

Waterbury Public Schools

236 Grand Street, Waterbury CT 06702



Annual Report

2017 - 2018

Waterbury Public Schools Annual Report 2017 - 2018

Respectfully Submitted,
Robert Henry
Deputy Superintendent of Schools

Table of Contents

Table of Contents	page 1
Message from the Superintendent	page 2
Central Office Staff	page 3
School Principals	page 4
Vision	page 5
In Transition to Success	page 6
Improving Student Achievement	page 7
Operations / Finance / Budget	page 9
Hiring / Personnel	page 10
Partners In Education (Family and Community Involvement)	page 11
School and Staff Awards and Honors	page 13
Teacher of the Year	page 15
Superintendent's Student Recognition Award Winners	page 16
Student Awards and Achievements	page 17
Examples of Student / Staff Generosity	page 17
Graduation Information	page 18

Individual Reports Filed By Supervisors, Principals

Annual Reports filed by Education Departments:	
Curriculum / Subject Areas	page 20
Special Education	page 36
Pupil Personnel	page 40
Other Education Departments	page 43
Annual Reports Filed by Schools:	
Elementary Schools	page 63
Middle Schools	page 95
High Schools	page 101
Alternative Programs, Adult Education	page 115
Glossary of Education Terms	page 122

MESSAGE FROM THE SUPERINTENDENT
Annual Report 2017-2018



*Robert Henry
Deputy Superintendent*

This was a year of transition for the Waterbury Public Schools; I was fortunate to have been asked to play a role in that transition serving as Deputy Superintendent. Specifically, I was charged with ensuring stability and continuity by providing leadership to the district while it conducted a national search for a new Superintendent. During this year, Central Office staff and I reviewed aspects of instruction and curriculum as well as the organizational structure of the district and its operations. The Connecticut Center for School Change was invited to conduct a comprehensive Capacity and Coherence Review, a process that identified trends and patterns within the district that will lead to more effective improvement efforts in the immediate future. As part of the review process, the consulting team had several suggestions for a new Superintendent, including possible redesigns of Central Office structure, systems, culture and routines, and a need to develop and share a strong vision for ongoing improvements.

As part of my tenure, we communicated a sense of high expectations, and working in a team environment, sought to put procedures into place to increase transparency, predictability and fairness throughout the district, to communicate a student-centered focus, and to provide opportunities to celebrate students and staff in a more meaningful way. With an interest to ensure that all staff felt valued and included, we expanded our Teacher of the Year concept to include paraprofessionals, administrators and support service staff. We also created a new event, “Celebrating Community Through The Arts,” which highlighted student talent throughout the school district, and engaged families and community in the educational process.

The Waterbury Public Schools Annual Report includes individual reports from each of our school principals as well as from subject supervisors and other Central Office administrators. The first section of the report highlights some of this information as well as focusing on district activities that are not necessarily incorporated. I invite you to read through these pages to learn more about our school district’s many achievements.

Sincerely,

A handwritten signature in black ink that reads "Robert Henry". The signature is written in a cursive, flowing style.

Robert Henry,
Deputy Superintendent

Central Office Staff

Deputy Superintendent of Schools	Robert Henry
Chief Operating Officer and Chief of Staff	vacant
Chief Academic Officer	Darren Schwartz
Director of Teaching and Learning	Steven Strand
Director of Special Education	Melissa Baldwin
Administrator of Pupil Personnel	Wendy Owen
Director of Personnel	Robert Brenker
Education Liaison to Government, Business and Community	Mary Ann Marold
Instructional Leadership Directors	Pamela Baim
	Michelle Baker
	Noreen Buckley
	Paul Whyte
	Jahana Hayes
Talent and Professional Development Supervisor	
School Business Administrator	Doreen Biolo
Management, Information and Technology	Will Zhuta
Food Service Manager	Linda Franzese
Bussing Coordinator	Jeffrey Hunter
Crossing Guard Coordinator	Nate Jones
Inspector of School Buildings	Chris Harmon (Interim)
Supervisor of Grants	Linda Riddick-Barron
Competitive Grants Writer	Louise Allen Brown
School / Community Relations Coordinator	Nancy Dzija Vaughan
Payroll Supervisor	Alyce Cass
Supervisor, Research, Development and Testing	Tara Battistoni
Security and School Safety Coordinator	John Herman
Family and Community Engagement	Patricia Moran
Special Education Supervisors	Roberta Abell
	Lisa Brown
	Denise Carr
	Robert Delaney
	Monica O'Neil
	Melina Rodriguez
	Amy Simms
	Sharon Walsh
Subject Supervisors	
Mathematics - PreK-12	Janet Frenis
Science/Technology Education	John Reed
Health/Physical Education	Joseph Gorman
Reading/Language Arts	Dena Mortensen
Bilingual Education	Adela Jorge-Nelson
Early Childhood Education	Amy Simms (Interim)
School Readiness	Karen Rainville
Adult Education	Antonio Musto
Family Intake Center	Charlotte Shocki

School Principals

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

Waterbury 2017—2018 Board of Education

**Elizabeth C. Brown , President
Karen E. Harvey, Vice President**

**Catherine N. Awwad, Juanita P. Hernandez,
Melissa Serrano-Adorno, 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

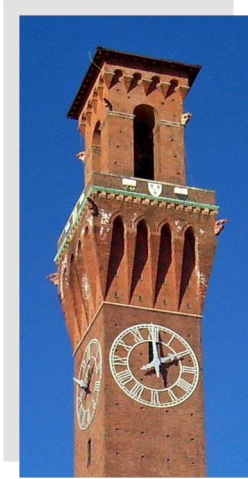
The Vision:

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 ~ In Transition



“Moving Forward For Student Success.”

Superintendent Dr. Kathleen M. Ouellette retired during the 2017-2018 school year. Robert Henry was named Deputy Superintendent in October of 2017, and, as such, he has provided guidance to the school district as it conducted a national search for a new Superintendent.

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

Deputy Superintendent Robert Henry, Mayor Neil M. O’Leary and the Waterbury Board of Education established three initial goals for the 2017-2018 school year:

- ◆ Ensure stability, continuity and a path toward progress in all aspects of the District’s programs and operations through focused leadership.
- ◆ Continue efforts to improve students’ academic outcomes and learning opportunities while providing a safe and orderly environment.
- ◆ Keep parents, business and community partners informed of activities and progress.



Improving Student Achievement



- New School Improvement Plan Template adopted and used.
- In-school and out-of-school suspensions decreased in grades kindergarten through grade two.
- Monthly professional development was provided to elementary administrators and members of Social Emotional Learning team.
- Re-birth of focus walks:
 1. Capturing evidence of Domain One.
 2. Collecting evidence that identified strategies in School Improvement Plan are evident in class rooms.
 3. Literacy focus walk to address Middle of Year data specifically kindergarten.
- District wide student recognition ceremony, district wide student talent show hosted at local theatre, district wide staff recognition.
- Adoption of Literacy program Wonders for K-5 HMH.
- Adoption of New Generation Science Standards and HMH.
- More opportunities for students to have online SAT practice occurred.
- 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.
- Crosby and Walsh are exiting Commissioners Network after 5 successful years.
- Wilby held initial discussions around developing career pathways to support college and career readiness goals.
- Collaboration efforts with Naugatuck Valley Community College and Gear UP continue to provide wrap-around support for students, as we identify interventions to promote progress graduation and college and career readiness.
- Recuperative Academy helped students who are off track for graduation, over aged and under credited to earn more credits to be on track.
- All secondary schools participate in 4th 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 PSAT 11, Grade 12 SAT. This will further promote district goals to support college and career readiness.

Improving Student Achievement (continued)



Enrollment

As of October 1st, 2017,
the total enrollment was
18,954.

COMPETITIVE GRANTS AWARDED to Waterbury, 2017 - 2018

As of June, 2018, the total amount of grant requests prepared by the Grant Writer, including all Competitive grants and the Perkins Grant, was \$9,601,472, resulting in corresponding grant awards to WPS in 2017-18 totaling over \$ 7.9 million (\$7,902,919). These grants included numerous government and foundation grant applications for academic, enrichment, and mental health programs; technology infrastructure and hardware; security upgrades; building renovations; and afterschool programs featuring both academics and positive youth development. The Alliance District and Priority School District Grants awards totaled another \$ 22,005,082. Additionally, the Grant Writer facilitated the inclusion of Waterbury teachers and students as participants in many grants sought and operated by other organizations.

Competitive grants awarded during 2017-18 to WPS included an Afterschool Robotics Grant from Connecticut Community Foundation; government grants for: the Primary Mental Health Program at two elementary schools, the Police & Youth Grant (NEMS & Wilby), two (two year) State Afterschool Program Grants at three schools, two (five year) 21st Century Community Learning Centers Afterschool Program grants at four schools, Low-Performing Schools Bond Funded Grants for 12 schools, an Alliance Schools Bond-Funded School Building Improvements grant for 20 schools (Rounds 1 & 2), a School Safety and Security Grant (Round 3) for 19 schools, Sec. 1003(a) School Improvement Grants, USF Discounts for telephone and alarm service; and the Carl D. Perkins Grant for CTE Education at four high schools.

Computer Technology Highlights:

Student Information Systems (SIS):

Implemented PowerSchool District Wide.

Trained 1,700 Teachers and 300 Support Staff and Administrators.

Redesigned Report Cards, Transcripts.

Created student accounts for Google Docs for all students.

Developing new Principal and Central Office Dashboards.

High School Scheduling Analysis. Reduced the number of teachers needed in the High School through efficient teacher schedules.

Network:

Completed Fiber Replacement – all for 1 GB to desktop.

Upgraded Network Equipment for most schools - Edge routers, switches.

Replaced over 300 Smartboards with Smart TV's.

Installed a new Storage Area Network (SAN) to support District data storage needs.

Operations / Finance / Budget

Budget and Finance

- Continue to control costs and achieve a year end budget surplus for consecutive years of a minimal budget.
- Conducted a conservative financial operation for 4 months without a state adopted budget.
- Prepared consecutive years of minimal growth operating budget with little proposed negative effect on educational programs offered to our students.
- Provided educational support for over three hundred displaced students from Hurricane Maria.
- Received a completely “clean” audit report void of any findings or comments.
- Preparation of account structure crosswalk with the State’s new Education Financial System (EFS).
- Implemented a new K-5 Science curriculum program.
- Participated in the implementation of the Districts sixth “Alliance Grant” and development of the assumption of a seventh.
- Assisted in the preparation and oversight of operational and capital Turnaround grants for Crosby High School and Walsh Elementary Schools.
- Implemented four School Improvement grant programs for Wilby High School, Gilmartin, Sprague and Washington Elementary Schools.
- Participated in the second implementation of the Alliance Bond grant for building and grounds improvements.
- Implemented second year of Low Performing Schools grant for technology improvement at Bucks Hill, Driggs, Gilmartin, Hopeville, Sprague, Washington Elementary Schools, North End Middle School, Wallace Middle School, West Side Middle School and Wilby High School.

School Construction

- Replacing privacy screens for Wilby and Crosby tennis courts.
- Replacing heating system coils at Crosby.
- Tunnel abatement at Bucks Hill.
- Replacing steam pipes at Tinker and Wilby.
- Cleaning high efficiency boilers at Duggan, Gilmartin and Reed.
- Safe room installation at Tinker and Barnard.
- Painting the gym at Crosby.
- Installation of separation screens in the gym at Sprague.
- Testing switchgears at Wilby, Crosby, Kennedy and West Side.
- Replace inverter batteries for the emergency lighting systems at Crosby and West Side.
- Replacing the fire alarm panels at Regan and Walsh.
- Replacing indirect complex water heater at Waterbury Arts Magnet School and Maloney.
- Replacing the sand filter in the pool at Kennedy.
- Replacing ceiling tiles on the upper floor at West Side Middle School.
- Repairing the screw chiller at Carrington.
- Replacing Waterbury Arts Magnet School chiller condenser tubes.
- Replacing boiler tubes at Crosby.
- Renovating 30B Church Street.
- Comprehensive SDS training with ALL employees – brought into compliance.
- Safety training for all employees.
- New pool filtration and chlorination system at West Side, Wilby and Crosby (ongoing).
- Video S2 video camera upgrade at WAMS, Reed and WCA (ongoing).
- Installation of a new VCT floors at Rotella (ongoing).

