restructuring so that student attendance is encouraged and families in need are provided with supports. Support staff is working together to identify specific student needs and use data to shape programs and interventions. All staff undergoes professional development so that best practices stay at the forefront of our practices. All efforts from staff keep our educational program well-rounded servicing the whole child and providing continual opportunities for growth.

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: 3

Most Musical: 2

Chorus Awards: 4

Sportsmanship Award: 3

Spanish Award: 1

Technical Education Award: 1

Science Awards: 3

Superintendent Awards: 2

Nicholas G. Dukas Award Scholarships

Most Improved: 1

Valedictorian: 2

Citizenship Award: 1

Leadership: 1

b. *Number of Students Transferred*

Within system

In	Out
119	85
37	50

Outside system

HOPEVILLE SCHOOL

Debbie Ponte, Principal

I. GOALS

a. *Accomplishment of Goals 2015-2016*

During the 2015-2016 school year our district/school-wide goals focused on: 1) increase reading proficiency in the area of phonics and fluency in grades K-2 and 2) increase the ability to make sense of rich, complex problems and persevere in solving them.

74.39% of the students increased their reading proficiency in the area of phonics and fluency while 82% of the students increased their ability to make sense of rich, complex problems and persevere in solving them.

In addition to our school's student learning objectives, we planned to design, implement and monitor a 2 year professional development calendar that would enhance the initiatives introduced in the 2014-2015 school year and align to district initiatives. Also, we targeted student chronic absenteeism in all grades.

We created a professional development plan aligned to the needs of our school and district initiatives. Successful outcomes were evident through teacher evaluations, walk through, surveys and student data. A newly (CAT) chronic absenteeism team was established to target students at risk for chronic absenteeism. This team analyzed data and implemented several strategies – one to include, teacher/student mentor plan to provide support to students and families.

b. Goals for 2016-2017

Goal 1: To increase parent involvement at Hopeville School

Goal 2: To implement lessons, activities and celebrations to promote character development

II. HIGHLIGHTS

Our school community was involved in many events throughout the school year that fostered a positive family relationship, enriched the education of our students, while helping build connections to the outside community.

We held various events throughout the school year to strengthen our family partnership. Our events included a Back to School Ice Cream Social, Family Movie Night, McEducators' Night, and Rollermagic Night. We also held several events that provided information to parents, allowing them to take an active part in their child's education. We did this through our Kindergarten Orientation, Literacy Nights, and other parent workshops, as well as our School, Family, and Community Meetings. In addition, families were welcome to celebrate their children at our Winter and Spring Concerts.

Several programs enhanced the educational experience for our students this year. Our students participated in the Shakesperience Theater Production. We celebrated our cultural diversity with Black History Celebrations as well as Heritage Day. Our One Book One Read Initiative became a school wide reading event with the same book and activities relating to the book, "The Lemonade War". Various days were also highlighted as students took part in Dr. Seuss Day, Pajama Day, Polar Express Day, and our Annual Thanksgiving Dinner. The Kids Marathon allowed students to work towards their running goal over many weeks, with a final lap as a city-wide event downtown.

Our students also had many connections to the outside community. Workshops on Drugs and Violence were led by the Waterbury Police Department, and the Community Officer led a presentation on Gangs to our students. Smile Builders provided dental care to students in our school. Students also took part reaching out to the community and displayed leadership qualities as they organized a canned food drive for the Salvation Army, collected Pennies for Patients, as well as for the Wounded Warrior Foundation.

III. STRENGTHS OF EDUCATIONAL PROGRAM

As always, our school has many strengths in our educational program. Our Parent Liaison and Social Worker and Attendance Counselor collaborated with families to increase parental involvement and student attendance, through home visits and various parent workshops provided.

Our staff led many committees and met monthly to design, plan, and coordinate events and celebrations throughout the school year. One school-wide initiative was the One Book One Read event, where the entire school was given and read the same book. Various activities were centered on the book, and community members were guest readers in classrooms. The excellence of our staff was evident in this year’s Teacher of the Year, Anne Harvey.

Our student leadership, STORM Team led many school wide fundraising events for organizations, such as the Wounded Warrior Foundation, the Salvation Army, and Pennies for Patients.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

- 1 student received the Superintendent’s award
- 1 5th grader received the President’s Academic Excellence Award
- 8 5th graders received the President’s Achievement Award

b. *Number of Students Transferred*

	In	Out
Within system	79	62
Outside system	97	63

KINGSBURY SCHOOL

Erik Brown, Principal

I. GOALS

a. *Accomplishment of Goals 2015-2016*

Goal 1: All students enrolled at F. J. Kingsbury School from September 2015 through May 2016 will increase their reading proficiency in the area of fluency. Kindergarten Goal was met by 83%; Grade 1 was met at 44%; Grade 2-5 was met at 55%.

Goal 2: All students enrolled at F.J. Kingsbury School from September 2015 through May 2016 will increase the ability to make sense of rich, complex problems and persevere in solving them. Kindergarten through 5th grade met goal at 88%.

Goal 3: The cohort of students enrolled at Kingsbury School from October 2015 through June 2016 will reduce chronic absenteeism rate.

Goal 4: 25% of responses on the Parent Survey will agree or strongly agree to the following question: Students treat other students with respect at my child’s school. Goal met at 63%.

b. *Goals for 2016-2017*

Goal 1: All students enrolled at F. J. Kingsbury School from September 2016-2017 will increase their reading proficiency in the area of phonological awareness and phonics (maintain benchmark or increase by a category).

Goal 2: All students enrolled at F.J. Kingsbury School from September 2016-May 2017 will increase the ability to make sense of rich, complex problems and persevere in solving them. (Kindergarten – 5th grade)

Goal 3: The cohort of students enrolled at Kingsbury School from October 2016- June 2017 will reduce chronic absenteeism rate.

Goal 4: 80% of responses on the Parent Survey agree or strongly agree to the following question: Students treat other students with respect at my child’s school.

II. HIGHLIGHTS

This year’s highlights included: Ice Cream Social, CAT Breakfast, Coffee hour (monthly), PTO (monthly), Hispanic Heritage Night, Hispanic Professional Panel, CAT Dinner, Family Literacy Night, Literacy How Events (3), Family Game Night, Story Telling Night, Kindergarten Orientation, Bunny Trail, Winter Wonderland and Spring Concert.

III. STRENGTHS OF EDUCATIONAL PROGRAM

- Monthly Professional Development provided for all teachers (math and Literacy)
- Literacy How Professional Development
- Enrichment classes
- Instructional Data Team meetings for math and ELA (biweekly)
- Tiered Instruction (small groups)

IV. STATISTICAL DATA

a. Students Receiving Awards

Student of the month for Academics.....	198
Student of the month gym heroes.....	198
Monthly Class awards for best attendance.....	6
Perfect Attendance for 3 rd marking period (individual student)	12
Perfect attendance for 4 th marking period (individual student)	121
5 th 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	58	61

MALONEY INTERDISTRICT MAGNET SCHOOL

Donna Cullen, Principal

I. GOALS

a. Accomplishment of Goals 2015-2016

During the 2015-2016 school year our goals focused on: 1.) increasing the number of students who are proficient on the mCLASS Reading Fluency in grades 2 to 5. Our goal of 67% was met at 80% and exceeded. 2.) Our Numeracy goal for Grades K-5

was to increase student knowledge of Problem Solving. Our goal of 60% was met and exceeded at 84%.

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 to 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).
- 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 Leader in Me (Franklin Covey).
- Foundations.
- First Annual Leadership Day.
- First Annual Multicultural Dinner.

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 students in flexible groups based on student needs as well as through co-teaching models such as parallel, station, and alternative teaching.

Stakeholder Feedback:

Students in the school respect differences in others. Our goal of 80% was met and exceeded at 87.1% of students who “Strongly Agreed” or “Agreed.”

During the 2015-2016 school year our goal to increase parental involvement was accomplished through several initiatives. Our Parent Liaison has been very successful with continuing to maintain contact with parents, organizing parent activities and supporting all school initiatives. Strategies include: Student/Parent Handbook, monthly newsletter, IRIS System, Phone Calls. Initiatives that contributed to increase parental involvement included Book Bingo Night, Japanese Parent Visits, Welcome Back Ice Cream Social, PTO monthly meetings, PTO yearly fundraisers, PBIS/Reading Kick Off Pep Rally, Student Council Induction Ceremony, Maloney Parent/Family Survey, Kindergarten Orientation and Pre-K Orientation, Student of the Month Celebrations, Open House in September, two Parent Conference Nights, author visits, the International Student Education Conference, Science Fair for 4th and 5th graders, PAC meetings, school-wide Field Day, Chorus and Instrumental Concert, 5th grade Promotion, End of the Year Pre-K and Kindergarten Celebrations, Japanese New Year Celebration, Dr. Seuss Day, Math Night Grades K-Gr. 5, Leadership Day, Multicultural Dinner, Welcome Back Ice Cream Social, and McDonald’s Night.

During the 2015-2016 school year our diversity goals to foster understanding and appreciation for cultural similarities and differences among students, parents, and staff were accomplished through the following:

Meeting the CSDE requirement for a minimum of 30% interdistrict enrollment in order to secure continuation of the Interdistrict Cooperative Grant. This year we maintained a 35% interdistrict enrollment. This was accomplished through a continued collaborative partnership with our participating school districts, an Interdistrict Advisory Committee, a comprehensive recruitment plan, a spring new student orientation and a strong instructional program that encompasses innovative magnets.

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

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, Food Drive to support the Salvation Army, donation to Student Scholarship Fund, Blue Ribbon Campaign for the Prevention of Child Abuse donation, Toy Drive to benefit PAL, Autism Awareness, Support Our Troops Collection, fundraisers for a new playground, Multicultural Dinner and Leadership Day.

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:

- 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.
- Author Jerry Pallotta

The International Education Conference 2015 for grades 4 and 5 students in participation with the U.S. Department of Education International Week 2015 was held in November 2014 in an effort to build international understanding and prepare students for a global environment.

Other activities included a Grade 5 trip to Broadway, NY to see Finding Neverland. Also, eight Grade 5 students attended the Annual Rhyme Celebration presented by CT Council of Language Teachers.

b. *Goals for 2016-2017*

Our goals for the coming school year are to: (1.) focus on instructional improvement with an emphasis on 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; and (4.) provide a safe and secure teaching and learning environment. To meet these goals we will:

- Continue to address instructional improvement through ongoing assessment, curriculum alignment with CCSS, collaborative team planning, and meaningful professional development.
- Continue co-teaching in Math, Writing and Reading in grades K-5.