Hiring / Personnel

In fiscal year 2017-2018 the office of Education Personnel supervised the recruitment, selection and appointment of 105 highly qualified teachers and five administrators. The office replaced staff that resigned, retired, were non-renewed or were promoted to higher positions. The average salary level for new teachers was \$50,324 and \$111,482 for administrators. These salaries fell within budget and are lower than the previous 2016-2017 school year averages.

Every new teacher who was hired was assigned a TEAM mentor even when it was not required by state statute. All teachers hired under DSAP permits and mid-year contracted teachers were assigned a TEAM mentor to offer support and reflection even though they were not being evaluated. New Teacher Orientation acclimates new hires to proper school procedures from Attendance Policy to proper use of Social Media. Additionally, class management and special education procedures and policies are included in the three-day orientation. All new teachers participated in cultural competency and unconscious bias training. Feedback from attendees has been positive regarding the New Teacher Orientation process. The number of non-renewal recommendations from building Administrators and Supervisors has decreased the last four school years, and we believe this is a reflection of the New Teacher Orientation and the expectations which are clearly defined.

Marketing materials were updated to reflect the diversity within our district. Along with this was the creation of a link on our website focused on minority teacher recruitment with information and resources for those interested in pursuing career opportunities in Waterbury. Our new Talent and Professional Development Supervisor, Jahana Hayes, has hired a diverse recruitment team to assist her in numerous career fairs and on-site interviews within Connecticut and out-of-state. Approximately **39.05%** of teachers hired during 2017-2018 were minority, which represents a **62.71% increase** over the previous year of **24%**.

Education Level of Teachers Hired During 2017-2018

Degree Held	Number of New Teachers
Bachelors	42
Masters	43
6 th Year	18
Doctorate	2

Relevant Salary Data for Teachers Hired During 2017-2018

The average starting salary for teachers hired during 2017-2018 was \$50,324. This was determined by years of experience and content/shortage area. Those in shortage areas negotiated/demanded higher steps. The budgeted salary for new teachers was within budget.

2017-2018 TEACHER HIRES BY RACE/ETHNICITY

Race/Ethnicity	# of Hires
Asian	5
American Indian	0
Hispanic	20
Black/African American	12
Two or More	4
White/Caucasian	64
Total	105

Approximately **39.05%** of teachers hired during 2017-2018 were minority, which represents a **62.71% increase** over the previous year of **24%**.

For 2017-2018, 16 new teachers were hired through the Durational Shortage Area Permits, and two additional are in process with the State of Connecticut. This represented 17.15% of all new teachers hired in 2017-2018. DSAP teachers were hired in the content areas listed below.

Certification Area	Number of DSAPs
Bilingual (Math, & Elem)	3
Math	2
Library Media Specialist	3
Science	2
Special Ed	4
World Language	4
Total	18

Partners In Education - Family and Community Involvement



ESSA - With the implementation of the Every Student Succeeds Act (ESSA), the parent involvement grant budget narratives distributed to each Title I school were changed to align with the new legislation. ESSA is evidence based whereas No Child Left Behind (NCLB) was research based; therefore, activities and policies align with data driven decisions.

Title IV Funds - Another highlight was the new entitlement grant, Title IV, that provided mid-year support to both public and non-public schools. The new grant employees helped in processing the required paperwork that included paying student fees to travel to an invited event; community staff PD; schools (technology) and requests to help students become well rounded individuals.

Parent Workshops - The Family and Community Engagement Center (FACE) hosted a series of workshops on "What Are The Learning Expectations for My Child?" Parents had the opportunity to pick the place or date that was most convenient for them to attend. The workshops were held on Wednesday, October 18th, from 6:00 to 7:30 p.m. at Reed School; Thursday, October 19th, from 9:30 to 11:00 a.m. at the River Baldwin Recreation Center; Wednesday, October 25th, from 6:00 to 7:30 p.m. at Wallace Middle School, and Thursday, October 26th, from 4:00 to 5:30 p.m. at Kennedy High School. Parents met with content area supervisors and discussed practical ideas to support student learning in school and at home.

Hurricane Assistance - Waterbury schools welcomed over three hundred students and their families from Puerto Rico as a result of the devastation caused by Hurricane Maria. The city and school district opened a "one stop" hurricane relief center in the FACE Center (Room 106) of the Chase Building.

Through collaboration with community agencies, the Hurricane Relief Center provided three tiers of support, including basic support (food, shelter, clothing, and medical), educational and social-emotional needs, and vocational and job training.

Families were able to meet with representatives from FEMA and other agencies to receive direct assistance in filing claims. They were also able to attend ESL classes and employment assistance workshops in the FACE training room (pictured).

School uniforms and school supplies were made available through the McKinney-Vento funds. A family survey was used to focus assistance on the areas most critical to the displaced families.

PTA's, PTOs and School Governance Councils - The district is moving forward with a plan to have all schools include School Governance Councils next year. The nine schools without SGCs (Bunker Hill, Generali, Kingsbury, Maloney, Reed, Rotella, Tinker, and Waterbury Career Academy) completed a planning process this year.

The Connecticut PTA conducted an information session for parents on the value of implementing a PTA in their schools on Wednesday, March 7th at 10:00 a.m. and again at 6:00 p.m. at the Crosby High School Media Center. Schools have also been asked to create a PTA, PTO or other parent-centered organization if they have not already done so.

Partners In Education - Family and Community Involvement



Leadership Conference - The Title I District Parent Advisory Council held a very successful fourth annual Parent and Community Leadership Conference on Friday, May 18, 2018 at Naugatuck Valley Community College. Titled "Parent and Community Engagement: What's In It For Me?" it featured keynote speaker Ann Pratt, the Director of Organizing at Connecticut Citizen Action Group. During an afternoon ceremony, parents from all 30 schools received awards, as well as twelve community leaders. Morning workshops included such topics as "Foundations," "Teens and Technology" and "CONNECTing Youth".

The twelve community partners who received recognition at the event were: Randy Brooks, Kathy Taylor, Ray Melendez, EZ Out Bail Bonds, Save Girls On F.Y.E.R., Hooked on Phonics Summer Reading Program, FoodCorps CT, St. Mary's Hospital School of Nursing, Waterbury Police Activity League (PAL), Greater Waterbury YMCA, Wellmore Behavioral Health, and Texas Roadhouse.

Bucks Hill	Tammy Melendez
Bunker Hill	Michelle Santiago
Carrington	Will Wilson
Chase	Dorothy Lavoie
W. Cross	Senay Onur
Driggs	Shannon Balthrope
Duggan	Robyn Medina
Generali	Maritza Valentin
Gilmartin	Katelyn Thibeault
Hopeville	Norma Macias
Kingsbury	Joelle Perna
Maloney	Ivelisse Cruz
Reed	Robert Delgado
Regan	Kendra Tompkins
Rotella	Cheryl Hayes
Sprague	Keisha Zapatka
Tinker	Aurora Jimenez
Walsh	Yolanda Sabo
Washington	Len Mezquita
W. Wilson	Shanay Carraway
North End	Melissa Labbe
Wallace	Jeana Bracey
West Side	Rocksand Recile
Enlightenment	Maria Colon
State Street	Willie Eason
Crosby	Cheryle Elliott
Kennedy	Stephanie Pinto
Waterbury Arts Magnet	Imma Rybczyk
Waterbury Career Academy	Alba Salcedo
Wilby	Rosario Rositani

PROJECT LOVE - The Exchange Club Family Life Foundation awarded Project Love with a check for \$2,000 in order to continue its wonderful work with the families of Waterbury and provide dinners for the next year at the program's family nights for families living in shelters. Project Love is a volunteer effort developed by Parent Liaisons and spearheaded by Wendell Cross Parent Liaison Margaret Rocco, who submitted a request letter to the Exchange Club for its consideration.

Project Love is the answer to a need that was observed by Mrs. Rocco and other Parent Liaisons. Families living in the city's two homeless shelters, St. Vincent DePaul and the Salvation Army, wanted to remain connected to their children's schools, but it was difficult for these families to attend typical evening school activities. Several times each year, Project Love brings these families together in one location so they can network and enjoy a relaxing and fun evening away from the shelter. Parent Liaisons and community supporters work to provide fun activities as well as a dinner, often with a seasonal theme.

In the two years since the first Project Love event, the team has managed to gather support from several businesses and community organizations including AMR Ambulance, CO Sports, Mimi's Kitchen, OMG Entertainment, Rolling Videos of Waterbury, Sacred Heart Church's Mustard Seed Fund (Southbury), Saints Peter and Paul Church, Stop & Shop, Waterbury Bureau of Recreation, and Waterbury Career Academy students, who volunteer their time to assist with the activities.

School and Staff Awards and Honors

Both Rotella and Maloney Magnet Schools were named Nationally Certified Magnet Schools by Magnet Schools of America, a national association for magnet and theme-based schools. According to a press release, Rotella was one of the first 55 schools located in 12 states that successfully completed a nine-month evaluation process to demonstrate that it has established the best practices detailed in the Magnet School Standards of Excellence. Maloney was named in a second cohort group a few months later. Waterbury Arts Magnet School was awarded a "School of Excellence" for the 2017-18 school year. Awards were presented in April at the Magnet Schools of America National Conference in Chicago. The school has also been named a 2017 School of Distinction by MSA.

Crosby High School's LifeSmarts team has once again captured the state championship and represented the state of Connecticut at the national competition in San Diego from April 21 through April 24.

North End Middle School was named a "Top 10" school for the second month in a row for its participation in the National Vocabulary Bowl program for middle school students. North End was the winner of the Connecticut division for the month of February. The Vocabulary Bowl collects information on the number of new vocabulary words that students learn through an adaptive learning game.

WAMS theater department was honored when they learned its theater has been accepted to the 2019 Edinburgh International Theatre Festival.

Middle school students are learning to compete in robotics. Two teams from each middle school held a competition at West Side Middle School this spring. At the end of the morning, North End Middle School was the winner, Wallace placed second, and West Side placed third, but all students had the opportunity to practice and learn valuable skills that will help them in all academic classes, especially STEM classes.

For the past several years, Waterbury students have participated in a district-wide Invention Convention competition as preparation for competing at the Connecticut Invention Convention. This year, 131 students participated in the district competition, with a group of these students going on to compete in the Southern Connecticut Regional Competition at Hamden Middle School. Two students from Rotella were chosen to participate in the Nationals: Sophia Lefebvre, 10, and Nathan Abbott, 10, both fifth graders.

Chase School physical education teacher Marcy Peschke was named one of the "Front 9" featured in the 2017 Annual Report from The First Tee Connecticut. It was noted that she has 825 students enrolled in the First Tee program at Chase School. First Tee allows students to learn how to play golf for lifetime enjoyment and physical activity.

All 15 students from Waterbury Career Academy's 2018 CNA program successfully passed the state CNA exam. They will be officially "pinned" at a ceremony on Monday, September 25, at 6:00 p.m. in the fourth floor Health Suite.

New this year: Central Office conducted a Door Decorating Contest in the Chase Building. Special guest judges from the community reviewed the doors on December 12. The Special Education Department won first place. The Bilingual Education Department and the School Business Office each received an Honorable Mention. With almost every door decorated, the building looked quite festive.

School and Staff Awards and Honors, continued

Solita Billups, a secretary in the Chase Building, was honored with a Certificate of Recognition for "Extraordinary Personal Action" in support of the well-being of a colleague.

Congratulations to Board President Liz Brown on being named United Way's Volunteer of the Year. She was honored at the United Way of Greater Waterbury's 32nd annual dinner in May.

Twenty-four Waterbury Public Schools teachers had their Donors Choose projects funded in full this year through the generosity of Ripple, a San Francisco-based technology company who donated \$29 million to DonorsChoose.org., funding every single classroom project request across the U.S. requested at that time. Here in Waterbury, 28 projects were funded, totaling \$19,856. Donors Choose allows those who would like to support education on a classroom level to donate funds to projects that interest them.

Three Waterbury Public Schools teachers have been awarded grants for summer projects through Fund for Teachers. Alison Kirchberger (Hopeville) and Doreen Lawson (Wilby) will travel to Czech Republic to study storytelling and memoir writing, while Matthew Weiner (Enlightenment) will travel to Thailand to study meditation in a Buddhist monastery. The national Fund for Teachers granted awards to 487 teachers this year, with 149 of those teachers being from Connecticut. The Dalio Foundation funds the Connecticut projects.

Yolanda Lee, the 2017-2018 Waterbury Teacher of the Year, was named a semi-finalist in the Connecticut Teacher of the Year program.

Congratulations go out to President Liz Brown, and Commissioners Ann Sweeney and Jason Van Stone, upon receiving CAFE's Certified Board of Education Member designation. To achieve this designation, Board members are required to earn a total of twenty credits in the areas of Board Relations, Policy, Curriculum, School Finance, School Law, Labor Relations, and Board Operations. This represents knowledge, skills and ability which can then be used here in Waterbury to help advance school and district improvements and policy. According to CAFE, very few Board members earn this designation.

Michael Clark, a teacher at Kennedy High School, and Mr. David Basile, a teacher at Wilby High School, have been recognized by the Yale Office of Undergraduate Admissions as recipients of the 2017 Yale Educator Award. According to a press release, this program "recognizes outstanding educators who support and inspire their students to perform at high levels and to achieve excellence." This year, 58 teachers and 30 counselors were selected out of 411 nominations. Matriculating students are invited to nominate the high school educators, and Yale admissions staff reviews the nominations and selects recipients.

The winner of the Dr. Martin Luther King Jr. Leadership Award for 2018 was Ms. Cassandra Fann Pierce, Teacher, Kennedy High School.

Alison Kirchberger, a 5th grade teacher at Hopeville, represented public school teachers on an episode of Wheel of Fortune that aired on Monday, November 20. The episode aired during the popular game show's "America's Week," but she was originally chosen because she is an educator.

School and Staff Awards and Honors, continued



**2018-2019
WATERBURY TEACHER OF THE YEAR**

Waterbury's newest Teacher of the Year is Ryan Carpenter, English/Language Arts teacher, North End Middle School.

Just a few of the highlights from his career:

- Initiated NEMS' participation in the vocabulary.com bowl - NEMS scored highest middle school in CT.
- Developed curriculum around the book *Bronx Masquerade* which has since been adopted by other schools in the district.
- Three-time winner Generali Grant.
- Four projects funded through DonorsChoose.
- Head coach boys baseball team. Assistant coach cross country team.
- Presented school and district-wide professional development. Served as a TEAM Mentor for beginning teachers.
- Coordinates 8th grade activities.
- Teacher in CPEP program.

SCHOOL	TEACHER
Bucks Hill	Jennifer O'Donnell
Bucks Hill Pre-K	Byron Danziger
Bunker Hill	Susan Groppi
Carrington	Lori Riggi
Chase	Maureen Keeley
Crosby	Mimi De La Rosa
Driggs	Katherine Card
Duggan	Michele Brittingham
Enlightenment School	Mark LaChance
Generali	Cara O'Brien Manforte
Gilmartin	Emily Summa
Hopeville School	Ralph Cantito
Kennedy	Carla Guglielmo
Kingsbury School	Kristen Caligiun
Maloney Magnet	Karen Silva
North End	Ryan Carpenter
Reed School	Maureen Miller
Regan	Rhianne LeFevre
Rotella Magnet School	Lauren Argenta
Sprague	Helen Kaminsky
State St	Andrew Bandurski
Tinker School	Jacqueline Mulhern
Wallace	Diana Perosino
Walsh	Jenna Davino
WAMS	Patrick Ospalek
Washington	Carli Carpentieri
WCA	John O'Toole
Wendell Cross	Doreen Bousaada
West Side	Darryl Parker
Wilby	Nancy DiPaola
Wilson	Sara Guerrera

Paraprofessional of the Year	
Ann Cianciolo	Wilby High School
Patricia Zorskis	West Side Middle School
Nadia Facey	Bucks Hill Elementary School
Support Staff of the Year	
Doreen Melendez	Chase School Parent Liaison
Administrator of the Year	
Lisa Ariola Simoes	State Street

2017-2018 Superintendent's Student Recognition Award Winners

BRIGHT FUTURES AWARDS

Bucks Hill PreK Nina Montanez
 Bucks Hill PreK Londyn Daniels



CERTIFICATES OF EXCELLENCE AWARDS

Elementary Schools

Bucks Hill	Omeogo Nwadukwe
Bunker Hill	Ethan Hastings
Carrington	Mia Vargas (5th)
Carrington	Nathan Stellmach (8th)
Chase	Zhenefer Guaman-Caguana
W. Cross	Noah Curet
Driggs	Corbin Johnson
Duggan	London Lacy-Brantley (5th)
Duggan	Amanda Henson (8th)
Generali	Jillian Santos
Gilmartin	Lily Kosko (5th)
Gilmartin	Elena Cuapio (8th)
Hopeville	Alexander Diaz
Kingsbury	Randy Ramdin
Maloney	Jack Derasmo
Reed	Gederly Garcia-Diaz (5th)
Reed	Stephanie Delgado (8th)
Regan	Jada Smith
Rotella	Tiffany Rodriguez
Sprague	Javier Luis
Tinker	Carter Dirgo
Walsh	Nomary Perez
Washington	Xiomary Moran
W. Wilson	Christopher Bravo



Middle and High Schools

North End	Jermyren Joe (6th)
North End	Shellenid Vazquez (7th)
North End	Oliver Gomes (8th)
Wallace	Daniel Vargas (6th)
Wallace	Sophia Tytymce (7th)
Wallace	Kyle Patrick (8th)
West Side	Kiara Nazario (6th grade)
West Side	Omogbolade Olusanya (7th)
West Side	Evi Duro (8th grade)
Waterbury Arts Magnet	Sara Roaix (6th)
Waterbury Arts Magnet	Fiona Byers (8th)
Waterbury Arts Magnet	Eric Canfield (9th)
Waterbury Arts Magnet	Julia Rocchio (12th)
Enlightenment	Roberto Velez (12th)
State Street	Jaheem Bravo-Wash (5th)
Crosby	Angelina Ovalles (9th)
Crosby	Jean Gnanvom (12th)
Kennedy	Michael Hoosain (9th)
Kennedy	Quincy Crawford (12th)
Waterbury Career Academy	Anais Valenzuela (9th)
Waterbury Career Academy	Argenis Herrera (12th)
Wilby	Prem Permaul (9th)
Wilby	Makyia Gatling (12th)



Adult Education

Waterbury Adult Education Andrea Vazquez

High School Graduation Statistics

CROSBY HIGH SCHOOL:***High School Graduation Information***

	Number	Percent
Graduates	249	86.7%
Entering four-year college	72	28.9%
Entering two-year college	88	35.3%
Entering vocational training	15	6.0%
Entering workforce	30	12.0%
Entering military	10	4.0%
Entering continuing special education program	1	.41%
Unemployed	0	0%
Not graduating	*33	13.3%
Total Number of Seniors:	252	100%

*23 are SPED, have earned 22 credits but are choosing to stay until they are 21 years.

KENNEDY HIGH SCHOOL:***High School Graduation Information***

	Number	Percent
Graduates	298	92.3%
Entering four-year college	81	27.1%
Entering two-year college	195	65.4%
Entering vocational training	11	3.7%
Entering workforce	5	1.8%
Entering military	6	2.0%
Entering continuing special education program	NA	NA
Unemployed	0	0%
Not graduating	25	7.7%
Total Number of Seniors:	323	100%

WATERBURY ARTS MAGNET SCHOOL:***High School Graduation Information***

	Number	Percent
Graduates	111	100%
Entering four-year college	44	39.6%
Entering two-year college	54	48.7%
Entering vocational training	5	4.5%
Entering workforce	3	2.7%
Entering military	2	1.8%
Entering continuing special education program	3	2.7%
Unemployed	0	0%
Not graduating	0	0%
Total Number of Seniors:	111	100%

WATERBURY CAREER ACADEMY HIGH SCHOOL:***High School Graduation Information***

	Number	Percent
Entering four-year college	154	68.7%
Entering two-year college	56	25.0%
Entering vocational training	3	1.33%
Entering workforce	10	4.46%
Entering military	0	0%
Entering continuing special education program	NA	NA
Unemployed	0	0%
Not graduating	1	0.44%
Total Number of Seniors:	224	100%

WILBY HIGH SCHOOL:

High School Graduation Information

	Number	Percent
Graduates	239	93%
Entering four-year college	47	18%
Entering two-year college	143	56%
Entering vocational training	6	2%
Entering workforce	9	4%
Entering military	6	2%
Entering continuing special education program	12	5%
Unemployed	10	4%
Not graduating	18	7%
Total Number of Seniors:	257	100%

ALTERNATIVE PROGRAMS:

Enlightenment Program and Excel Program

High School Graduation Information *

	Number	Percent
Graduates	12	83%
Entering four-year college	0	0%
Entering two-year college	2	11%
Entering vocational training	2	0%
Entering workforce	5	27%
Entering military	0	0%
Entering continuing special education program	0	0%
Unemployed	0	0%
Not graduating	4	22%
Total Number of Seniors:	18	100%

*Enlightenment

STATE STREET PROGRAM

High School Graduation Information

	Number	Percent
Graduates	3	42.9%
Entering four-year college	0	0%
Entering two-year college	1	14.3%
Entering vocational training	0	0%
Entering workforce	2	28.5%
Entering military	0	0%
Entering continuing special education program	0	0%
Unemployed	0	0%
Not graduating	4	57.1%
Total Number of Seniors:	7	100%

ADULT EDUCATION:

High School Graduation Information

	Number	Percent
Graduates	188	91.7%
Entering four-year college	57	16.5%
Entering two-year college	31	30.4%
Entering vocational training	40	21.3%
Entering workforce	52	27.6%
Entering military	8	4.2%
Entering continuing special education program	0	0%
Unemployed	0	0%
Not graduating	17	8.3%
Total Number of Seniors:	245	100%

CURRICULUM / SUBJECT AREAS

CENTRAL OFFICE

Darren Schwartz, Chief Academic Officer

I. GOALS

a. *Accomplishment of Goals 2017-2018*

- Reduction of K-2 suspensions by over 50%
- Implementation of new curricula
- Expanded Early Childhood Program and filled 100% of School Readiness seats
- Improved Smarter Balanced ELA and Math Scores for grades 3-8

b. *Goals for 2018-2019*

Goal 1: Implement new Science and English Language Arts Curriculum.

Goal 2: Improve the tiered intervention for early childhood education.

Goal 3: Implement restorative justice practices in all schools.

Goal 4: Reduce chronic absenteeism.

Goal 5: Improve Smarter Balanced and SAT scores.

II. HIGHLIGHTS

- Increased graduation rates.
- Increase in student test scores on the Smarter Balanced Assessment in mathematics.
- Decrease in chronic absenteeism.
- Decrease in student arrests.
- Decrease in suspensions in the district.
- Decrease in K-2 suspensions.
- Increase in proactive counseling for students.
- 100% of School Readiness slots filled.
- Co-chaired School Readiness.
- Collaborated with School Readiness Council to provide city-wide professional development and expectations.
- Collaborated to conduct weekly Superintendent meetings.
- Organized monthly Principal Forums.
- Collaborated for monthly principal focus walks.
- Member of Bridge to Success Board.
- Collaborated for the St. Vincent DePaul Mission Drive.
- Organized the educational “Pink Out” with St. Mary’s Hospital.

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. Internal communications have been streamlined by the Chief Academic Officer’s newsletter. Curricula is being updated on a daily basis with teams of administrators and teachers. The strength of the educational program relies heavily on personnel. A renewed focus on providing the highest quality professional development for teachers and administrators is a necessity moving forward.

CENTRAL OFFICE ADMINISTRATION

Noreen E. Buckley, Instructional Leadership Director

I. GOALS

a. *Accomplishment of Goals 2017-2018*

New School Improvement Plan was selected and adopted by all administrators at all levels.

Focus walks implemented.

Monthly training conducted for SEL (Social/Emotional Learning) teams from all elementary schools.

All Elementary schools attended CSDE (CT State Department of Education) Restorative Practice Training and School Climate and Culture Training.

Goal: 90% of the ten schools will demonstrate a minimum of 5% growth on SB (Smarter Balanced tests). Results have not been released yet.

Goal: 90% of schools will remain at benchmark or growth of 1.5 years as measured on i-Ready EOY (End of Year) assessment.

b. *Goals for 2018-2019*

Goal 1:

Elementary Schools will meet SPI (School Performance Index) ESSA (Every Student Succeeds Act) goal targets in the area of ELA (English/Language Arts) and Math for the 2018-2019 school year.

Goal 2:

Elementary Schools will meet ESSA goal targets on Smarter Balanced growth in the areas of ELA and Math.

II. HIGHLIGHTS

New School Improvement Plan Template adopted and used.

Decrease in K-2 (kindergarten through second grade) ISS (in-school suspensions) and OSS (out of school suspensions).

Monthly professional development provided to elementary administrators and member of SEL team.