- Continue inclusion and EIP.
- Continue to maintain CSDE requirements including a minimum 30% interdistrict enrollment.
- Continue to offer students a variety of multicultural programs and activities.
- Continue Parent Liaison Program.
- Continue implementing intervention block which includes enrichment as well as support.
- Continue to emphasize PBIS as a school-wide initiative.
- Implement the Leader In Me (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 2015-2016 was 35%.
- Terri Daly, Pre-Kindergarten 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 Makyle Hawk, Adam Antunes and Victoria Damore, all college bound graduates of Kennedy High School, Naugatuck High School and Wolcott High School, respectively. In honor of our 20th anniversary, \$50.00 gifts were presented to all applicants of the Maloney Scholarship. 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

III. **STRENGTHS OF EDUCATIONAL PROGRAM**

As always, 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 an 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 twentieth 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 program 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, and 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), Japanese Spring Festival (a partnership with Wilby High School Life Management Students and Grade 1 students) and Multicultural dinner for families.

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

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	32	6
Outside system	18	29

REED SCHOOL

Juan Mendoza, Principal

I. GOALS

a. Accomplishment of Goals 2015-2016

Johnathan E. Reed School has completed its fourth year in operation. We have maintained many initiatives in regards to school wide attendance while encouraging parental involvement this year through the combined efforts of PTO and Family Resource Center. Family Resource Center (FRC) programs to help reach parents as well as to provide additional assistance to students at risk continued successfully this year. Programs such as PAT Born Learning Academy Early Childhood Education and The School of Payn-less Etiquette just to name a few sponsored through our FRC. Our Attendance Team this year continued to significantly reduce chronic absenteeism. Attendance was significantly reduced by weekly attendance meetings and monthly rewards. Attendance data was also tracked daily. This year the team also met once a month to review our "at risk" population. These students were monitored weekly through a punch card system and rewarded. The FRC continued with "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 strategies.

b. Goals for 2016-2017

Our Instructional Data teams were established mid-year in 2016. We will continue to refine the instructional data team process and its components. We will also work on meeting our SPI goals with the Smarter Balanced assessment. In addition, we will also continue with our tiered intervention programs for our at risk students and provide tutors to help increase student achievement.

II. HIGHLIGHTS

September

17 Naviance and Attendance Parent Workshop
 30 Ice Cream Social and Open House

October

8 Salsa Night
 27 Community Event
 29 Laser Light Show
 Prismatic (Science Technology)-(FRC)

November

14 Bubble Trouble Performance (FRC)
 19 Math Night

December

17 Movie Night (ELF)
 23 Winter Concert

February

23 Attendance Workshop
 17 Guest Speaker Jerry Craft (Black History) (FRC)

April

6 Career and Job Preparedness Event 7th and 8th graders- (FRC)
 12 Mc Educator Night
 27 Mother Appreciation Day- (FRC)
 29 Math Night

May

10 Literacy Night with Daisy the Pig
 20 Field Day
 21 8th grade awards
 25 Spring Concert

June

8 K-orientation
 9 8th promotion
 9 PK-promotion
 13 Fathers Light the Way Day 2016- (FRC)

III. STRENGTHS OF EDUCATIONAL PROGRAM

Our Reading team successfully introduced the Instructional Data Team process to our teachers. This was done through meetings and professional development to help ease teachers through the detailed process. Our reading team also helped introduce “Google Docs” within their weekly meetings. Teachers have become stronger in the use of google docs.

This year Reed School saw continued success in the decrease of absenteeism. For our at risk students the R.I.S.E & Shine Club continued to monitor their improved attendance through students meeting with 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 and meeting bench marks would be rewarded for meeting incentives. 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	162
Monthly Perfect Attendance	1337
Yearly Perfect attendance.	13

Middle School Awards	28	
b. Number of Students Transferred	In	Out
Within system	117	140
Outside system	27	27

REGAN SCHOOL

Angela Razza, Principal

I. GOALS

a. Accomplishment of Goals 2015-2016

Goal 1: All Kindergarten students enrolled at Regan School from October 1, 2015 to May 1, 2016 will increase their reading proficiency in the area of phonics. All students in grades 1 - 5 enrolled at Regan School from October 1, 2015 to May 1, 2016 will increase their reading proficiency in the area of fluency. Kindergarten: 85% of students will show growth by a category or remain at benchmark from BOY to EOY. End of Year RESULTS were 91%. Goal met.

Grade 1-5: 70% of students will show growth by a category or remain at benchmark from BOY to EOY in DORF Fluency. End of Year results were 71.6%. Goal was met.

Goal 2: Students in Grades K - 5 at Regan School beginning on October 1, 2015 - May 1, 2016 will increase the ability to make sense of rich, complex problems, persevere in solving them and provide to communicate mathematical understanding. Goal is 70% of students will demonstrate a minimum of one category growth or maintain "Practitioner" rating as measured by Exemplars problem- solving rubric. End of Year RESULTS 85%.

b. Goals for 2016-2017

Goal 1: Increase the number of students reading on grade level based on mCLASS.

Goal 2: Increase the number of students that are on grade level with math skills based on i-Ready math for grades 2 - 5.

II. HIGHLIGHTS

- Scheduled instruction included 90 minutes of ELA instruction and an additional 45 minutes for intervention daily.
- mCLASS was used to identify instructional groupings.
- A 60 minute math block with additional 3 times a week 30 minute block for math centers and small group instruction.
- Tools to be used include i-Ready math program for grades 2 - 5 and IXL math for kindergarten and grade 1.
- Extended School Hours Program implemented for grades 3 - 5 including Science Invention Convention.
- 10 students acknowledged at district level and 4 participated at UConn.

III. STRENGTHS OF EDUCATIONAL PROGRAM

- ELA instruction - 90 blocks with an additional 45 intervention block

- Teachers grouped students using mCLASS data for instructional groupings.
- I-Ready math was used for grades 3 - 5.
- Teachers implemented math centers 3 times a week for 30 minutes.
- IDT meetings were conducted bi- weekly for ELA and Math to determine learner-centered problems, problem of practice, instructional plan and monitoring plan.

IV. STATISTICAL DATA

a. Students Receiving Awards

Student of the Marking Period - 24 students selected for each marking period
 Grade 5 ceremony- 2 students recognized for each category: Academic Excellence, Art, Music, Physical Education, Computers, Library and Citizenship
 Superintendent's Award - 1 student
 Invention Convention at district level - 10 students

b. Number of Students Transferred

	In	Out
Within system	114	68
Outside system	24	34

ROTELLA INTERDISTRICT MAGNET SCHOOL

Robin Henry, Principal

I. GOALS

a. Accomplishment of Goals 2015-2016

District Goal 2: To ensure all students equal access to quality curriculum that is aligned to Common Core Standards.

Goal 1: (Academics): The cohort of students enrolled at Rotella from September 2015 to May 2015 will increase their reading proficiency in the area of phonics and fluency. At the beginning of the year we projected 70% of students in grades 1-5 will show growth by a category or remain at benchmark and the end-of-year data showed 84% growth.

Goal 2: (Academics): The cohort of students enrolled at Rotella from September 2015 to May 2015 will increase the ability to make sense of rich, complex problems, persevere in solving them, and provide evidence to communicate mathematical understanding. At the beginning of the year we projected 60% of the students will make one category of growth or maintain proficient. The final percentage for whole school growth at the end of the year was 89%.

Goal 3: (Attendance) The daily average attendance for 2015-2016 was 96.5% which was an increase from the 2014-2015 school year of 96%. We will continue to inform and update parents of the importance of having their child attend daily.

Goal #4: (Parent Survey). Unfortunately, we did not maintain our percent of 95%, we received a 91% of the parents agree and strongly agree that: My child's teacher gives helpful comments on homework, classwork, and tests. We did however; increase our

parent participation in the survey from 166 parents completing the survey to 318 families completing the survey.

b. Goals for 2016-2017

Goal 1: The cohort of students enrolled at Rotella from September 2016 to May 2017 will increase their reading proficiency in the area of phonics and fluency. Percentages will be calculated at the beginning of the school year based on beginning of the year data.

Goal 2: The cohort of students enrolled at Rotella from September 2016 to May 2017 will increase on level on the i-Ready computer math program.

Goal 3: (Chronic Absenteeism)

The daily average attendance for 2015-2016 was 96.5% and we will maintain the 96.5% average for the 2016-2017 school year.

Goal 4: Goal #4 (Survey Target)

We had 5 areas of responses that had a high percentage, over 40%, of parents who put "do not know". We will decrease these areas to less than 20%.

II. HIGHLIGHTS

- We had one of the highest scores in the District for Reading and Math on the Smarter Balanced testing 2014-2015 school year.
- Art teacher awarded Teacher of the Year for Magnet Schools of America 2015-2016.
- Awards: Art Schools Network Exemplary School of Distinction 2015-2017.
- Arts Partner School of the Year 2015 for Arts for Learning.
- After school play performance "The Lion King."
- School dance with a live band.
- Palette Awards Ceremony with live art performance.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Rotella has one of the highest scores on mCLASS, Smarter Balanced, and i-Ready Math in the District. We also had many resident artists visit classrooms and work with students and teachers: Shakespearean, Dance with Ms. Marsha, Drama with Mrs. Parker, InnerACT Theatre, Young Audiences, Tom Lee, and Hartford Stage. We had Catherine Gibson as our author visit this year and teachers read her books prior the visit.

This is our second year in the Invention Convention over-seen by our science teacher who meets with students and teachers for a weekly hands-on co-taught lesson in the science lab.

This year we will be piloting the use of workbooks for class and homework for the math program i-Ready.

IV. STATISTICAL DATA

a. Students Receiving Awards

- 2 first place winners for the Silas Bronson Library Poetry Contest
- 2 Honorable Mention winners for the Silas Bronson Poetry Contest
- 2 students' art work selected for display at the State Capitol for the 2015-2016 school year
- Student awarded Recognized Inventor at the Inventors Convention at UCONN

b. Number of Students Transferred	In	Out
Within system	72	13
Outside system	14	36

SPRAGUE SCHOOL

Diane Bakewell, Principal

I. GOALS

a. *Accomplishment of Goals 2015-2016*

During the 2015-2016 school year many goals were accomplished. We met our attendance goal and ended the year with a chronic absenteeism rate of 6%. A factor contributing to this success was the implementation of a Chronic Absenteeism Team made up of administration and support staff that met weekly to look at data.

90% of K-5 students increased their ability to make sense of rich, complex problems, persevere in solving them and provide evidence to communicate mathematical thinking. Factors contributing to this success were the use of exemplar learning experiences and a block schedule that allowed for small group math instruction.

63% of K-2 students increased their reading proficiency in the area of phonics and fluency. Factors contributing to this success included our work with the CK3LI project and the implementation of the IDT process for all grade levels.

b. *Goals for 2016-2017*

Goal 1: To carry out the newly revised vision and mission statement for Sprague School.

Goal 2: To increase parental involvement.

II. HIGHLIGHTS

We continued to provide opportunities that engage our students, families and community members in school wide events. All families were invited to our Welcome Back Social during the first week of school to meet staff members as well as other Sprague families. Once the BOY testing in early fall was completed, we offered a workshop to explain the test results to parents. During the year we offered three literacy nights for our families. A math night as well as an art night was well attended by families and allowed parents the opportunity to take part in an educational activity with their child. In late spring we gathered with community members at Waterville Park for our annual Community Event. Parents were able to celebrate their children during the year at our Winter and Spring concerts. There were many connections to the outside community – Smile Builders, workshops on cyberbullying from the Waterbury Police Department and a showing from the Shakesperience Theater Production. Our librarian was successful in obtaining the Laura Bush grant which will allow us to purchase new books for our library in the coming year.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Sprague School has many strengths in our educational program. We continued to partner with the CK3LI grant. Through this grant we were given an external coach as well as two interventionists. Our grade level teams continued to meet weekly to collaborate and create

instructional plans. An intervention block is built in our schedule to support all students in reading. A small group math block was also added to our block schedule this year. This time allowed teachers to focus on individualized instruction based on i-Ready scores.

IV. STATISTICAL DATA

a. Students Receiving Awards

Students of the Month – 180 students
 Superintendent’s Award – 1 student

b. Number of Students Transferred

	In	Out
Within system	116	126
Outside system	57	52

TINKER SCHOOL

Darlene Lerz, Principal

I. GOALS

a. Accomplishment of Goals 2015-2016

- Implementation of IDT Meetings
- Google Docs implemented
- Increased student involvement
- Built in Intervention Block
- Learning Targets aligned with CCSS
- Implementation of i-Ready math program
- Exceeded our school wide Math and ELA goals
- Attendance incentives implemented
- PBIS school wide incentives to include monthly green rewards
- Student of the Month
- Professional Development aligned with district and school goals
- Tier 2 and 3 intervention

b. Goals for 2016-2017

Goal 1: Our goal will be to continue to increase reading proficiency at Tinker School based on the BOY, MOY and EOY mCLASS assessment. These increases will occur through rigorous Tier 1 instruction, Tier 2 and 3 intervention, small group instruction and collaboration with support staff along with the reading facilitator.

Goal 2: Our goal will be to increase math proficiency at Tinker School based on DAT scores and i-Ready data. These increases will occur through rigorous Tier 1 instruction, Tier 2 and 3 intervention, small group instruction and collaboration with support staff along with the math coach and coaching cycles.

Another goal will be to decrease chronic attendance and increase parent involvement.

II. HIGHLIGHTS

Our highlights included: Back to School Ice Cream Social, Fall Festival, ESL Pot Luck Dinner, Science Program, ESH – Invention Convention, Annual Chorus Concert at Kennedy, opening of a new 5th grade classroom, Implementation of attendance incentives, PBIS monthly green rewards/Carnival, Student of the Month Ceremony, School Wide Picnic, Junior Achievement Day, STARBASE – Grade 5, Valentine Dance, McEducator’s Night, Safe Haven Program, CAS Arts Recognition Dinner, Leadership Conference at Naugatuck Valley Community College, Girl Scouts, Holiday Basket Donations, Roller Magic, Kindergarten Orientation, Parent Workshops, After School Volleyball Program, Teacher of the Year – Lauren Olson, Superintendent’s Award – Jayden Sanchez, Rod Dixon Marathon, and Ronald McDonald Bully Program.

III. STRENGTHS OF EDUCATIONAL PROGRAM

- Special Education Team, which includes the Social Worker, Psychologist, Guidance Counselor, Special Education teachers
- Attendance Counselor and Parent Liaison worked with families toward increasing attendance and parent involvement
- Math Coach and Reading Facilitator supported our teachers and students
- Tiered Intervention
- Instructional Data Team Meetings helped to analyze student data and drive instruction.
- Student Leadership: STORM Team and Safety Patrol
- EIP Meetings were held weekly to monitor student progress

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

Superintendent’s Award – Jayden Sanchez
 CAS Art Award – Summer Chowka
 CAS Music Award – Logan Pilla
 Highest mCLASS score in the city at middle of the year testing – Hailey Rios
 Leadership Conference

b. Number of Students Transferred

	In	Out
Within system	102	80
Outside system	27	66

WALSH SCHOOL

Ellen Paolino, Principal

I. GOALS**a. Accomplishment of Goals 2015-2016**

In year three of the Walsh Turnaround Plan, a full-time math interventionist position was added. The position of prevention specialist was created and filled for the 2015-2016 school year. Additionally, our educational partnership continued with IEP, Project CHILD. A consultant was on staff full time, providing teachers with daily assistance and ongoing PD opportunities. Our structured play program continued with 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 thirty minutes of planning time each week, compensated through an agreed MOU. Teaching staff was evaluated based on the SEED model. An After-School Intervention Program continued in addition to the three other after-school 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 III 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. Walsh reduced out of school suspensions by 74% and in-school suspensions by 64.6%. Teacher retention rate at Walsh was 94%. Walsh students showed 75% growth on the i-Ready Math EOY assessment. Additionally, mCLASS Reading TRC EOY results showed a **12% improvement growth** (14/15 EOY 35% proficient or above; **15/16 47% proficient or above**). Overall mCLASS result for 2016 showed a **7% increase** in school-wide composite scores (365 in 14/15; **43% in 15/16**).

b. Goals for 2016-2017

In 2016-2017 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 continue. Additionally, a Science Tech position has been created and will be implemented in August 2016. A science lab has been planned for and will begin operation in August 2016. Throughout the 2016/2017 school year, FCC sponsored events will increase to a minimum of one event per month.

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 four afterschool programs for its students. 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 After School Program delivers additional academic support for students receiving Tier 3 intervention during the regular school day. Our PBIS model was strengthened this year and positive office referrals were implemented. Walsh School moved from a "Turnaround School" to a "Focus School". FCC hosted a variety of events, including 2 clothing drives for Walsh families.

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. 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 participate in 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.

b. *Number of Students Transferred*

	In	Out
Within system	50	51
Outside system	42	29

WASHINGTON SCHOOL

Roxanne Augelli, Principal

I. GOALS

a. *Accomplishment of Goals 2015-2016*

The goal for the 2015-2016 school year was 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. This was accomplished with evidence to support the use of questioning and Socratic seminar in each classroom.

The second goal was 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. This was accomplished through Friday Fun Activities and the total collection of being donated to PAL.

b. *Goals for 2016-2017*

Goal 1: The goal for the 2016-2017 school year is to design, implement and monitor a 2 year Curriculum and School Climate/Safety plan.

Goal 2: Increase parent communication through teacher initiatives.

II. HIGHLIGHTS

Washington School conducted numerous activities for students and their families during the school year, such as: Back-to-School Ice Cream Social, Clothing Swap, Kindergarten Orientation, Canned Food Drive for Salvation Army, Safe Haven, NED Show, Winter Carnival, Shakesperience Theater Production, Fun Day, Grade 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 ("Cowboy"), Black History ("Famous Quotes" and what they mean to me; school-wide), Workshops by Waterbury Police Dept. for Grade 5 (Drugs/Violence and Cyber Bullying), PBIS Rewards (Bingo and Ice Cream), Book Fairs, annual Thanksgiving Dinner,

McEducators' Nights, Boy Scouts, Spanish Heritage Dinner Health & Fitness Family Night, Curriculum Family Nights (Math, Reading), Science Fair, School/Family/Community Meeting, Winter at Washington Family Night, STARBASE for grade 5, and Safe Routes.

The persistent pursuit of community members resulted in several exciting endeavors: Food Drive, Community Officer – presentations on gangs, Maritime Aquarium of Norwalk, Math/Reading Night, 4th Annual Community Meeting and Fall Festival, Smile Builders visit, Kids' Marathon, "The Gathering" Parade (Washington School's Theme: A Garden of Diversity: children/staff marched with school banner in the parade), and Lion's Club Eye Exams for PreK, K, and Grade 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, Flanders Nature Center, Beardsley Zoo, Norwalk Maritime 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 - 1

b. *Number of Students Transferred*

	In	Out
Within system	58	81
Outside system	32	46

WENDELL CROSS SCHOOL

Joseph N. Amato, Principal

I. GOALS**a. *Accomplishment of Goals 2015-2016***

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 2016-2017*

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 eighth 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. Our data is impressive, showing the strength of our teaching staff.

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. 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 IDTs. 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 Seventh 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	80	31
Outside system	72	29

WILSON SCHOOL

Jennifer Rosser, Principal

I. **GOALS**

a. **Accomplishment of Goals 2015-2016**

- Implementation of an additional K-2 BDLC program
- Implementation of an additional 2nd grade
- Implementation of the Science Invention Convention curriculum at Wilson
- ESH program
- Professional development for staff - effective instructional practices/delivery & resources for learner focused instruction using the State Standards for Instructional Data Teams (IDT) meetings as the guideline.
- Professional development for staff – effective practices for instruction through technology to enhance & supplement learning using nationally normed & aligned research based & proven programs through integration of all curriculum – i-Ready for Math; Study Island for ELA, Math, Science & Social Studies; Reading A – Z; RAZ kids; Lexia
- SLO goal of 60% in ELA was achieved for 60% of students met the criteria for growth
- SLO goal of 80% in Math was exceeded for 87% of students met the criteria for growth
- One of 5 Elementary Schools with the highest reduction in Chronic Absenteeism Wilson reduction is 4.3%
- Reduction in total In & Out of School Suspensions
- Progress in developing the rich culture of the Arts for all students at Wilson – growth in dance, theater, music – chorus, band and art assemblies & performances
- Increased Community involvement –
 1. Active in organization & participation in Art exhibit held at Mattatuck Museum
 2. Active in organization & participation in large collaborative Community event with Wilson, WCA & Walsh Schools – function held at the WOW NRZ Community Learning Center, Walnut St. – high turnout – very successful event.
 3. Family Multi-cultural Assembly/performance night at Wilson
 4. “Artrageous” – theme for family art night – awesome night – high turnout

5. Spring Concert –collaboration with WCA
6. College & Career Readiness focus continues to grow as Wilson & WCA consistently collaborate. Ongoing involvement between WCA & Wilson promoting higher education. WCA High School Students complete their internship hours at Wilson for their Early Childhood programs, as well as Wilson students consistently are visiting WCA & being actively involved in joint Assemblies at both schools for performing arts, chorus and band. WCA actively participates in our March madness PBIS activity, Field day and other PBIS and community events.

b. Goals for 2016-2017

Goal 1: Continue to perfect the IDT meeting process for successful analysis of data & effective improvement with the implementation process of individualized instructional design, practice and delivery for the highest growth impact in all focus areas.