Re-birth of focus walks:

1. Capturing evidence of Domain One.
2. Collecting evidence that identified strategies in SIP (School Improvement Plan) are evident in classrooms.
3. Literacy focus walk to address MOY (middle of year) data specifically kindergarten.

District wide student recognition ceremony, district wide student talent show hosted at local theatre, district wide staff recognition.

Adoption of Literacy program Wonders for K-5 HMH (Houghton Mifflin Harcourt).

Adoption of NGSS (New Generation Science Standards) and HMH.

CENTRAL OFFICE ADMINISTRATION

Paul Whyte, Instructional Leadership Director

I. GOALS

a. Accomplishment of Goals 2017-20178

Incorporate the use of PSAT (Preliminary SAT) data to improve college and career readiness through targeted intervention.

Develop Dual Enrollment PELL program with local college.

Increase districtwide use of KHAN Academy preparation tools.

b. Goals 2018-19

Initiate Social Emotional Learning activities in secondary schools. Increase number of 9th grade students finishing on track.

Reduce Chronic Absenteeism in the secondary schools.

II. HIGHLIGHTS

More opportunities for students to have online SAT practice occurred.

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 and Walsh are exiting Commissioners Network after 5 successful years.

Wilby held initial discussions around developing career pathways to support college and career readiness goals.

Collaboration efforts with NVCC (Naugatuck Valley Community College) and Gear UP continue to provide wrap-around support for students, as we identify interventions to promote progress 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 4th 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.

CENTRAL OFFICE ADMINISTRATION

Dena Mortensen, English / Language Arts (ELA) Supervisor

I. GOALS

a. Accomplishment of Goals 2017-2018

Implemented Redesigned System for Scientific Research-Based Interventions (SRBI) K-6 in partnership with CT K-3 Literacy Initiative (CK3LI).

- Provided ongoing training and support for teachers through Professional Development (PD) days and IDT (instructional design and technology) around instructional focus and small group instruction.
- Built an online warehouse of instructional materials on Google Drive based on best practice and research to support instruction.

- Implemented an intervention program to build student’s automaticity. Brought in the author for direct and explicit training.
- Planned and delivered Focus Walks to train administrators on small group instruction.
- Implemented the revised Kindergarten report card in conjunction with assessment changes.

Implemented Foundations in Grade 3.

Researched and recommended a K-5 Core Reading Program (Wonders by McGraw Hill) for implementation in Fall 2018.

b. Goals for 2018-2019

Goal 1:

Implement and support implementation of Wonders K-5.

Collaborate with CK3LI and McGraw to establish whole group and small group planning guides:

- Establish a pacing guide for instruction.
- Engage administrators in Focus Walks around Wonders.
- Support literacy facilitators with supporting classroom teachers.
- Plan training for parents on Wonders and home supports.

Implement coaching cycles for K-5 Wonders.

Goal 2:

Continue building efficacy around small group instruction.

Collaborate with CK3LI to:

- Revise and refine small group planning guides for effective instruction.
- Support teachers with coaching around effective small group instruction and scheduling.
- Engage administrators in Focus Walks around Small Group Instruction.

II. HIGHLIGHTS

Harvey Hubbell, filmmaker, has been filming K and 1 classrooms at Sprague and Gilmartin, along with community events, to tell the story of how Waterbury teaches children to read. The documentary will be aired on Seedling TV.

The ELA department received training from expert researcher and author Dr. David Kilpatrick and began implementation of his reading program with our struggling readers. Purchased a core Phonological Awareness program for PK (pre-kindergarten) and will train and implement in Fall 2018.

Redesigned and monitored effective small group reading instruction and resources to support instruction.

Purchased a new intervention program to help struggling readers learn letters and sounds. Training and implementation set for Fall 2018.

III. STRENGTHS OF EDUCATIONAL PROGRAM

The vision of the ELA department is to have all teachers provide high-quality reading instruction to ensure that all students, regardless of their ability, become successful independent readers and thinkers who make continuous progress towards this goal. The department is student-centered, that is, all decisions are made based on what is in the best interest of the children we serve. Our teachers are relentless in the mission to support our vision. Our strength lies in the research-based systems and resources put in place for our children and in the passion that our teachers have in seeing that the needs of every child are met.

CENTRAL OFFICE ADMINISTRATION

Janet Frenis, Supervisor of Mathematics

I. GOALS

a. Accomplishment of Goals 2017-2018

In the 2017-2018 school - year, middle school performance on Smarter Balanced assessment increased overall with significant improvements in grades 6 and 8. All grades increased the percentage of students demonstrating proficiency on district performance tasks with 75% of students demonstrating growth of at least one category.

In the 2017-2018 school-year, the average scale score gain on end of year (EOY) diagnostic testing in math averaged 24 points utilizing i-Ready data to diagnose student needs and provide targeted intervention, including small group instruction, in grades two through five.

b. Goals for 2018-2019

Goal 1:

Increase student performance in middle school. In the 2018-2019 school-year, all middle school students will begin taking i-Ready diagnostic assessments three times per year. Standards aligned data will be used to plan targeted instruction in order to increase student performance in mathematics. Individualized Tier 2 intervention will be built into students' unified arts schedule in the comprehensive middle schools.

Goal 2:

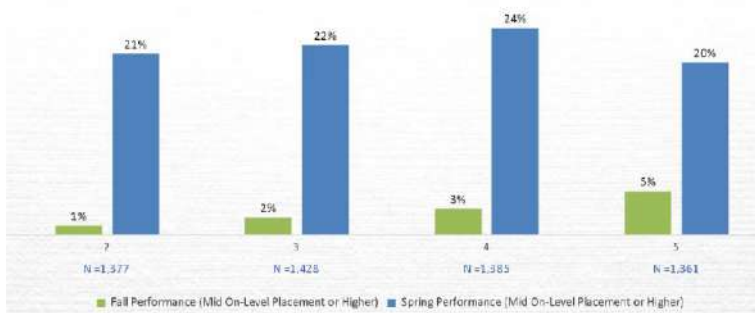
Increase student performance in grades 2-5 by monitoring individualized small group instruction and student pass rates in order to increase student scale scores by end of year diagnostic testing using i-Ready diagnostic assessments.

II. HIGHLIGHTS

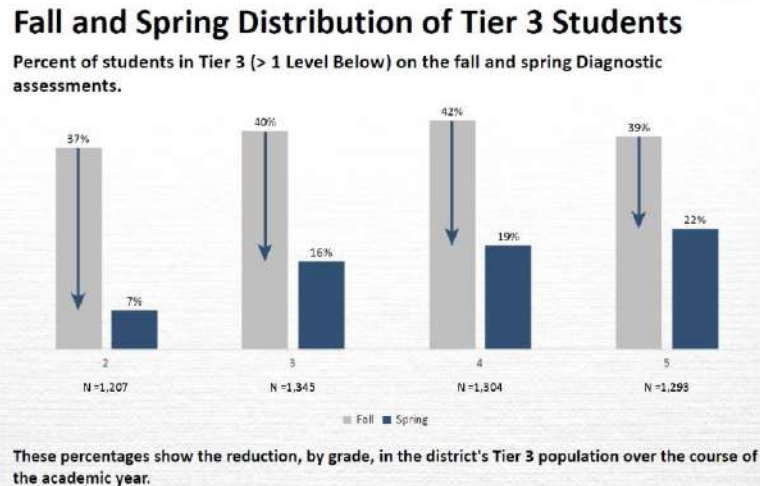
The percentage of students demonstrating proficiency on end of year expectations increased in all tested grades.

Fall and Spring Performance

Percent of students reaching proficiency (mid on-level placement or higher) on the fall and spring Diagnostic assessments.



The percentage of students in Tier 3 (>1 level below) significantly decreased by the end of year assessment.



III. **STRENGTHS OF EDUCATIONAL PROGRAM**

As always, we supported teachers and administrators as they encouraged student development of key cognitive processes such as problem-solving, abstract thinking, and mental math strategies to develop computational fluency. Coaches provided training in conducting Number Talks and administrators participated in a focus walk using an observation tool developed by the Mathematics Department. Math coaches received training in the NGSS standards and provided professional development to elementary teachers.

CENTRAL OFFICE ADMINISTRATION

John Reed, Supervisor of Science and Technology Education

I. **GOALS**

a. ***Accomplishment of Goals 2017-2018***

In Science, the primary accomplishment involved new curricula at all grade levels. We evaluated and selected a comprehensive Science program for grades K through 5. Teachers and coaches were trained in the new program and the teaching shifts involved in the Next Generation Science Standards (NGSS). In middle school the Science Council prepared curricula for grades 6, 7, and 8, and for high school we joined the CREC (Capitol Region Education Council) Consortium to help write curricula for grades 9, 10, and 11.

We formed 7 middle school robotics teams to compete and serve as a pipeline to the high school robotics teams, and held a District Robotics Competition.

In Tech Ed, we emphasized purchasing industry standard equipment through the Perkins grant. We also focused on programs in which students could earn certificates and improve their job prospects. We formed a CTE (career and technology education) Advisory Board to provide feedback concerning industry and community opportunities.

b. ***Goals for 2018-2019***

Goal 1:

Teach Science during dedicated class time in every Waterbury elementary school, at all grade levels.

Goal 2:

Implement NGSS-aligned Science curricula in every Waterbury middle and high school.

II. HIGHLIGHTS

We acquired the Houghton Mifflin Harcourt Dimensions Science program for grades K-5. We trained STEM (science, technology, engineering, math) coaches and teachers in the NGSS teaching practices, and in the HMH resources.

We developed high quality NGSS-aligned curricula for grades 6, 7, and 8.

The Crosby Robotics Team qualified for the national championship.

Two fifth grade Invention Convention students represented Waterbury at the national competition.

III. STRENGTHS OF EDUCATIONAL PROGRAM

The strength of the Waterbury Science and Tech Ed programs comes from the enthusiastic students and the talented and dedicated teachers. We have a significant number of Science teachers and STEM coaches highly trained in the new NGSS teaching practices. Our teachers and students are excited about doing hands-on science in all elementary classrooms.

Our tech ed program has a large number of traditional shops including construction and auto that promote hands-on problem solving. At the same time we are implementing cutting edge programs such as robotics, drones, and computer science to expose our students to opportunities of the future.

CENTRAL OFFICE ADMINISTRATION

Joseph R. Gorman, Supervisor of Health and Physical Education

I. GOALS**a. *Accomplishment of Goals 2017-2018*****Achievement Area # 1: Student Performance**

Our 2017-2018 student performance goal was to continue to improve upon, or at least replicate as closely as possible the record district performance (52.4%) achieved on the 2016 Connecticut Physical Fitness Assessment (CPFA)

Exceeded: On the 2017 Connecticut Physical Fitness Assessment (CPFA), 53.7% of all grade 4,6,8,10 students met or exceeded the Health Standard on all four test items – 2.7% above the state median for all Connecticut school districts.

Achievement Area # 2: Staff Development

Our 2017-2018 Professional Development goal was to continuously improve instruction through methods training, fidelity to curriculum implementation, and collaborative teacher participation in ongoing curriculum research, development, and application. This was consistent with our 2a. target focus area for evaluations - "Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students."

Met: Continued staff research, training and integration of standards-based Elementary, Middle and High School Health, Physical Education and Wellness Curricula. Teacher evaluations of PD experiences for the year overwhelmingly rated sessions as "outstanding and relevant" to their work.

Conducted full and ½ day professional development sessions with all high school and middle school staff on teaching to National and State Health and Physical Education Standards, project-based health instruction, fitness intervention planning, skill progressions training, et. al. throughout the entire school year. Select individuals also attended out-of-district professional development opportunities offered in other districts.

Achievement Area # 3: Grants Management (2)

Maintain responsible stewardship and accountability for all current grant programs.

Met: Successfully administered closure of eighth (8th) and final year implementation of the Support for Pregnant and Parenting Teens Grant.

Successfully administered closure of fourth (4th) and final 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 and Housatonic Valley Regional Mental Health Board.

Funded K-5 intramural tennis programs at Tinker, Washington, Walsh and Wendell Cross through grant funding supplied by the USTA New England and USTA CT grants for a third consecutive year.

Secure new funding sources to assist department programming and advocate for community wellness.

Met: Successfully applied for the fourth (4th) 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 \$8,973 grant through the NVRAC / DMHAS. Funds support the Waterbury Youth Council, the Mayor's Forum on Opioid Addiction, and Health Education curricula. MTFASA supported and leveraged the Opioid Mini-Grant awarded the Waterbury Department of Public Health, including coordinating Heroin Education Action Team (H.E.A.T.) in-school presentations as well as two evening parent presentations by the US Attorney's Office at all PK-8, middle and high schools during the period of April through June 2018.