Goal 2: Continue to develop teachers’ efficiency & productivity with advance use of technology & curriculum online resources to improve ELA & Math small group focused instruction. Also continue to develop teachers’ comfort level with the shift for instruction through technology to tap into all nationally normed & aligned Research Based & Research Proven Programs to improve student success rate on nationally aligned Smarter Balance testing.

II. HIGHLIGHTS

- Accomplishments in the areas of technology and systems utilization growth
- Growing commitments to data analysis & driving instruction through data
- Growing commitment to integrity and accountability in what we do for the benefit of all students

III. STRENGTHS OF EDUCATIONAL PROGRAM:

- Adherence to State & District initiatives, policies & procedures.
- Adherence to organizational structure, procedures, schedules & goals for weekly
- ELA & Math IDT meetings, monthly committee, faculty & professional development meetings are consistently held.
- Instruction through Technology Research Based & Research proven nationally normed & aligned programs (i-Ready, Study Island, Lexia) that are actively used at Wilson for a resourceful & engaging integration of ELA, Math, Science & Social Studies instruction through technology.

IV. STATISTICAL DATA

a. Students Receiving Awards

- 1 Student received - Superintendent Award
- 5 Students received – Science Invention Convention awards at the school level
- 1 Student received a metal – Science Invention Convention award at the district level & moved to the State level exhibit at UConn Storrs, CT
- 30 Students recognized – “Ron Dixon Marathon”
- 2 Students received – CAS Art Awards
- 204 Students received – Perfect Attendance
- 195 Students received - “Wolf of the Month”

b. Number of Students Transferred	In	Out
Within system	17	105
Outside system	19	31

NORTH END MIDDLE SCHOOL

Jacquelyn Gilmore, Principal

I. GOALS**a. *Accomplishment of Goals 2015-2016***

Our biggest accomplishment is in the area of ELA instruction and the high level of professionalism displayed by the teachers. The teachers attended weekly IDT meetings which required new learning, new strategies, and a new way of delivering instruction. Through their hard work, teachers and students alike are using the same vocabulary. We are using standards to develop rigorous lessons, incorporating technology into lessons, using assessments to progress monitor, and developed and refined rubrics. Their willingness to share with one another and to learn from each other is our biggest accomplishment of the year.

b. *Goals for 2016-2017*

Goal 1: One goal is the creation and implementation of a true tiered approach in ELA for sixth graders. We will provide standards-based core instruction for all students while being able to give students more intensive and targeted intervention as needed. Our literacy teachers will receive professional development in specific strategies to address student's needs. Students needing more intervention will be monitored frequently to assess progress.

Goal 2: Our second goal will be to increase parent and community involvement this school year. We hired a new parent liaison in January and had a brand new School Governance Council this school year. It was a learning year for us. Our parent liaison has come up with some very creative ideas to increase parent involvement, and the SGC is up and running.

II. HIGHLIGHTS

We are most proud of the creation of our Kindness Club, which consists of students from every grade level. These students applied to get into the program and needed to be interviewed as well as to obtain teacher recommendations. Keeping with our daily morning message of being kind, these students find ways to spread kindness to our students, staff, and our school community. They clean up the café, eat lunch with students, raise funds for various charities, plant flowers, and many other things to promote kindness. We had two teachers win Generali Grants for their students, bringing much needed technology into their classrooms. We also continue to have a strong PBIS presence, with over 88% of our students eligible for awards and 25 staff members on the PBIS Committee. Our Rams Rule motto resonates in the hallways, classrooms, and the cafeteria. We continue to recognize students who are following the rules and are "Ram Read". We utilize the student of the month ceremony, Rams tickets, quarterly celebrations, the carnival and NEMS Top 100 breakfast to honor these students.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Instructional data team meetings were held weekly in every curricular area this school year. Teachers were responsible for their own learning. Each week, teachers developed their own specific agendas, complete with an action plan, listing who was responsible, and a timeline. This approach held teachers accountable and administrators were able to see the carry over in classroom visits. Coaches actually scheduled time in teachers' 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. In

addition, teachers and coaches planned lessons together. Focus walks were also done six times this school year. These walks helped administrators calibrate with each other. When the administrative team debriefed after these walks, discussions focused on strengths and weaknesses of the lessons. Administrators provided appropriate feedback to teaching staff. Many of the staff also provided professional development workshops to district teachers.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

- 88% of our student body was eligible for the Quarterly PBIS Reward Activities
- 200 Student of the Month Awards
- 6 Superintendent Award Winners
- NEMS Top 100 Students- 8 students earned this award 3 years in a row
- 6 Waterbury Youth Services Youth Leadership Awards
- Winner Elks Peace Poster Contest

b. *Number of Students Transferred*

	In	Out
Within system	124	117
Outside system	97	103

WALLACE MIDDLE SCHOOL

Michael LoRusso, Principal

I. GOALS

a. *Accomplishment of Goals 2015-2016*

Our goals for 2015-16 school year were focused on four areas as described in our Blue print for Change: Numeracy, Literacy, School Safety, and Parent Involvement.

In the area of Reading, there has been consistent growth 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. We now have a building based math coach that works directly with our math staff. 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 are planning the introduction of Tier II and III instruction for the next school year. Grade 6, Tier II students will meet with a literacy teacher during their ELA class for a 45 minute period three times weekly for intensified instruction. Tier III students will be scheduled for Literacy on the UA schedule for an entire year with a single teacher, four times per week for 45 minutes. They will be exited if they reach grade level in accordance with the established criteria. Students are identified with the help of the mCLASS data provided by the ELA Supervisor.

We have made significant progress in the area of school safety. To date, we continue to experience a 34.6% reduction in our out of school suspension rate from the previous year. In school suspensions are also down by 35% for regular education students. The in school suspension rate for Special Education students has been reduced by 38% and the out of school suspension rate has been almost cut in half. (44.4%). 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 and meets bi monthly. 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 three dress 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, and 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 2015. The newly opened, on site, STAYWELL Health Center has registered 1200 students for health services with 450 choosing to access services resulting in over 1200 visits.

b. Goals for 2016-2017

The goals for Wallace Middle School for the 2015-16 school years will have their foundation in the district’s Blueprint for Change, a global improvement plan for the school system that will be localized to the specific needs of Wallace Middle School.

II. HIGHLIGHTS

The second year of the new Administrator and Teacher Evaluation Plan took up much of our time this year. The development of SLOs was the major focus of 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 Tier II interventions were then provided in math and literacy. For the 2015-16 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 1 unified arts class for 4 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 “Lion’s 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 are vital to improving instruction. Our staff has been very receptive to our efforts to coordinate instruction between grades by meeting in vertical team meetings by house and content 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 about \$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*

Superintendent’s Award – 6

b. *Number of Students Transferred*

	In	Out
Within system	61	77
Outside system	104	74

WEST SIDE MIDDLE SCHOOL

Maria Burns, Principal

I. GOALS

a. *Accomplishment of Goals 2015-2016*

Academic achievement in the areas of reading, writing and math was significant this year for students in grades 6, 7, & 8. District assessment data demonstrated steady

growth for the majority of the students who were continuously enrolled at West Side. Formative and summative assessments based on Common Core Standards yielded positive results indicating continual progress on reading, writing and math skills. Focus areas for math were identified for each grade level and student growth was obtained at each level. ELA teachers found marked improvements with students' abilities with a variety of types of writing including those specified in the ELA standards for grades 6-8. The third school-wide goal was to reduce the chronic absenteeism rate overall; our staff worked to reduce this rate by offering incentives as well as providing individual support to at-risk students. Numerous students improved their attendance rate after working closely with an assigned staff member on a personal goal each month.

b. Goals for 2016-2017

The school-wide goals will continue to focus on increased student achievement in reading and mathematics, with the use of revised curriculum and standards-based assessments and rubrics. An annual goal will also be dedicated to increasing the attendance rate for students.

Goal 1: The cohort of students in grades 6-8, continuously enrolled at West Side will increase their mathematical proficiency, by one level, in the area of ratios and proportional relationships, number systems and real-world applications.

Goal 2: The cohort of students in grades 6-8 continuously enrolled at West Side will improve by one category, their ability to read closely and comprehend a range of literary and informational texts, through identifying central ideas and supporting details and making inferences and summarizing text.

II. HIGHLIGHTS

Our school celebrated the 8th year of our continued partnership with the University of Connecticut and held our 7th annual Community Day event on Saturday, October 17, 2015. Several area agencies and City of Waterbury departments participated on that day as well as many of our student performing groups. A community mural was created that is on display inside the school. Also, this past year the English/Language Arts staff at West Side worked tirelessly on curriculum components to enhance the scope and sequence for grades 6, 7 & 8. In addition to the grade level ELA teams designing lessons and units to address Reading and Writing standards, the full staff was provided with professional development on high leverage reading strategies for students to use in a cross-curricular manner. Teachers of all disciplines collaborated on techniques to incorporate and utilize these high-leverage reading strategies across all curriculum areas.

The full staff also participated in intensive training provided through a grant from the State of Connecticut; this professional development focused on Effective Staff and Student Interactions. Upon completion of the training component of the grant, the school receives funds to further develop interventions for students with behavioral and emotional needs.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Instructional data team work has been a strong component of planning and implementing effective units of study and standards-based assessments. These teams are supported by newly acquired math and reading coaches who work closely with teachers on a continuous basis. Data analysis is facilitated by the coaches as well as the creation of formative assessments. Teacher and Administrator participation in District Curriculum Committees has brought the most pertinent information directly to the teaching ranks on a regular basis.