Won companion \$2,500.00 program grant from the Connecticut and New England United States Tennis Association (USTA). Sustained K-5 intramural tennis programs at Walsh, Washington, Tinker and Wendell Cross Spring 2018.

Achievement Area # 4: Athletics

Our 2017-2018 athletics goal was to sustain and grow athletic programs to empower increased student participation in athletics.

Met:

Sustained K-5 intramural tennis programs at Wendell Cross, Washington, Tinker and Walsh Schools

Updated the Interscholastic Athletics Academic Eligibility policy

Collaboratively drafted with the Athletic Directors a new Coaching Evaluation rubric

Completed implementation of year-round full-time athletic trainers for all interscholastic high school teams throughout SY 2017-2018 with Select Physical Therapy Group

Negotiated and managed contractual option to sustain athletic trainer coverage for school year 2018-2019 at all four high school athletic programs

Awarded four (4) additional AED units for exclusive use by athletic programs via agreement with Dragonheart Foundation.

Sustained 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

Sustained collaborative process for rehabilitation of football equipment to comply with state regulations whereby all HS programs pool their resources to leverage costs

b. Goals for 2018-2019**Goal 1:**

Sustain, reinforce and refine implementation of the revised (2017) HPE 842 Recreational and Lifetime Wellness Skills curriculum with Grade 10 students at all high schools. Our 2018-2019 student performance goal is to continue to improve, or at least maintain close proximity to the district's Grade 10 record performance levels on the 2017. Connecticut Physical Fitness Assessment (CPFA).

Goal 2:

Successfully recruit at least three (3) district schools to begin implementing active classroom strategies to support academic instruction. Our 2018-2019 Professional Development goal is to continuously improve Health and Physical Education instruction through standards and methods training, fidelity to curriculum implementation, collaborative teacher participation in ongoing curriculum research, development, application and integration, and then share with academic teachers for adaptations to advance learning in classroom settings.

Goal 3:

Conduct full day Mental Health First Aid training with all secondary Health and Physical Education teachers, and introduce QPR training as well as Gizmo's Pawesome Guide to Mental Health" with elementary staff. Our 2018 -2019 Grants management goals is to continue responsible stewardship and accountability for all current grant programs, and to seize opportunities to secure new funding sources to advance student, school and community health and wellness.

Goal 4:

Implement new evaluation rubric for athletic directors who, in turn, will implement new coaching evaluation system for all coaches in all sports in collaboration with principals and the human resources department. Our 2018-2019 athletics goal is to continue to facilitate and empower the efforts of principals, athletic directors and coaches with programs and initiatives that increase student participation and generate qualitative outcomes for students-athletes and their athletic programs.

II. HIGHLIGHTS

On the 2017 Connecticut Physical Fitness Assessment (CPFA), 53.7% of all grade 4,6,8 and 10 students met or exceeded the Health Standard on all four test items – 2.7% above the state average for all districts.

Department Supervisor co-chaired the School Health and Wellness Advisory Council (SHAWAC) August 2017-June 2018.

Department Supervisor represented the Waterbury Public Schools at the Connecticut Association for Health, Physical Education, Recreation and Dance (CTAHPERD) state conference November 2017.

1700 students from 12 schools attended the Spring Fun 102 College and Career Fair and hockey game at Webster bank Arena in Bridgeport April 3, 2018.

HPE 842 Recreational and Lifetime Wellness Skills curriculum implemented with grade 10 students in SY 2017-2018.

Substance Abuse Prevention Module I implemented with grade 9 students for the first time during the period of April to June 2018.

Managed the "Building A Healthy Future" anti-obesity initiative in collaboration with the School Health and Wellness Council, WPS Food Services and the Waterbury Board of Health.

Department Supervisor named Vice President-Elect of the Connecticut Association of Administrators of Health and Physical Education (CAAHPE) March 2018.

Coordinated the Save A Life Tour – Distracted Driving program at Crosby, Kennedy, Wilby, Waterbury Arts Magnet and Career Academy high schools at no cost to the district – February 2018.

Facilitated district-wide PK – Gr. 2 pediatric eye screening program with Lion’s Club International / KidSight USA resulting in 3,036 pediatric eye screenings and 606 eye treatment referrals (at zero cost to the district) September 2017- June 2018.

Driggs School Physical Education teacher Tim Mete conducted Fun and Fitness workshops with students and parents for the Martin Luther King Day community event at the Waterbury Career Academy January 2018

Department Supervisor represented the Waterbury Public Schools at the 25th annual Connecticut Association of Schools Elementary Leadership Conference - January 2018.

Reviewed and updated the District Wellness Policy in collaboration with the School Health and Wellness Council September 2017 - June 2018

Coordinated Lifeguard re-certification with secondary staff – November 2017.

Coordinated First Aid/ Adult, Child, Infant CPR and AED Management American Red Cross re-certification with elementary and select secondary staff – September 2017.

Represented WPS on the Waterbury Regional Opioid Task Force workgroup September 2017 to June 2018.

Represented WPS on the Greater Waterbury Health Improvement Project Healthy Lifestyles workgroup September 2017 to June 2018.

Represented WPS on the Bridge to Success Positive Youth Development workgroup September 2017 to June 2018.

Maintained operational capabilities of all 42 automated external defibrillator (AED) units throughout the district.

Ongoing consultations with principals and teachers throughout the district re: effective integrations of active classroom instructional strategies and methodology September 2017 to June 2018.

Mayor O’Leary’s Kids Marathon – 2600+ youth and approximately 200 adults/parents ran 1.2 miles through the streets of Waterbury in the final event on May 31, 2018.

Sponsored a K-5 Intramural Tennis play date in collaboration with Middlebury Racquet Club for 60 elementary students from Walsh, Washington, Wendell Cross and Tinker School.

III. STRENGTHS OF EDUCATIONAL PROGRAM

As always, 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 standards-based, 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 they are designed and developed by their colleagues.

High School students continue to participate in the design and execution of their own self-directed Fitness Plans in HPE 840 in order to personalize their educational experience.

Staff participation in developing alternatives to the traditional physical education program continues to demonstrate genuine responsiveness to the needs of all students at all levels, particularly with the full integration of HPE 842 – Recreational and Lifetime Wellness Skills at all of the high schools.

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.

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 cross-disciplinary learning and character development through the medium of movement / creative play, and we strive to steadily replicate this concept ever more effectively upward into the middle and high school levels.

Data Driven Decision Making (DDDM) advises Health and Physical Education instruction and continues as the embraced norm within the Department.

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 instructional improvements

CENTRAL OFFICE ADMINISTRATION

Amy Simms, Interim Early Childhood Supervisor

I. GOALS

a. Accomplishment of Goals 2017-2018

Revised the registration forms from a 7 page document to a 3 page document.

Provided a link online to the registration form for easy access to parents.

Obtained parental consent for the REMIND APP at the time of registration.

Screened children using the Speed Dial 4, provided an additional toilet training questionnaire and behavioral observation form upon enrollment.

Evaluated children prior to enrollment as a result of the Speed DIAL 4.

Revised Hardship Policy for collecting fees. WPS has collected over 58K compared to 18K last school year.

Partnered with Enlightenment School to provide 5 students with internship opportunities.

EIS Staff presented a professional development on the scope of services to community based providers.

Achieved NAEYC Accreditation for Maloney Magnet School.

Revised the Toilet Training Policy.

b. Goals for 2018-2019

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 and professional learning communities.

Goal 2:

Develop a framework for the alignment and integration of the Connecticut Early Learning and Development Standards with the curriculum.

II. HIGHLIGHTS

2,718 families served at the OEC from January 2017 through May 2018.

144 Birth to Three referrals as compared to 132 referrals at this time last year.
232 Planning and Placement Team Meetings.
32 playgroup sessions.
247 children were screened from February through May with an additional 21 children to be screened in June.
10 children were referred to play group for a possible developmental evaluation based on the screening process.
18 children attended playgroup.
120 EIS referrals were submitted from community based sites.
All staff participated in the Early Childhood Symposium in September of 2017.
Teachers and administrators participated in a 3 part streamlined NAEYC sessions.

III. STRENGTHS OF EDUCATIONAL PROGRAM

The Office of Early Childhood is emerging in the intent of becoming a cornerstone for the city’s needs for preschool. We have a significant number of families that come through our door with varying needs. Our customer service delivery model is always improving in order to meet the needs of all children and families. We implemented a developmental screen for all children entering WPS Pre-K classrooms. We hope to communicate with parents events in the community as well as resources for their young children with the REMIND app. A city wide list was generated from our office to find children that need Pre-K throughout the year. This was created in collaboration with our School Readiness Office. We believe that early learning 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 staff at the OEC and teachers district wide is teams that continuously work to improve the quality of our program.

CENTRAL OFFICE ADMINISTRATION

Adele Jorge, Supervisor of Bilingual/ESOL Education

I. GOALS

a. *Accomplishment of Goals 2017-2018*

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 completed a minimum of 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 incorporation of Connecticut English Language Proficiency (CELP) standards; Language Assessment Scale (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, teachers and parents to address needs of English Learners.

b. Goals for 2018-2019

Increase English Learners’ academic achievement by monitoring curriculum implementation, teacher training focused on the new Connecticut English Language Proficiency (CELP) Standards, and student assessments.

Monitor the implementation of policies and procedures under Connecticut General Statutes (CGS), Section 10-17, OCR and Title III.

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.

Collaborate with content area department supervisors in order to align CELP Standards with all content areas standards.

Continue developing, expanding and strengthening partnerships with community organizations and other stakeholders.

II. HIGHLIGHTS

The Bilingual/ESOL Education Department, in collaboration with the Supervisor of Family and Community Center, and the Mayor’s Office, celebrated the Annual District-wide Hispanic Heritage Celebration

Administered Language Assessment Scale (LAS) Links to over 2,700 ELs as mandated by state and federal requirements

Provided written translations of 141 documents and assisted with oral translations at 65 meetings and events

Bilingual/ESOL Education Department Teacher (Julio Bosques) was awarded the Educator of the year award from Madre Latina

Bilingual/ESOL Department Supervisor was awarded the Bilingual/Bicultural Leadership Hero Award from CT Parent Power

The Bilingual/ESOL Education Department provided the following Professional Development:	
August 22, 2017	New Teacher Orientation: Laws, Regulations, Implications for Teaching English Learners
August 23, 2017	Unpacking the Coaching and Self-Reflection Tool for Competency in Teaching English Learners (secondary)
August 23, 2017	LAS Links: Empowering mainstream teachers with the necessary tools for planning and delivering challenging, yet linguistically appropriate instruction for English Learners. (elementary)
September 6, 2017	New Comers Curriculum Development: CFAs
September 12, 2017	EL Instructional Guidance Folders (elementary)
September 12, 2017	Introduction to the Newcomers ESL Curriculum (secondary)
September 18, 2017	Crosby HS EL IDT: Bilingual Student Identification and Placement
September 18, 2017	Newcomers Curriculum Development: Writing Overview
September 19, 2017	SS Benchmarks Modifications
September 21, 2017	SS Benchmarks Modifications Gr. 6
September 25, 2017	Crosby HS EL IDT: SLOs and Data Sources
September 25, 2017	New Comers Curriculum Development: Writing Overview and Revisions to CFAs
September 26, 2017	SS Benchmarks Modifications Gr. 7

October 2, 2017	Crosby HS EL IDT: Assessment Techniques
October 2, 2017	New Comers Curriculum Development: CFA 1, Multilingual Reading Checklist
October 3, 2017	SS Benchmarks Modifications Gr. 8
October 5, 2017	SS Benchmarks Modifications Gr. 9
October 10, 2017	SS Benchmarks Modifications Gr. 11
October 11, 2017	SS Benchmarks Modifications Gr. 11
October 12, 2017	Bucks Hill K-2 Bilingual Maravillas: Exploring Resources
October 13, 2017	Elementary ESL/ Reading Meeting
October 13, 2017	New Comers Curriculum Development
October 14, 2017	ConnTESOL: The Power of Academic Language in Close Reading
October 18, 2017	New Comers Curriculum Development
October 27, 2017	District-wide Hispanic Heritage Celebration
November 1, 2017	New Comers Curriculum Development
November 8, 2017	New Comers Curriculum Development: Overview and Portfolios
November 13, 2017	Crosby HS EL IDT: Supporting ELs with Special Needs
November 15, 2017	New Comers Curriculum Development
November 16, 2017	Supporting English Learners K-12: Building the Bridge from the Standards to Achievement
November 17, 2017	Elementary ESL/ Reading Meeting: Introduction to LAS Links On-line Practice Tests
November 29, 2017	New Comers Curriculum Development: ESL Portfolio Entry Slips
November 30, 2017	English Learners: Building Academic Vocabulary
December 5, 2017	K-1 Curriculum K Report Card
December 7, 2017	Elementary ESL/ Reading Meeting
December 7, 2017	New Comers Curriculum Development: Overview
December 7, 2017	K-1 Curriculum K Resources
December 11, 2017	K-1 Curriculum K Resources
December 13, 2017	Paranda: Promoting Students' Cultural Heritage as an Asset
January 3, 2018	LAS Links On-line 8:30-11:00
January 3, 2018	LAS Links On-line 11:30-2:00
January 9, 2018	LAS Links On-line 8:30-11:00
January 9, 2018	LAS Links On-line 11:30-2:00
January 11, 2018	LAS Links On-line 8:30-11:00
January 11, 2018	LAS Links On-line 11:30-2:00
January 17, 2018	LAS Links Online: Creating Testing Sessions
January 24, 2018	New Comers Curriculum Development: Unit 2
January 31, 2018	New Comers Curriculum Development: Core and Content Standards/Learning Targets
February 15, 2018	ARCTELL Support
February 28, 2018	New Comers Curriculum Development: Unit 2
February 28, 2018	ARCTELL Support
March 7, 2018	New Comers Curriculum Development: Unit 2
March 14, 2018	New Comers Curriculum Development: Unit 2 Feedback
March 21, 2018	New Comers Curriculum Development: Unit 2
March 28, 2018	New Comers Curriculum Development: Unit 2
April 4, 2018	New Comers Curriculum Development: Unit 2
April 5, 2018	Waterbury Public Schools' Board of Education Workshop Presentation
April 9, 2018	New Comers Curriculum Development
April 13, 2018	Elementary ESL/ Reading Meeting
April 23, 2018	New Comers Curriculum Development
March 26, 2018	State Capitol: Diversity in Public Policy-Policy Equity Day for Communities of Color in Connecticut, Panelist
May 2, 2018	New Comers Curriculum Development
May 9, 2018	New Comers Curriculum Development: Unit 3 Section 1 Assessments
May 11, 2018	Elementary ESL/ Reading Meeting
May 14, 2018	New Comers Curriculum Development: Unit 3 Section 1 Assessments
May 16, 2018	New Comers Curriculum Development: Unit 3 Section 1 Assessments

May 18, 2018	Parent Community Leadership Conference at NVCC: Island Born: Celebrating Culture, Creativity, Diversity and Imagination Through Common Core College and Career Readiness Reading Standards
May 18, 2018	Parent Community Leadership Conference at NVCC: Lola: Celebrando Cultura, Creatividad, Diversidad e Imaginación a través de los Estándares de Lectura Universitaria y Profesional
May 22, 2018	New Comers Curriculum Development: Unit 3 Section 2
May 24, 2018	New Comers Curriculum Development: Unit 3 Section 2
May 30, 2018	New Comers Curriculum Development: Unit 3 Section 2
May 31, 2018	New Comers Curriculum Development: Unit 3 Section 2
June 4, 2018	New Comers Curriculum Development: Unit 3 Section 2
June 6, 2018	New Comers Curriculum Development: Unit 3 Section 2
June 7, 2018	Elementary ESL/ Reading Meeting
June 13, 2018	Planning for Google Classroom Training
June 18, 2018	Planning for Google Classroom Training
June 19, 2018	Planning for Google Classroom Training
June 20, 2018	Planning for Google Classroom Training

Bilingual/ESOL Education Department staff attended the following Professional Development:	
September 5, 2017	CSDE Mandated Technical New Grant Management Training
October 6, 2017	CAPELL – State-wide meeting
October 14, 2017	ConnTESOL
December 1, 2017	CAPELL – State-wide meeting
December 15, 2017	LAS Links On-line Training
February 2, 2018	CAPELL – State-wide meeting
May 4, 2018	CAPELL – State-wide meeting
April 4, 2018	CSDE – LAS Links Assessment Feedback
May 23, 2018	Using Google Classroom to Enhance Instruction
May 25, 2018	Designing Accessible Learning Experiences for ELs in Secondary Classrooms
May 29, 2018	Systems and Structures to Support ELs in the SRBI Process

Parental Involvement workshops are provided to improve student attendance, behavior and academic performance. These workshops are a collaborative effort between the Bilingual Social Worker, Bilingual Staff Developer, Bilingual Reading Teachers, Bilingual/ESL Teachers, Parent Liaisons, Students and Parents.		
Date	Title	Location
September 20, 2017	Overview/Introduction of EL Parent workshops	Chase
September 29, 2017	Tito Puente Jr.: An Intergenerational Experience Celebrating Culture and History through Literacy and Music	Mattatuck Museum
October 6, 2017	Como Organizarse y Ayudar a su Hijo con las Tareas	Hopeville
October 19, 2017	Community Forum at River Baldwin Rec: CELP Standards	River-Baldwin Rec
October 20, 2017	Helping your Child Succeed in School	Chase
November 16, 2017	Number Talk K-2	Chase
December 6, 2017	Welcoming our Displaced Students and Families (Hurricane affected areas)	Bucks Hill
December 15, 2017	Learning Through Play	Chase
January 26, 2018	Number Talk: Adding and Subtracting Using Dominoes	Chase
February 23, 2018	Math Talk: Multiplication Gr. 3-5	Chase
March 16, 2018	Reading Non-Fiction Texts K-2	Chase
March 28, 2018	State Academic Standards and Information Regarding the Importance of Parental Involvement	Hopeville
April 14, 2018	Getting Involved in your Child' Education (English/Albanian)	Albanian Commun

		ity Center
April 15, 2018	Getting Involved in your Child' Education (English/Albanian)	Albanian Community Center
April 27, 2018	Reading Nonfiction Text Gr. 3-5	Chase
May 4, 2018	Getting Involved in your Child' Education (English/Spanish)	Waterbury Hospital Community Department
May 18, 2018	Island Born: Celebrating Culture, Creativity, Diversity and Imagination Through Common Core College and Career Readiness Reading Standards Getting Involved in your Child' Education: College and Career Readiness	NVCC
May 18, 2018	Lola: Celebrando Cultura, Creatividad, Diversidad e Imaginación a través de los Estándares de Lectura Universitaria y Profesional Getting Involved in your Child' Education: College and Career Readiness (English/Spanish)	NVCC
May 25, 2018	Strategies to Prevent Summer Regression	Chase
June 15, 2018	Asking Questions for the Common Core College and Career Readiness Reading Standards Gr. 6-8	North End

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.

English Learners' linguistic and academic achievement is ensured by adhering to Best Practices, research based strategies and Data Driven Decision making in accordance with CGS and federal mandates, by continued planning and by providing research based professional development to Bilingual/ESOL Education Department staff along with district-wide mainstream teachers and administrators. In addition, there is collaboration with Content Area Supervisors to ensure academic success for all English Learners.

We continue to evaluate and monitor teacher performance through the evaluation process designed and implemented by the district as well as through walkthroughs.

IV. STATISTICAL DATA

- The Bilingual/ESOL Education Department currently serves approximately 2774 English Learners (ELs). Under the state statutes, where a student who has completed at least thirty months 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 469 students for the period noted, of which 119 became eligible during the school year 2017-2018
- 1343 students were serviced through ESL classes and approximately 821 students through the Bilingual Transitional Model. There were 141 ELs who did not receive direct services due to parental request, but are monitored and tested annually

- A total of 1303 new incoming students were tested for English proficiency, of which 991 qualified for and accepted services. Of these, 401 received ESL services, 516 entered the Bilingual Program, 24 were serviced through LTSS, and 50 were LEP/REG
- 101 students met exit criteria for proficiency and exited the program for the school year 2017-2018

SPECIAL EDUCATION / PUPIL PERSONNEL

SPECIAL EDUCATION

Melissa Baldwin, Director of Special Education

Supervisors of Special Education:

Roberta Abell
Lisa Brown
Denise Carr
Robert Delaney
Chayna Nath (interim)
Maureen Bergin
Monica O'Neal
Melina Rodriguez
Amy Simms
Sharon Walsh

Dunia Rodrigues, Data Manager
Elaine Skoronski, Grant Coordinator

I. GOALS

a. *Accomplishment of Goals 2017-2018*

Goal 1: Continued to monitor and analyze required Connecticut State Department Education SPP indicators with a focus on significant disproportionality summary report data published May, 2017 related to suspensions.

Goal 2: Continued to monitor student attendance data that will assist in the implementation of systems and strategies to assure students access their education.

Goal 3: Continued to provide training and professional development on Seclusion and Restraint to relevant school staff. A spreadsheet was developed this year to keep track of trained staff at all levels of support. Over 500 staff have been trained this school year.

Goal 4: Paraprofessional development was offered during the 2017-2018 school year in the area Youth Mental Health. Over 300 paraprofessionals earned a certificate of completion.

Goal 5: Continued to support and train pupil personnel staff on mental health issues and cultural sensitivity to promote a positive School Climate and Culture; training regarding Cognitive Behavioral Therapy for trauma, and sensitivity and Restorative Practices was provided.

Goal 6: Continued to monitor out of district placements.

Goal 7: Continued to hold quarterly meetings for School Psychologists, Social Workers, and Speech Language Pathologists to review any new policies, procedures, and best practices.

Goal 8: Monitored the percent of students planned for the Alternate Assessment. Connecticut State Department of Education's goal is less than 1%. The district is currently at 1.4% down from over 2% in the previous year.

Goal 9: Provided free online courses for identifying SLD/Dyslexia.

Goal 10: Provided professional development on using Bookshare; a web based program that will read to texts to students.

b. Goals for 2018-2019

Goal 1: The CBL and ABA Teams will research additional academic and social emotional learning programs.

Goal 2: Provide professional development about laws and best practices surrounding the LGBTQIA population and sensitivity training will be provided.

Goal 3: Create a template for continuum of services and curriculum for students with intellectual disabilities.

Goal 4: Continue to offer free online courses on SLD/Dyslexia through SERC.

Goal 5: Provide New Support/Crisis training to all Co-taught Pre-K and Kindergarten Special Education teachers and paraprofessionals.

Goal 6: Max Scholar, an Orton-Gillingham based internet reading program, will be implemented for self-contained programs.

Goal 7: The Speech and Language Department will continue to collaborate with other district personnel to build district capacity for assistive technology.

Goal 8: Paraprofessionals will be provided with professional development in the areas of classroom management, small group instruction, collaboration with teachers, and more.

II. HIGHLIGHTS

The supervisors overseeing the district speech and language services continue to collaborate with the graduate communication program at SCSU, UCONN and Sacred Heart University. These universities have provided intern candidates needing externships in several of our schools. These candidates gain school experience for further employment opportunities in our district. The supervisors have continued on the Advisory Board at SHU. They also met with graduate students at UCONN to provide information on the LES and responsibilities of the SLP in the public schools. The district speech and language pathologists were provided with professional development with an overview of the Wilson Foundations Program to support the Literacy Focus at the elementary Level.

Our BCBA, Rob Davis, has trained over 500 staff members this year. Our trainings have included New Crisis/Support, Support and Crisis recertification and Advanced Training. The Waterbury Transition Program at NVCC culminates this academic year on June 15, 2018 with the presentation of high school diplomas to the eight students from Crosby,

Kennedy, Wilby and WAMS graduating from the program. Students had the opportunity to earn 4.5 college credits by being enrolled in the Fall 2017 First Year Experience Class (FYE) and the Spring 2018 English (096) class. Previously, students audited these classes, whereas we offered them full college credit during this 2017 - 2018 academic year.

The students began their community based worksites on September 29, 2017. Students volunteered one day per week at the following locations: Children's Community School, Brass City Charter School, the East End Senior Center, Walsh Elementary School, and Wendell Cross Elementary School.

Students and parents attended Transition Conferences on September 27, 2017 and December 13, 2017 in the afternoon and the evening in order to accommodate working parents' schedules. Open House Presentations for incoming students were held on the evenings of December 5, 2017 and January 24, 2018.

In regards to Adult Transition Services, five of eight students are connected with the DORS agency for purpose of accessing the support services and accommodations they may need to attain their future post-secondary goals. Additionally, these students have completed the intake workshops for the Level Up Summer Employment Program.