The work of 8 cadres under the CommPACT model of shared leadership has once again been a very productive component of the function of the school. Action plans focused on either students, staff or parents have resulted in increased communication, improved tools and techniques and better services for all stakeholders in the school community. The Steering Committee (School-wide Data Team) will continue to oversee the work of the cadres and will complete another Needs Assessment for future planning.

IV. STATISTICAL DATA

a. Students Receiving Awards

First Honors: grade 6 (63 students); grade 7 (79 students); grade 8 (96 students)
 Perfect Attendance: grade 6 (16 students); grade 7 (20 students); grade 8 (18 students)
 56 total Academic Awards-
 English Language Arts – 16
 Algebra – 2
 Science – 11
 64 Unified Arts Awards -
 Health Education – 3
 Art – 9
 Technology Education – 9
 Chorus – 3
 Guitar – 3
 Music – 1
 Citizenship and Student Council –16
 Superintendent’s Awards – 6
 Connecticut Middle Level Scholar Awards – 2
 Mathematics – 10
 Social Studies – 12
 Most Improved Performance – 8
 Physical Education – 11
 Theater Arts – 3
 Family Consumer Science – 3
 Spanish – 6
 Band – 3
 World Drumming – 3
 Numeracy – 3
 Sports Awards – 20

b. Number of Students Transferred

	In	Out
Within system	67	66
Outside system	88	74

WATERBURY ARTS MAGNET MIDDLE & HIGH SCHOOL

Lauren F. Elias, Principal

I. GOALS

a. Accomplishment of Goals 2015-2016

- Goal 1: Improve literacy by increasing percentage of students at proficiency or higher.
- Increase tutoring/mentoring opportunities to supplement current programs at the Tier II and Tier III levels.
 - Continue to develop Common Formative Assessments to identify the needs of students.
- Goal 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 II and III levels.
 - Continue to integrate problem solving into all academic areas.
 - Continue to develop Common Formative Assessments to identify the needs of students.
- Goal 3: Increase parent participation and involvement in all aspects of the school.

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

Goal 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 2016-2017

Goal 1: (HS) Students in 9th grade will be on track for promotion to 10th grade. IAGD (HS) 80% of students in grade nine will attain a minimum of 5 credits as required for promotion to grade ten as measured by their status as of August 30, 2017.

Goal 2: (HS) Students in grade 12 (cohort 2016) will earn 22.0 credits for graduation as of August 30, 2017. IAGD (HS) 75% of students in grade 12 (cohort 2016) will attain a minimum of 22.0 credits as required for graduation as measured by their status as of August 30, 2016.

Goal 3: (MS, HS) Reduce Chronic Absenteeism by a minimum of 5%. IAGD (ES, MS, HS) The cohort of students enrolled in Waterbury Arts Magnet School from October 1, 2016 – June 1, 2017 will reduce its chronic absenteeism rates by 5%.

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, theaters, and school districts such as New Haven Public Schools, 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, Select Choir, Shakesperience Mobeius Afterschool Project.
- 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 PTSSO and involvement of parents in many special activities and committees throughout the year

IV. STATISTICAL DATA

a. Scholarships, Awards, Honors

- American Legion Post #16 Scholarship - 1
- Boys and Girls Club Waterbury Youth Award - 1
- Carter-Mario Carter Cares Scholarship - 1
- Connecticut Community Foundation - In Search of Excellence Award - 1
- Connecticut Community Foundation Alexion Scholarships - 1
- CT Art Association Youth Art Award
- Dance Molinari Scholarship - 1
- DAR American History Award - 1
- DAR Good Citizen Letter of Recognition Award - 1
- Goodwill Lodge & Clock City Place King Education Department - 1
- Habitat for Humanity Advocacy Award - 1
- Naugatuck Arts Commission Ceasar & Geraldine Ruggeri Arts Scholarship - 1
- Naugatuck Valley Principal to President Scholarship - 3
- Naugatuck Women's Club Scholarship - 1
- Post University Scholarship
- PTSSO WAMS Scholarship - 1
- Terryville Women's Club Achievement Award - 1
- Thomaston Opera House Scholarship - 1
- University of Connecticut Leadership Scholarship - 1
- Waterbury Retired Teachers Association Scholarship - 1
- Waterbury UNICO Scholarship - 2
- Yale Book Award – 1
- Yale Book Award – 1

b. Number of Students Transferred	In	Out
Within system	145	27
Outside system	62	45
TOTAL	207	72

c. High School Graduation Information	Number	Percent
Graduates	113	99%
Entering four-year college	70	61%
Entering two-year college	28	24%
Entering vocational training	2	2%
Entering workforce	1	1%
Entering military	3	2.5%
Entering continuing special education program	3	2.5%
Unemployed	2	2%
Not graduating	1	1%
Other	4	4%
Total Number of Seniors:	114	100%

CROSBY HIGH SCHOOL

Jade L. Gopie, Principal

I. GOALS**a. Accomplishment of Goals 2015-2016**

Professional development for teachers as outlined in the Turnaround Plan has taken place as scheduled (New Tech Network, AVID, PBL-Project Based Learning and Culturally Responsive Teaching). 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. Crosby staff has selected and been assigned to teach within one of the four theme based academies: Public Service, Entrepreneurship, STEAM and Grade 9 Academy. Students have selected academy assignments for the upcoming school year and have been scheduled within the academy. Crosby has made great strides in their efforts to reduce the student chronic absenteeism rate through the implementation of the chronic absenteeism team, collaboration with the School Governance Council and staff to establish relationships with students and address the underlying issues of student absenteeism. The goal to ensure 80% of grade 9 students to earn more than five or more credits is on target.

b. Goals for 2016-2017

Crosby proposes measuring improvement in chronic absenteeism as follows: Reduce chronic absenteeism rate in 9th grade to under 15% and school wide to under 22%. Crosby has implemented two intervention programs for at-risk males and females, Boys Circle and VOICES. Both programs are after school outlets for students to meet with a mentor to help facilitate the process of handling conflict resolution skills, positive personal perception, goal setting and addressing underlying barriers to a successful educational experience. In addition, Crosby has behavior technicians to support at risk students.

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 Plan's 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 educational programs (New Tech, AVID, PBL and Echo) 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 were enrolled in a math and literacy intervention/enrichment course to support their areas of deficiency.

The second annual Walk for Success is planned for August 20th. The Walk is comprised of the Crosby administration, staff, parents and community members to visit homes of incoming 9th grade students.

In addition to the grade 9 freshman academy teams, the grade 10 teacher 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 and Black History Month. Crosby partnered with DTP (Developing Tomorrow's Professionals) and enrolled three 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. Football legend Mike Ditka visited Crosby and spoke with the student athletes, highlighting the importance of education and positive lifelong choices.

III. **STRENGTHS OF EDUCATIONAL PROGRAM**

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.

In addition, Crosby will integrate flight simulators into our Technology Education department classes. First Aid and CPR and Robotics will also be offered as courses to support the new theme based academies.

Teachers will receive two additional days of professional development focusing on the areas of culturally responsive teaching, and Project Based Learning.

IV. **STATISTICAL DATA**

a. *Scholarships, Awards, Honors*

Scholarships were presented to Crosby students from outside community partners. In addition, students received scholarship aid from their accepting colleges and universities. Academic Awards: 138 students received academic awards based upon their excellence in various academic areas.

Community Service: Allied Health students received the 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: Madeline Nolan 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: 4 students travelled to Denver Colorado to compete in the National Life Smarts Competition. Students earned the following awards at the competition:
Ayssa Simoes: 1st in the nation on a 100 question written exam on personal finance and earned a \$500 Scholarship, Klaydi earned 1st in the individual buzzer contest & Alyssa Simoes ranked 2nd - Donna Mancuso was named National Coach of the Year.

b. Number of Students Transferred	In	Out
Within system	76	89
Outside system	14698	
TOTAL		
c. High School Graduation Information	Number	Percent
Graduates	292	85%
Entering four-year college	106	36%
Entering two-year college	137	47%
Entering vocational training	8	3%
Entering workforce	20	7%
Entering military	10	3%
Entering continuing special education program	2	1%
Unemployed		
Not graduating	55	
Total Number of Seniors:	347	

KENNEDY HIGH SCHOOL

Robert Johnston, Principal

I. GOALS

a. Accomplishment of Goals 2015-2016

Goal 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.

Goal 2: 80% of grade 9 students will earn 5 or more credits by June 2016.

Goal 3: Reduce the chronic absenteeism rate for the cohort of students enrolled in Kennedy High School from October 1, 2015 – June 1, 2016 by 5%.

b. Goals for 2016-2017

Goal 1:

Increase the high school graduation rate from 77% by June 2016 as measured by the CTSDE's four-year cohort graduation rate.

Goal 2:

Increase the number of grade 9 students earning 5 or more credits in grade 9 to 85% by June 2016.

Goal 3: Reduce the chronic absenteeism rate for the cohort of students enrolled in Kennedy High School from October 1, 2016 – June 1, 2017 by 5%.

II. HIGHLIGHTS

1. Mrs. Jahana Hayes, a Social Studies Teacher, was named the Connecticut and National Teacher of the Year.
2. A new addition to the school building was opened this year providing 10 new classrooms, 6 state of the art science labs, a fitness room, and auxiliary gym.

3. 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 65 regional and state awards in journalism since 2004.
4. Kennedy High School has continued to successfully partner with the University of Connecticut, Naugatuck Valley Community College, and the College Board to offer 20 different courses where students can earn college credit while still in high school.
5. Student organizations held International Day, Club Day, a Blood Drive, 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.
6. SAT School Day was held once again in October, where every senior was given the opportunity to take the SAT in school at no cost to themselves or their parents. In addition, the promotion of a “college-going culture” included the opportunity for every grade 10 and grade 11 student to take the PSAT, while grade 9 students took the PSAT 8/9.

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. Students Receiving Awards

Scholarships have been awarded to students from the following Community Organizations or Individual Families:
 Daughters of the American Revolution, F. Curtis and Susan B. Thrall Foundation, 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, Frank J. Lombardo, Sr. Memorial 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 Scholarship, 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, Goodwill Lodge #1325 & Clock City Temple #895, and Julia Ashe Memorial Scholarship.