The diploma presentation on June 15, 2018 will have an estimated 25 to 30 parents and honored guests in attendance. Three students were accepted to NVCC for Fall 2018 and five students are looking at competitive employment.

Five Special Education staff members received Teacher of the Year Awards and Three Paraprofessionals received Paraprofessional of the Year Awards.

Out of District Caseload

The out of district placements fluctuated throughout the school year. For the 2017-2018 end of the year count, there are currently 85 special educations, five 504 students, and four regular education students in out-of-district placements. There are currently seventeen students placed out by DCF, 0 students placed out by DDS, three students placed out by the Court, one student placed by insurance providers, one student was placed by the Mashantucket Pequot Tribe, and 66 students placed out by the WBOE. During the school year from the out of district caseload, eleven students discharged to State Street School, two students discharged to the Enlightenment School, six students returned to their district school, one student was placed on homebound (and graduated), one student was placed in detention, four students were placed into USD II facilities, one student went to a USDI facility, two students went AWOL, and three students went to adult education. Five students graduated with diplomas in June. Two students graduated earlier in the school year. Three students moved out of Waterbury, one student became a no nexus student, and five students were discharged from DCF residential placements and became WBOE day placements.

During the school year, eleven students entered into our district already placed at OOD facilities, six came in as board of education placements, and five students entered into our district placed out by DCF.

This Department and its staff oversee all Waterbury nexus students placed in foster homes outside of the Waterbury Schools. These students attend schools in the town where their current foster home placement is located. This caseload fluctuates throughout the school year. During the 2017-2018 school year; there are thirteen students currently placed out due to foster care placements. We have thirteen students placed by Waterbury in other district school programs, such as vocational programs or magnet schools.

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

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.

The Medicaid Department also selected three Medicaid audits to review providers' records. In addition, the Medicaid Department provided training at Professional Development to providers on completing Medicaid paperwork for audits and record keeping. To be timely and accurate in all special education state data reports, the department submitted testing accommodations with no errors.

III. STRENGTHS OF EDUCATIONAL PROGRAM

The Special Education Department continues to offer a continuum of services and supports to meet the needs of all students with special needs ages 3-21.

This year, through the Office of Early Childhood, more than 140 referrals were received from Birth to Three Agencies as compared to 132 at this time last year. Over 100 students with developmental delays were placed both in district and community based preschool classrooms for special education services. There were 232 Planning and Placement Team meetings held at the Office of Early Childhood to determine eligibility for Special Education Services for preschool students.

In addition, the Office of Early Childhood instituted a screening process for all students registering for the Early Childhood program for the 2018-2019 school year.

Five of Waterbury's preschool programs maintained accreditation from the National Association for the Education of Young Children. Two new classrooms achieved first time accreditation during the spring of 2018. Three new schools have begun the process of self-study and will apply for candidacy in September, 2018.

Student Support Services

The Special Education 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 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 district initiatives and focus on compliance with the relevant SPP indicators of the CSDE Annual Performance Review, such as the Evaluation Timeline (Indicator 11). All school psychologists act as liaisons to the Special Education team and assist staff at the building levels.

Over 40 School Social Workers promote and support healthy development in all children to attain their maximum potential. During the 2017-2018 school year, the School Social Workers have supported students and staff through the district wide crisis team 10 times totaling over 300 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.

Specialized Programs:

The department continues to maintain specialized programs within the district, which greatly minimizes the need for out placing students. 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.

During the 2017 - 2018 school year, the districtwide ABA Program (Applied Behavioral Analysis) for students Preschool through 21 continued to implement the TechTown curriculum, which provides teacher-led ABA instruction in the areas of vocabulary, listening skills, social-emotional development, independence, academic, and cognitive skills. Thus far for the 2017 - 2018 school year, students utilizing this curriculum have mastered 1007 lessons. This curriculum will be continued for the 2018-2019 school year with a focus on social skills for student's preschool through 21 years of age.

PUPIL PERSONNEL

Wendy A. Owen, Administrator of Pupil Personnel

I. GOALS

a. *Accomplishment of Goals 2017-2018*

Goal #1: Supervise school counselors and their efforts to help students focus on academic, career and social emotional development.

Professional development provided to school counselors aligned to college and career readiness and social-emotional development. School Counselors were provided with PD this year on Human Trafficking, College Board, McKinney Vento, The Impact of Early Trauma on the Brain and Development.

Post-secondary data collection on graduating high school seniors as of April 2018.

Projected to graduate: 1, 044

Applied to 4 year college/university: 499 students

Applied to 2 year college/university: 495 students

Military: 2 students

Vocational training program: 32 students

Employment: 16 students

On December 6 all school counselors attended a presentation and overview of the Waterbury Manufacturing Pre-Apprenticeship program at the Manufacturing Alliance Service Corp. Mayor O'Leary and Commissioner Awwad spoke about the history and importance of manufacturing in Waterbury. School counselors were given an overview of the program and tour of the manufacturing facility. Currently twelve students total from Crosby, Kennedy, and Wilby are participating in the program.

Developed "High School Program of Study" template used by all high school counselors to track meetings with their students and high school credits. This will follow the student from one year to the next. There is a notes section for counselors to make notes as needed.

Goal #2: Ensure that all students in grades 6-12 are college and career ready through development of Student Success Plans and Advisory sessions. Student Success Plan template was developed and shared with all school counselors outlining goal and tasks completion for students in grades 6-12 on Naviance. Goals and task completion are reviewed monthly through Naviance usage reports. Student Success Plan goal completion in-district is approximately 95%. Seventy Advisory (lessons) were created, topics include Khan Academic, SAT prep, Grit/Perseverance, budgeting, resume writing, interviewing skills, teen dating violence, internet safety, and homelessness.

Goal #3: Provide students with a safe and secure environment. Jo Ann Freiberg, Educational Consultant with the CSDE, provided twelve complimentary days of training in Waterbury on School Climate and Restorative Practices. Each school has a trained team. The district has taken steps to prevent bullying and increase aware and reporting of alleged incidents: annual training, presentations to building administrators at the Superintendent’s Forum, complaint form is posted on Waterbury Public Schools website, CAO newsletter submissions, Bullying PowerPoint on Waterbury Public Schools, monthly review of bullying logs at Confidential Rapid Response meeting, individual meetings with school social workers, School Climate/Restorative Practices training, and Social Skills groups. Waterbury is currently working with the CSDE on Out of School suspensions of K-2 students. District participated in CSDE webinars and presentation to elementary administrators on K-2 OOS data, legislation, and ED 166 offenses. As of April 2018, when compared to this time last year there has been a decrease in K-2 OOS by 74% (attributed to realignment of handbook to ED 166 offenses, SEL, school climate training, restorative practices). The Districts overall in and out of school suspension is down.

March year to date comparison data:

<u>March 2017</u>	<u>March 2018</u>	<u>% of Change</u>
ISS 4109	4060	-1.19
OSS 4152	3272	-21.19
Total 8261	7332	-11.25

Expulsion paperwork and process has been streamlined. Expulsion data:

<u>April 2017</u>	<u>April 2018</u>
28	17

Student/Parent handbook was developed and distributed. Monthly district Safe School Climate and Confidential Rapid Response team meetings. Eight Behavior Technicians and four Prevention Specialists assigned to middle and high schools. Behavior Technicians engage in many responsibilities to support students, some examples include: student meetings, mentoring, circles, counseling, student mediation, check-in/check-out, collaborate with staff, data review, agency referrals. Six attendance counselors to cover elementary schools and WCA, four attendance counselors at each comprehensive high school and WAMS, and three truancy prevention specialists at the comprehensive middle schools. Attendance counselors and truancy prevention specialists engage in many activities, some examples include: member of building CAT team, classroom presentation, home visits, phone calls and parent meetings, referrals to WJS, parent engagement activities. Attendance/Truancy letters were revised in accordance with recent legislation and distributed to attendance counselors.

Tiered levels of intervention were developed to address preschool attendance. Waterbury Youth Services is the Youth Service Bureau for the City of Waterbury. Contract completed annually and presented to the Board of Education and Board of Alderman. Truancy referrals to WYS to date for the 17-18 academic year, elementary: 63, middle school: 142, high school: 142.

Goal #4: Maintain compliance with Section 504 of the Rehabilitation Act of 1973. At present there are approximately 1,000 WPS students who are eligible for services under Section 504 of the Rehabilitation Act of 1973. An eighteen page Section 504 manual was revised to align to OCR regulations. Section 504 manual forms were revised or created to align to the new manual. Transitory bus form developed to assist students who have impairments whose expected duration is six months or less. Phone conference with PowerSchool on 504 web-based application. Professional development conducted by request.

b. Goals for 2018-2019

Position eliminated, effective July 1, 2018

II. HIGHLIGHTS

Parent presentations conducted by school counselors during open house on topics such as human trafficking, high school options, attendance, high school graduation requirements, how to search for colleges, and financial aid.

On December 6 all school counselors attended a presentation and overview of the Waterbury Manufacturing Pre-Apprenticeship program at the Manufacturing Alliance Service Corp. Mayor O'Leary and Commissioner Awwad spoke about the history and importance of manufacturing in Waterbury. School counselors were given an overview of the program and tour of the manufacturing facility. Currently twelve students total from Crosby, Kennedy, and Wilby participating in the program.

Contracts were completed with Southern, Western, Springfield College, and Sacred Heart University for master degree interns in school counseling. Five students have completed their internship during the 17-18 academic year.

To increase parent involvement, school counselors conducted parent presentations at open house on topics such as human trafficking, high school options, attendance, high school graduation requirements, how to search for colleges, and financial aid.

Advisory was restructured for this school year to a video and discussion format. Seventy Advisory (lessons) were created, topics include Khan Academic, SAT prep, Grit/Perseverance, budgeting, resume writing, interviewing skills, teen dating violence, internet safety, and homelessness.

School Climate and Restorative Practices training with Jo Ann Freiberg, Educational Consultant with the CSDE. She completed 12 days of training in-district to building level teams. The training focuses on fostering a positive school climate and building positive relationships. Teams learned the theory behind restorative practices as well as countless strategies to promote a positive climate and build relationships. Restorative is a way of thinking and doing. Each school has a trained team. Following the training, building level teams met and submitted plans outlining the strategies and professional development to be provided to staff this school year. Central Office currently working on a long term plan to sustain this initiative.

The department has taken steps to prevent bullying and increase aware and reporting of alleged incidents.

Department collaborated with NAMI, which is a statewide organization that supports, educates, and advocates for individuals with mental illness. The organization provides

training to staff and students. (Parent and Teachers as Allies, Ending the Silence, Youth and Young Adults).

Department collaboration with Waterbury Youth Services on Safe Place, which is a national outreach and prevention program for youth in need of immediate help or safety. At present there are approximately 1,000 WPS students who are eligible for services under Section 504.

An eighteen page manual was created aligned to OCR regulations, submitted to legal department for review. Forms were revised or created to align to the new manual, which were also to the legal department for review.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Student Success Plans are individualized and created by all students in grades 6-12 on a web based application called Naviance. Students go onto Naviance where they complete annual goals for academic, career, and personal-growth. In addition they are assigned various tasks such as career inventories, career search, and resume writing. Advisory sessions are a component of Student Success Plans. Advisory groups meet for 45 minutes, 10 x per year. All students and staff in the building participate; group size of Advisory varies by building. Advisory allows students to build relationships with staff and their peers through group discussion.

The District provides tiered continuum of support and services. A few of the examples are listed, Classroom interventions (verbal prompting, redirection, proximity control, conferences), social skills groups, peer support groups, building level referrals to community agencies, and restorative practices. (Wellmore, Juvenile Review Board, Waterbury Youth Services)

The District has done a lot of work this year on Social Emotional Learning, School Climate /Restorative practices training, goal setting at middle and high school with BT's and prevention specialists, progressive intervention changes to Student/Parent Handbook, and alignment of discipline offenses to the ED 166.

Department collaboration continues with community agencies such as DCF, Wellmore, Waterbury Youth Services. There was representation on District Sensitivity Task Force and DMC committees.

OTHER EDUCATION DEPARTMENTS

EDUCATION PERSONNEL

Robert Brenker, Director of Personnel Board of Education

II. HIGHLIGHTS

In fiscal year 2017-2018 the office of Education Personnel supervised the recruitment, selection and appointment of one hundred five (105) highly qualified teachers and five (5) administrators. The office replaced staff that resigned, retired, were non-renewed or were promoted to higher positions. The average salary level for new teachers was \$50,324 and \$111,482 for administrators. These salaries fell within budget and are lower than the previous 2016-2017 school year averages.