KENNEDY HIGH SCHOOL CLASS OF 2015: COLLEGES & UNIVERSITY ACCEPTANCES

Albertus Magnus College	American International College
Boston College	Central Connecticut State University
Daniel Webster College	Dean College
Delaware State University	Eastern Connecticut State University
Emerson College	Fairfield University
Full Sail University	Gateway Community College
Independence Community College	James Madison University
Johnson and Wales University	Lasell College
Lincoln College of New England	Marymount Manhattan College
Manhattan College	NYC College of Technology
Naugatuck Valley Community College	North Carolina University
Northwestern University	Pace University
Post University	Quinnipiac University
Redemption Christian Academy	Roger Williams University
Southern Connecticut State University	Tunxis Community College
University of Bridgeport	University of Connecticut
University of Hartford	University of Massachusetts
University of New Haven	University of Rhode Island
Western Connecticut State University	

b. Number of Students Transferred

	In	Out
Within system	95	155
Outside system	185	152

c. High School Graduation Information

	Number	Percent
Graduates	292	92.4%
Entering four-year college	111	35.2%
Entering two-year college	109	34.5%
Entering vocational training	15	4.7%

Entering workforce	42	13.3%
Entering military	15	4.7%
Entering continuing special education program	0	0%
Unemployed	0	0%
Not graduating	24	7.6
Total Number of Seniors:	316	100

WATERBURY CAREER ACADEMY HIGH SCHOOL

Dr. Louis Padua, Principal

I. GOALS

a. Accomplishment of Goals 2015-2016

On August 26, 2015, the Waterbury Career Academy High School successfully opened its doors to 675 grade 9, grade 10, grade 11, 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 2015-2016 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 2015-2016 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 2016-2017

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 4 career strands of Manufacturing/Engineering, Information Technology, Human Services, and Health Services. To complement this career choice, an academic plan of study continues to grow with courses of study that includes Honors, Advanced Placement, and UCONN. 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 grade 11 Human Services Strand students have participated in many hands-on, preschool experiences this year. They visited our own Pre-K observation room for behavior analysis and Wilson School for engagement with the students. 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 grade 11 Health Services Strand students had two career pathways in CNA and medical assistant. The students engaged in weekly visits to St. Mary's Hospital and Abbott Terrace for their clinical hours. Students participated in the state HOSA competition where 12 students placed in their skill set.

Our grade 11 Information Technology Strand students had the opportunity to complete exciting course work. Courses included Microcontroller with Arduino, IT Essentials I, and Electronics. Several students began the IT Essentials testing process in June with a group of students passing the IT Essentials certification test. Additionally, students focusing on programming will be taking the A+ certification assessment in late June 2016.

Our grade 11 Manufacturing Strand students were able to earn 8 Naugatuck Valley Community College credits as well as WPS credits needed for graduation. The articulated courses with NVCC were Benchwork, Grinding, Milling, and Lathe. The students also visited a variety of local area manufacturing sites for potential job shadowing and internship hours. The local partners were H/T Manufacturing, Platt Brothers, Hayden Kerk, and Fascia's Chocolates. The students also began taking the National Institute for Metalworking Skills (NIMS) assessments. These skills are "accepted practices" in the field of manufacturing that many firms promote and welcome.

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. **Students Receiving Awards**

Superintendent's Award (1 Grade 9 student, 1 Grade 10 student, 1 Grade 11 student)

National Honor Society: On June 6, 2016, Waterbury Career Academy High School inducted 18 students to the National Honor Society in our first award ceremony for the National Honor Society.

Waterbury Youth Services Award for Leadership (1 Grade 11 student)

HOSA – Leadership Conference

1st place Medical Reading (Health Science)

1st place Medical Assisting (Health Professionals)

1st place Job Seeking Skills (Leadership)

2nd place Transcultural Health Care Exam (Health Science)

2nd place Nutrition Exam (Health Science)

3rd place Medical Terminology (Health Science)

3rd place Nutrition Exam (Health Science)

6th place Medical Math (Health Science)

9th place Medical Terminology

10th place Medical Terminology

10th place Medical Math

10th place Seeking Skills

Global Leadership Initiative Award Recipients (2 Grade 11 students)

Beauty in the Brass Art Show (1 Grade 11 student)

b. Number of Students Transferred	In	Out
Within system	1	9
Outside system	5	30

c. High School Graduation Information – Not Applicable

WILBY HIGH SCHOOL

Michele Buerkle, Principal

I. GOALS

a. Accomplishment of Goals 2015-2016

The Wilby High School Blue Print for School Improvement is modeled after the District’s Blue Print 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 PD days.

We have aligned instruction to the new SAT assessment. We continued to increase interdisciplinary collaboration between content area teachers in effort to improve teaching and learning, and all departments were given data team training using the Waterbury Public Schools Standards for Instructional Data Teams.

The reading teachers collaborated with colleagues to create coherence and alignment across all levels of the school in order to drive systemic instructional improvement to the classroom. The reading teachers also facilitated English language arts (ELA) Instructional Data Teams (IDT) with a focus on developing an understanding of the Connecticut Common Core Standards and the IDT processes, e.g. identifying the learner-centered problem(s), problem of practice based on student work, developing and implementing instructional action plans and monitoring plans with fidelity. These teams are serving our faculty and students to better prepare students for career and

college ready success, and improve teaching and learning with the intended outcome of increasing student engagement and achievement.

The 9th grade Smaller Learning Community teams were successfully relocated to the first floor to provide a more highly secure environment. One Vice Principal was assigned to the 9th grade academy for support, continuity and enhanced communication with parents and families.

One behavior technician was assigned to provide support in the SLC. The teams met daily, and at minimum, weekly with the administrator. This time was used to review academic, discipline, and attendance data. The team communicated concerns and commendations to parents and families. The schedule was adjusted to maximize academic instruction.

Grade 9 English students created portfolios of their work, utilizing the Academic Behavior Rubric and Reading and Writing checklists. Reading teachers provided coaching and support to teachers and assisted students in need of increased support or remediation in literacy.

Wilby has also continued to implement the new Evaluation System and provide professional development to staff.

Wilby's plan also provided a systematic, collaborative, proactive approach to incorporate new discipline initiatives and support appropriate behaviors through PBIS strategies.

We conducted our Advisory program bi-monthly, in which Student Success Plans were embedded with guidance support.

Through the support of the Waterbury Police Department, presentations were held on bullying and cyber bullying.

The Early Intervention Protocol team (EIP) and Chronic Absenteeism Team (CAT) met biweekly to provide identified students with academic or social emotional supports.

Wilby successfully held its annual SAT day in October 2015 and fully implemented the SAT and CAPT Science assessments, as determined by the State and district, in March 2016. Professional development was provided on the new SAT to support instruction and learning and its implementation.

Wilby continued to offer our Advanced Placement (AP) program. We continue to offer UCONN courses and early college experience in partnership with Naugatuck Valley Community College.

Wilby and North End Schools have developed a successful plan for bridging the transition for students entering ninth grade.

Wilby has made progress in the number of students eligible for the Career and Technical Education (CTE) assessment in the areas of Business and Technology. The CTE assessment results indicate a 20% increase in Concentrators, 50% of content-areas increased score from 2015, and there was an overall increase of 31% in the average score.

b. Goals for 2016-2017

Goal 1: Improve student achievement in Literacy. The reading teachers will continue to attend district-wide professional development and turn-key the information to staff. All staff will be required to focus on vocabulary development and integrate literacy within their content area. Through the IDT process, common formative assessments will be developed and used to inform instruction and measure student achievement. Instruction will be aligned to the standardized assessments.

The department chairpersons will oversee the implementation of the IDT process and provide support to teachers.

Goal 2: Improve student achievement in Numeracy.

All staff will be required to focus on vocabulary development and integrate literacy strategies within their instruction. Through the IDT process, common formative assessments will be developed and used to inform instruction and measure student achievement. Instruction will be aligned to the standardized assessments.

The department chairpersons will oversee the implementation of the IDT process and provide support to teachers.

II. HIGHLIGHTS

Our Allied Health Program worked closely with NVCC and Waterbury Hospital. Allied Health students continue to make positive gains on the CTE. Our Technology Department constructed and raced an Electrathon Electric Vehicle in May and placed in the competition held at Lime Rock Park. The Guidance Department's annual College Fair had over 50 colleges and universities, police, fire department vocational programs and the military sent representatives to participate in the program. Over 500 students participated in this event. The Guidance Department implemented the Naviance/Family Connection with a career facilitator doing career inventories on all students in grades 9 – 11. The Guidance Department utilizes the software for 11th and 12th grade college applications and scholarship eligibility. Our media center continues to be the educational hub for Wilby, hosting numerous events including book fairs, award ceremonies, concerts, and the book club.

The Committee on Public Secondary Schools of NEASC voted to accept the Five-Year Progress Report of Wilby High School and to continue the school's accreditation. Commendations included: the development of a formal process based on the use of school-wide rubrics to assess whole school and individual student progress in achieving the school's 21st century learning expectations, the implementation of a formal process to ensure curriculum coordination among the school's academic departments and with the district's middle school, and the collection and analysis of feedback from staff, student, and parents through the Wilby School Governance Council to ensure that the school's resources for learning are responsive to students' needs. There were no recommendations or areas identified as in need of improvement.

The Wilby Showcase for the incoming freshman class was a great success. All eighth grade students attended presentations and information sessions. Wilby students presented their work and discussed what courses and programs are offered in each of the departments at Wilby. Clubs, athletics programs, ROTC, Unified Sports, and other programs were represented during the showcase. The showcase was repeated in the evening for parents and families.

Students participated in many community service events including, but not limited to a jeans drive for the needy, volunteer work at local Senior Centers, St. Vincent DePaul Church soup kitchen, Waterbury Baptist Ministries Christmas gift giveaways, the Kiwanis Club, Youth Health Services Corps; assisting teachers at Regan Elementary School, tutoring freshmen at Wilby High School, Brass City Harvest and Waterbury Health Department: Brass City Cooks program, American Cancer Society Relay for Life, Read Across America Day (in partnership with Bucks Hill School), American Red Cross Blood Drive, Flint Michigan Water Drive, Fulton Park and Bunker Hill Earth Day/Clean Up, and Unified Sports.

III. STRENGTHS OF EDUCATIONAL PROGRAM

The strength of Wilby’s Educational Program is that the staff is committed to maximizing student outcomes, ensuring both academic and personal growth in a climate and culture conducive to learning. The staff works together as a cohesive unit to celebrate diversity of our population with many cultural events.

As always, Wilby continued to implement a very successful Governance Council which met monthly. This also supported this year’s goal to increase parental involvement in school activities. Parent participation increased by 20%.

There is a process to assess students’ progress in achieving the school’s 21st century learning expectations through the use of school-wide analytic rubrics.

There has been an increased use of technology as a way to support teaching and learning.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

To date, 104 students (Grades 9-12) received 127 awards, honors and accolades at the annual Awards Night assembly. One community award is renewable each year.

b. *Number of Students Transferred*

	In	Out
Within system	124	145
Outside system	169	202

c. *High School Graduation Information*

	Number	Percent
Graduates	296	94
Entering four-year college	94	30
Entering two-year college	135	43
Entering vocational training	18	6
Entering workforce	21	12
Entering military	12	3
Entering continuing special education program	16	5
Unemployed	0	0
Not graduating	19	6
Total Number of Seniors:	315	100

ALTERNATIVE PROGRAMS

Richard M. Arroyo, Principal

I. GOALS**a. *Accomplishment of Goals 2015-2016***

The Alternative Programs will increase attendance, graduation rates, parent participation and instructional practices aligned to common core state standards, as well as decrease student suspensions, ISS and arrests:

- Our ISS decreased but our OSS increased.
- We expected our 2015 – 2016 graduation rate to be at least 75%. We had 4 graduating seniors out of 9 total seniors.
- Seniors completed at least two college or post-secondary program applications. 100% of our graduating seniors completed at least two college or post-secondary program applications.
- Average daily attendance rate was 73.25%.
- 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 68% to 70%.
- The student climate survey will indicate that in all areas of Peer Climate, Caring Adults, Parent and Community Involvement, High Expectations, School Safety, and Respectful.

Interventions that we implemented this school year since December were:

- College application board
- Naviance
- 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
- Letters home
- Parent Conferences
- Phone calls
- Parent Teacher Conferences

b. *Goals for 2016-2017*

The Alternative Programs will increase performance in reading and writing, and attain high academic achievement in numeracy. We will continue use of data teams and Read180 in order to track student progress in the reading and math goals. We will use an increased number of interventions utilizing our behavioral technician, assistant principal, and prevention specialist and after school programs which will support positive student behaviors. We will increase attendance, graduation rate, students with post-secondary goals and parent involvement and satisfaction rate.

Increase climate and culture by creating new PBIS interventions. This will be measured by the parent climate survey. We had 50 parents complete the survey in the '15-'16 school year. We hope to increase that number from 50 parents to 75 parents in the coming year.

II. HIGHLIGHTS

Highlight #1

We hosted a parent conference night (my first as principal since starting December 21, 2015) that increased from 0 parents attending the previous parent conference Fall 2015 to 5 parents. We also increased the number of parents completing the parent survey, from 4 parents in 2014 – 2015 to 5 parents.

Highlight #2

Seniors completing at least two college or post-secondary program applications increased from 84.2% to 100%.

Highlight #3

We began a partnership with two non-profit organizations: The Hispanic Coalition and Zimmnation Foundation that will provide at risk youth mentoring, homework assistance and social, civic and educational preparedness.

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 that 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 – 1 student was awarded a scholarship
 1 Superintendent’s Award- Melody Martinez

b. Number of Students Transferred

	In	Out
Within system	122	22
Outside system	0	79
TOTAL	122	101

c. High School Graduation Information*	Number	Percent
Graduates	4	45
Entering four-year college	0	0
Entering two-year college	3	75
Entering vocational training	0	0
Entering workforce	1	25
Entering military	0	0
Entering continuing special education program	0	0
Unemployed	0	0
Not graduating	1	56
Total Number of Seniors:	9	100

*Enlightenment /Excel

BUCKS HILL PRE-K AT THE ANNEX

Marisa Blakeslee, Principal

I. GOALS

a. Accomplishment of Goals 2015-2016

Our biggest accomplishment was parent participation and understanding. We communicate with parents daily, and they receive more than two means of communication. When surveyed, 99% of our parents said they felt welcomed at our school and stated it was an excellent program. Our vision, mission and school goals were discussed at every meeting, including parent meetings. We have a positive and productive school environment. All parents are called monthly just to touch base and report positive accomplishments. The Remind App was implemented which allowed teachers to communicate with families in their native language. Parents were able to reach out to teachers on a daily basis.

Goal 1: We constantly discussed and implemented our Mission, Vision and Goals. Staff met to discuss curriculum growth and development. Data Driven Decision Making was utilized. A crisis intervention team was available to support every classroom. Formative assessments were used to drive instruction. PBIS continued to be a success.

Goal 2: School-wide we exceeded growth with development and use of vocabulary knowledge. Students met with success in the area of phonemic awareness. Numeracy goals were exceeded by our students enrolled in our 4 year-old classrooms.

II. HIGHLIGHTS

We had an excellent turnout at our evening events of Zingo Bingo and our 8th Annual Multicultural Potluck Dinner. 92% of our parents participated in completing monthly family projects which is integral to the success of our children learning. 99% of our parents understood that we communicate with them by four different means on a daily basis, and the results of our family survey indicated that they feel welcome in our school and it is a happy environment. We had 98% attendance at our PPT's as well as many parents volunteered in our classrooms. Additionally, the Gift Card Program with Target was renewed and we look forward to a continuing collaboration with them.

Our children also benefitted from In- School Field Trips. They were as follows: October- Fire Truck Visit (fire safety), November-Live Turkey Visit and Hispanic Health Council Theater- Healthy eating; 5 food groups; December- School-wide Pajama Day and Santa visited with a gift for each child; March- Outside Readers visited for Dr. Seuss Day and Hispanic Health Council Theater-Farm Living; May- Ms. Jeanine-Singing and Sign Language; June-Field Day (Young Athletes) as well as school-wide Ice-Cream Social. PBIS was found to be successful in all of our classrooms- We met as a team bi-monthly and data collected supported the success and the many reward parties held.

Each morning a classroom student and staff member made the morning announcements which included our monthly personal social song, our School Motto: **Pre-K Pandas Respect Every Kid** and their teachers, as well as a student led The Pledge of Allegiance.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Our program this school year consisted of eight co-taught classrooms and two self-contained classrooms. We had 277 students enrolled at the Annex. All of our students with special needs were provided with an Individualized Education Plan. The students were integrated and high expectations were expected of all students. Data meetings were held bi-monthly where smart-goals were created, progress was discussed, and interventions were discussed and developed. Teachers met weekly for common planning sessions and constant collaboration. All students attended Art, Music and PE weekly. Our program continues to be NAEYC accredited and all staff is held to the highest of standards. Use of our Playground/Motor Activities is part of our daily routine. We are fortunate to have employed dedicated staff. A Professional Development Survey was handed out to each staff member. The staff's main focus area was the continuation for learning how to support our high autism population, dealing with children with extreme behaviors, and obtaining and using technology in the classroom.

Our program is unique because we held approximately 453 PPTs, held playgroups to support child development, held B-3 PPTs and assessed many bi-lingual and English speaking students by completing diagnostic evaluations. Team meetings were held every Tuesday to discuss individual student needs, placement options and to determine necessary next steps. Two teachers met weekly with a BCBA to support ASD students in their classroom. EIS was implemented by classroom teachers on a daily basis and supported by itinerant staff. An introductory Discrete Trial Training was provided to all classroom staff to support the high number of significantly needy students placed at the Annex. The following Monthly Meetings were Held: Principal Advisory Committee, Safety and School Climate/DCF, Para meetings and Crisis Intervention Meetings. Bi-Monthly Meetings were as follows: Staff, Data and PBIS Meeting.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

We had two students receive the Superintendent's Award: Caleb Miller and Elias Javier. Each year all students received a medal for participating in Young Athletes. This is a unique sport and play program for young children. The focus is on fun activities that are important to mental and physical growth. Children enjoy games and activities that develop motor skills and eye-hand coordination. Young Athletes is an early introduction to sports and to the world of Special Olympics. Our program is the largest Pre-K Center in the state to hold such a successful event.

b. Number of Students Transferred	In	Out
Within system	2	14
Outside system	14	42

During the school year students are enrolled in various programs of Pre-k throughout the City. This is dependent on specific disabilities, 3rd birthdays as well as referrals from outside agencies and community sites. They are not necessarily counted as students that transferred in.

STATE STREET PROGRAM

Mrs. Lisa Ariola-Simoes, Principal

I. GOALS

a. *Accomplishment of Goals 2015-2016*

State Street Program will ensure the success and achievement of all students by developing a shared vision, mission, and goals focused on high expectations for all students, and by monitoring and continuously cultivating curriculum, instruction, and assessment in order to develop a shared understanding of standards based best practices in curriculum, instruction, and assessment. Our educational leaders will ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity. We will establish a positive climate for student achievement, as well as high expectations for adult and student conduct. To ensure continued collaboration with families and community members we will use a variety of strategies to engage in open communication with staff, families, and community members.

Our Vision here at the State Street Program is to adequately prepare all students to become lifelong learners in the 21st Century. Through our staff and collaboration with the community and families our students are afforded a better opportunity to develop goals and to see those goals come to fruition whether through college, career, or trade. Here at the State Street Program we strive to be agents of change by creating opportunities for our students to set high goals and to take responsibility for their own learning. We acknowledge and incorporate each student's cultural, social, emotional, and developmental diversity to enrich learning opportunities. As an example, this year we added a literacy coach to support our Middle School and High School students by aligning the Common Core State Standards with each student's Individualized Education Program (IEP).

The State Street Program, through collaboration with families and the community, prepares all diverse learners to meet the challenges of a changing global society. We do this by providing stimulating educational opportunities enriched with technology in a stable, nurturing, and therapeutic environment. Additionally, students are given ample opportunities for positive community involvement. Some examples would include our Middle School students attending the Avon Valley Show Stables; our Work Program where our students were afforded the opportunity to work at both the Waterbury Police Department and the Recycling Center; volunteering at the Community Food Bank through the Waterbury Police Association League (PAL); and our Community Provider Fair. We continually strive to promote strong relationships between students, families,

the community, and the school in hopes to better support social, emotional, and mental health well-being, as well as academic achievement and success. With our strong culture, all students can learn the value of education, develop strong work ethics, and become responsible citizens.

Additionally, State Street Program utilizes PBIS, or Positive Behavioral Intervention and Supports. This is a behavioral management system designed to foster a positive learning environment through the use of positive reinforcements, incentives, school supports, and a systematic approach to creating an environment where the student can easily understand their expectations and use the surrounding supports and counseling to reach their goals. PBIS is a decision making, operational process to improve academic and behavioral outcomes for all students by guiding selection, integration, and the implementation of the best evidence-based academic and behavioral practices. In addition to PBIS our program also utilizes S.C.O.R.E. S.C.O.R.E is a specialized points system implemented to bring out desirable characteristics within our students to help them become productive members of society that will be respected, have a successful life, and feel good about themselves. The acronym S.C.O.R.E. stands for S: Safe students; C: Completes all work; O: Owns their behaviors; R: Respects themselves, peers, and staff; E: who are without Electronics/toys and are in dress code.

There is a good overall sense of community in our building. Signs of genuine connections between students and staff are evident with staff being invested in their students. Students and staff have a common understanding of the behavior policies and there is a positive reinforcement of desired behaviors that has been developed with the help of our current and former students. The school continues its collaboration with the community through the use of outside agencies and services offered. We have a clear process for evaluating the needs of our students and the ability to connect students to appropriate wraparound services to assist our students both in and out of school. Through the use of differentiated instruction, support staff, classroom paraprofessionals, and community partnerships we are able to create an individual wrap-around team approach to successfully monitor and assist each child according to their personalized needs. With this team approach we are able to continually use each other's strengths to help coach each other and build up our leadership and better support academic success. Between collaboration with students, families, providers, the community, and our staff we have been afforded the opportunity to create a plan that we feel incorporates the well-being of all those involved and affected.

Interventions that we implemented this school year were included: IRIS alerts, awards and acknowledgements for students that had perfect/excellent attendance, Honor Roll, referrals to community based organizations, home visits, parent conferences, phone calls, P.B.I.S., S.C.O.R.E., awards ceremonies, Community Involvement Fair, PPAC, Parent/Teacher conferences, progress reports, Avon Valley Show Stables program, Community Food Bank program, work program at the Waterbury Police Station and Recycling Center, Parent Action Team and informational sessions.

b. Goals for 2015-2016

State Street Program will increase performance in Reading and Writing using mCLASS data for kindergarten through fifth grade, and Read 180 Lexile scores for students in grades 6th through 12th. With the use of this data, each student's Individualized Education Program (IEP), and the help of our added literacy coach, staff will differentiate their lessons and utilize their support staff in order to tailor their lessons appropriately to accommodate each student's individual needs and align the Common Core State Standards with each student's Individualized Education Program (IEP).

Additionally, our staff will continue to attend grade level middle school and high school literacy data team meetings on a biweekly schedule and also as elementary, middle school, and high school teams to collaborate with each other and better support the individual needs of our student population.

State Street Program will improve climate and culture by continuing Positive Behavioral Interventions and Supports (PBIS), S.C.O.R.E., and decrease the number of in-school suspensions, out-of-school suspensions, and arrests.

State Street Program will increase overall attendance through collaboration with staff, students, family and the community. We will continue our collaboration with the community through the use of outside agencies and services offered in order to connect our students to the appropriate wraparound services to assist them both in and out of school. We will continue to decrease unverified phone numbers and utilize home visits for those parent/guardians that we are unable to reach by phone. Awards and incentives will be offered for students exhibiting excellent attendance, and we will utilize Progress Book to 100% of its capacity.

II. HIGHLIGHTS

The past two school years we have been afforded the opportunity to give an award to one of our dedicated parents, Mr. Willie Eason. He received an award, two years in a row, for Parent Leadership.

This year at our graduation ceremony we were able to display a unique mural created by our own students and our new Art Teacher Mr. Pelletier. Our students wanted our mural to represent how students and graduates of this school can become change agents of their own streets, neighborhoods, and cities. They chose several well know individuals, Eleanor Roosevelt, Mahatma Gandhi, Antonia Pantoja, Nelson Mandela, Harriet Beecher Stowe, and Cesar Chavez, who were all agents of change in their time, and illustrated them looking down upon our very own street outside, Griggs Street of Waterbury Connecticut.

The Avon Valley Show Stables was very beneficial to our Middle School students and afforded them experiences that modeled perseverance and compassion along with an opportunity to enjoy horses while learning the responsibility of caring for them as well.

III. STRENGTHS OF EDUCATIONAL PROGRAM

The State Street Program has a clear process for referring students through the IEP. Upon entering the program, the team working with the child assesses their social, emotional, mental/behavioral health, and academic needs. Appropriate courses, services, and school supports are put into place. The Program fosters healthy relationships with community partners and a team approach is put into place. The dedicated staff sometimes works beyond their school day to assure compliance, supports, and success is our number one priority.

PBIS and S.C.O.R.E. are two behavioral management systems designed to foster positive learning environments through the use of positive reinforcements, incentives, school supports, and a systematic approach to creating an environment where students can easily understand their expectations and use the surrounding supports and counseling to reach their goals.

Through the use of our Parent Liaison and planning, we strive to offer many opportunities to involve our parents in their child's academic and school career. We offer Honor Roll and Excellent Attendance ceremonies along with other events planned through PBIS and our Parent Liaison. We have created and implemented a Parent Action Team and also conducted informational sessions for parents. In addition, we also executed a Community

Involvement Fair where we collaborated with community agencies to encourage and support parent involvement. Our school team strives to increase communication with parents for positive behaviors. We are working continuously to decrease the number of unverified telephone numbers and utilize home visits for those parents/guardians that we are unable to reach by phone. Our staff also took part in a Cultural Competency and De-bias Training that was piloted for the district on October 6, 2015.

State Street Program has made an effort to foster school identity and engagement with the school improvement process through collaboration with staff and the community. We have set up teams and offered meetings for Principal Advisory Council (PAC), Parent Principal Advisory Council (PPAC), and Student Principal Advisory Council (SPAC). Our program offers frequent opportunities to involve parents in the school community. Our educators communicate regularly with families and reach out to families regarding their child's academic progress. We have also offered opportunities for our students and their families to participate in collaborative events, such as but not limited to, Parent Leadership Award Ceremony, Community Fair, Open Houses, Parent/Teacher Conferences, PPAC, Parent Action Team, Field Day, Awards Ceremonies, and PBIS events.

IV. STATISTICAL DATA

a. **Scholarships, Awards, Honors**

Superintendent's Award- Christian Josian Gerena

b. **Number of Students Transferred**

	In	Out
Within system	81	5
Outside system	10	37
TOTAL	91	42

c. **High School Graduation Information***

	Number	Percent
Graduates	5	71%
Entering four-year college	0	0%
Entering two-year college	2	29%
Entering vocational training	1	14%
Entering workforce	2	29%
Entering military	0	0%
Entering continuing special education program	0	0%
Unemployed	0	0%
Not graduating	2	29%
Total Number of Seniors:	7	100%

*State Street Program

WATERBURY ADULT CONTINUING EDUCATION

Antonio Musto, Principal

I. GOALS

a. **Accomplishment of Goals for 2015-2016**

Goal 1: 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.

- The ABE course outlines/curriculum that embrace the integration of CASAS standard competencies and the College and Career Readiness Standards near completion.
- The development of the outline/curriculum for the GED preparation program that embodies the College and Career Readiness Standards has started and is in progress.
- The restructuring of the ESL/Citizenship curriculum to include the alignment of the CASAS competencies/standards with the College and Career Readiness standards has started and is in progress.

Goal 2: 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.

Goal 3: 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. Fifty one ABE students advanced and successfully completed a trimester in the AHCDP.

b. Goals for 2016-2017

Goal 1: Enrich existing curriculums/course syllabi to serve as a vital instrument for empowering adult learners with skills and knowledge essential for mastering the demands of post-secondary education, job training, and employment.

- Resume amending existing course outlines/curriculums in the Credit Diploma Program to encompass the application and inclusion of the College & Career Readiness Standards.
- Strengthen and finalize the ABE course outlines/curriculums to demonstrate the correlation of the CASAS competencies and the College and Career Readiness standards.
- Continue the development of the outline/curriculum for the GED Preparation Program that is fully aligned with the College and Career Readiness Standards.
- Initiate the inaugural integration of the ESL/Citizenship curriculum with the CASAS standards and the College Career and Career Readiness Standards in foundational skills for reading, writing, and speaking/listening.

Goal 2: Evaluate and strengthen 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 fortifying the trimester student completion rate in all program areas.

Goal 3: Monitor Student Learning Gains and Secondary Education Completion

- Attain the SDE's target percentages of learners completing the educational functioning levels. Advance the percentages of students across program areas who achieve a CASAS 4-point scale gain.
- Increase the percentage of eligible students who earn a secondary education diploma or the GED.
- Expand the number of ESL and ABE High Intermediate students who advance and enter the high school completion classes.

II. HIGHLIGHTS

The Waterbury Adult Continuing Education Transition to post-secondary and job training program continues to prepare over one hundred students per year to apply for college and job training. The transitions coordinator has a collaboration with area colleges. Students have toured Naugatuck Valley Community College, UCONN Waterbury Campus, Post University, Lincoln Tech, Goodwin College, and Porter and Chester Institute.

The new Pearson VUE computerized testing center continues to be one of the busiest testing centers in the State of Connecticut. This is due to the testing availability and disability accommodations. This year 565 tests were administered.

The Enrichment Program continues to deliver a valuable service to the community by providing job training programs in phlebotomy and certified nursing assistant. The Phlebotomy Program is accredited and certified by the National Phlebotomy Association, and upon the successful completion of this program, students earn a national certification. The Certified Nursing Assistant is State approved, and students earn a Connecticut license to work as a CNA. Seventeen Waterbury Adult Education students participated in the PIP grant CNA program. They completed the class and are eligible to take the state CNA test.

III. STRENGTHS OF EDUCATIONAL PROGRAM

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.

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.

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	25	
b. High School Graduation Information	Number	Percent
Graduates	186	85
Entering four-year college	33	15
Entering two-year college	59	27
Entering vocational training	45	20.5
Entering workforce	40	8.2
Entering military	9	4.2
Entering continuing special education program	0	0
Unemployed	0	0
Not graduating	33	15
Total Number of Seniors:	219	100

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