Every new teacher who was hired was assigned a TEAM mentor even when it was not required by state statute. All teachers hired under DSAP permits and mid-year contracted teachers were assigned a TEAM mentor to offer support and reflection even though they were not being evaluated. New Teacher Orientation acclimates new hires to proper

school procedures from Attendance Policy to proper use of Social Media. Additionally, class management and special education procedures and policies are included in the three-day orientation. All new teachers participated in cultural competency and unconscious bias training. Feedback from attendees has been positive regarding the New Teacher Orientation process. The number of non-renewal recommendations from building Administrators and Supervisors has decreased the last four school years, and we believe this is a reflection of the New Teacher Orientation and the expectations which are clearly defined.

We had an increase in employee paid sick time for the 2017-2018 school year from the previous year. The number of FMLA approved leaves in 2016-2017 were 171 FMLA, and in 2017-2018 that number was 201, a 17.55% increase from the previous year.

Under direction of the Superintendent and the Deputy Superintendent, the Interim Chief Operating Officer/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 2017-2018 totaled 12, a decrease from the previous year which was 20.

We received eleven (11) new CHRO/EEOC complaints this year.

As part of the district's recruitment efforts, we continued our new initiatives this year. First, our marketing materials were updated to reflect the diversity within our district. Along with this was the creation of a link on our website focused on minority teacher recruitment with information and resources for those interested in pursuing career opportunities in Waterbury. Our new Talent and Professional Development Supervisor, Jahana Hayes has hired a diverse recruitment team to assist her in numerous career fairs and 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 February at the Chase Municipal Building to recruit Substitute Teachers. This fair was open to the public and was well attended. 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 completing their graduate work and applying for certification. Approximately **39.05%** of teachers hired during 2017-2018 were minority, which represents a **62.71% increase** over the previous year of **24%**.

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

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

The YES club is active at six schools: four high schools, Gilmartin and Reed. The advisors were trained using funds from the grant and all attended the YES club conference at Central CT State University.

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

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

The Office of Education Personnel -

The Office of Education Personnel hired a Human Resource Generalist, a Human Resources Generalist – Grants, and a Human Resources Associate – Grants in the 2017-2018 school year. Two (2) New Hires were replacements due to Resignations and one (1) was a replacement due to a Transfer. 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.

2017-2018 Teacher Hires by Subject Area

School/Dept.	GR./SUBJECT	# of NEW TEACHERS
Elementary	ART	4
Elementary	BILINGUAL GR K & GR 5	4
Elementary	Grades Pre-K through 5	32
Elementary	JAPANESE	1
Elementary	LIBRARY MEDIA	3
Elementary	ELEM MATH	1
Elementary	MUSIC	2
Elementary	PHYS. ED	1
Elementary	PSYCHOLOGIST	2
Elementary	SPECIAL ED	3
Elementary	SOCIAL WORKER	2
High School	ENGLISH LANG ARTS	1
High School	HEALTH & PHYS ED	3
High School	MATH	3
High School	MUSIC	1
High School	PSYCHOLOGIST	1
High School	ROTC	1
High School	SCIENCE	5
High School	SPANISH	3
High School	SPECIAL ED	6

High School	SPEECH LANG PATH.	1
High School	TECH ED	1
Middle School	BILINGUAL - MATH	1
Middle School	FAMILY CONS. SCIENCE	1
Middle School	MATH	7
Middle School	MUSIC	1
Middle School	HEALTH & PHYS. ED	3
Middle School	SCIENCE	4
Middle School	SPANISH	1
Middle School	SPECIAL ED	5
Middle School	SOCIAL WORKER	1
	Total	105

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 2017-2018, sixteen (16) new teachers were hired through the DSAP, and two (2) additional are in process with the State of Connecticut. This represented 17.15% of all new teachers hired in 2017-2018. DSAP teachers were hired in the content areas listed below.

Certification Area

Number of DSAPs

2017-2018

Bilingual (Math, & Elem)	3
Math	2
Library Media Specialist	3
Science	2
Special Ed	4
World Language	4
Total	18

Percent (17.15%) of new teachers

Relevant Salary Data for Teachers Hired During 2017-2018

The average starting salary for teachers hired during 2017-2018 was \$50,324. This was determined by years of experience and content/shortage area. Those in shortage areas negotiated/demanded higher steps. The budgeted salary for new teachers was within budget.

Education Level of Teachers Hired During 2017-2018

Degree Held	Number of New Teachers
Bachelors	42
Masters	43
6 th Year	18
Doctorate	2

2017-2018 TEACHER HIRES BY RACE/ETHNICITY

Race/Ethnicity	# of Hires
Asian	5
American Indian	0
Hispanic	20
Black/African American	12
Two or More	4
White/Caucasian	<u>64</u>
Total	105

Approximately **39.05%** of teachers hired during 2017-2018 were minority, which represents a **62.71% increase** over the previous year of **24%**.

2017-2018 Teacher Resignations/Deaths

TERM DATE	SCHOOL	DESCRIPTION
06/21/2017	Wallace Middle School	Counselor - Alliance GRANT
06/21/2017	West Side Middle School	Social Worker Alliance GRANT
06/21/2017	Wallace Middle School	Social Worker Alliance GRANT
06/21/2017	Waterbury Career Academy	Teacher - Health
06/21/2017	Reed School	Teacher - Elem Music
06/21/2017	Kingsbury Elementary School	Teacher - Elem Music
06/21/2017	Gilmartin Elementary School	Teacher - Elementary
06/21/2017	Bunker Hill Elementary School	Teacher - Elementary
06/21/2017	Bunker Hill Elementary School	Teacher - Elementary
06/21/2017	Gilmartin Elementary School	Teacher - Elementary
06/21/2017	Chase Elementary School	Teacher - Elementary
06/21/2017	Bucks Hill Elementary School	Teacher - Elementary
06/21/2017	Bunker Hill Elementary School	Teacher - Elementary Art
06/21/2017	West Side Middle School	Teacher - MS Cons/Fam Science
06/21/2017	Wallace Middle School	Teacher - MS English
06/21/2017	Wallace Middle School	Teacher - MS English
06/21/2017	Tinker Elementary School	Teacher - Tinker Kindergarten
06/21/2017	Wallace Middle School	Teacher - WALLACE MS Math
06/21/2017	Wallace Middle School	Teacher - WALLACE MS Math
06/21/2017	Wilby High School	Teacher - WILBY HS English
06/21/2017	Wilby High School	Teacher - WILBY HS Math
06/21/2017	Wilby High School	Teacher - WILBY HS Math
06/21/2017	Woodrow Wilson	Teacher - WOODROW Elementary
06/21/2017	Crosby High School	Teacher - CROSBY HS Gen Science

06/21/2017	Bunker Hill Elementary School	Teacher Elementary
06/21/2017	Chase Elementary School	Teacher Elementary
06/21/2017	Carrington Elementary School	Teacher Elementary
06/21/2017	West Side Middle School	Teacher HS/MS- Title I GRANT
06/21/2017	Crosby High School	Teacher MS/HS- Special Ed
06/21/2017	Wilby High School	Teacher MS/HS- Special Ed
06/21/2017	Wilby High School	Teacher MS/HS- Special Ed
06/21/2017	Wilby High School	Teacher MS/HS- Special Ed
06/26/2017	North End Middle School	Counselor - Alliance GRANT
06/26/2017	Wallace Middle School	Counselor - Alliance GRANT
06/26/2017	Kingsbury Elementary School	Counselor - Alliance GRANT
06/29/2017	Crosby High School	Teacher - HS Health Ed
06/30/2017	Crosby High School	Teacher - Special Ed
06/30/2017	Tinker Elementary School	Teacher - Elem Music
06/30/2017	Crosby High School	Teacher - HS Business @ Crosby
06/30/2017	Carrington Elementary School	Teacher 6-8 Carrington
06/30/2017	North End Middle School	Teacher MS/HS- Special Ed
07/17/2017	Chase Elementary School	Teacher - Elementary
07/17/2017	Carrington Elementary School	Teacher Elementary-GRANT
07/26/2017	Kennedy High School	Teacher - Physics Kennedy
07/27/2017	Waterbury Arts Magnet School	Teacher - Elem/MS Health Ed
07/28/2017	Sprague Elementary School	Teacher - Elementary
07/31/2017	Wallace Middle School	Counselor - Alliance GRANT
07/31/2017	Kennedy High School	Teacher - KENNEDY HS Math
08/01/2017	Wallace Middle School	Social Worker Alliance GRANT
08/01/2017	West Side Middle School	Teacher MS/HS- Special Ed
08/04/2017	Regan Elementary School	Teacher - Elementary
08/04/2017	North End Middle School	Teacher - MS General Science
08/04/2017	Generali M Elementary School	Teacher Elementary-SpEd-IDEA
08/07/2017	Waterbury Arts Magnet School	Teacher - MS/HS Phys Ed
08/10/2017	Duggan School	Teacher - Elementary
08/10/2017	Bucks Hill Elementary School	Teacher Elementary - Bilingual
08/14/2017	Tinker Elementary School	Teacher Elementary- Special Ed
08/15/2017	Bucks Hill Elementary School	Teacher - Elementary
08/15/2017	Wallace Middle School	Teacher MS/HS- Special Ed
08/18/2017	Hopeville Elementary School	School Psychologist-SPECIAL ED
08/21/2017	Carrington Elementary School	Teacher - Elementary
08/21/2017	Sprague Elementary School	Teacher Elementary- Special Ed
08/22/2017	Rotella Elementary School	Teacher - Elementary Art
08/22/2017	North End Middle School	Teacher - MS General Science
08/23/2017	West Side Middle School	Teacher - HS Music
08/25/2017	Chase Elementary School	Teacher - Elementary
09/01/2017	Washington Elementary School	Teacher - Elementary Art
09/08/2017	Wilby High School	Teacher - WILBY HS Math
09/14/2017	Bunker Hill Elementary School	Teacher - Elementary
09/15/2017	Maloney Elementary School	Teacher Elementary
09/25/2017	West Side Middle School	Teacher MS/HS- Special Ed
09/29/2017	Early Childhood Program at 30B	School Psychologist-SPECIAL ED
09/29/2017	Wilby High School	Teacher Physics Wilby
10/27/2017	North End Middle School	Teacher - MS Music
10/31/2017	Wilby High School	Teacher - WILBY HS Biology
10/31/2017	West Side Middle School	Teacher HS/MS- Title I GRANT
11/02/2017	Crosby High School	Teacher - CROSBY HS English

11/03/2017	Regan Elementary School	Teacher Elementary
11/17/2017	Sprague Elementary School	Teacher - Elementary
11/30/2017	Waterbury Career Academy	Teacher - Biology
12/28/2017	Waterbury Career Academy	Teacher - Phys Ed
01/08/2018	Wilby High School	Teacher - WILBY HS Business
01/10/2018	Rotella Elementary School	Teacher-Rotella Kindergarten
01/19/2018	Generali M Elementary School	Teacher - Elementary
01/22/2018	Bunker Hill Elementary School	Teacher-Bunker Hill Kindergarten
03/16/2018	Woodrow Wilson	Teacher - WOODROW Elementary
03/28/2018	Sprague Elementary School	Teacher - Elementary
04/12/2018	Wallace Middle School	Teacher – English

Total: Resignations (88) / Deaths (1)

2017-2018 Teacher Retirements/Non-Renewals

EFFECTIVE DATE	SCHOOL	DESCRIPTION
3/3/2017	Kennedy High School	Special Ed
6/12/2017	Kingsbury Elementary School	Physical Education/Health
6/12/2017	Wilby High School	Special Ed-Essential Skills
6/21/2017	Hopeville Elementary School	Elementary
6/21/2017	Waterbury Career Academy	Allied Health
6/21/2017	West Side Middle School	Math Numeracy
6/30/2017	Kennedy High School	Tech Ed-Graphic Communications/ Electronics
6/30/2017	Tinker Elementary School	Music
7/31/2017	Wilby High School	JR ROTC
9/14/2017	Bunker Hill Elementary School	Elementary
11/1/2017	Wilby High School	Biology
1/1/2018	West Side Middle School	Physical Education/Health
3/1/2018	Wallace Middle School	Physical Education/Health
6/30/2018	Bilingual Department	Bilingual Social Worker
6/30/2018	Carrington Elementary School	Pre-K
6/30/2018	Chase Elementary School	Music
6/30/2018	Crosby High School	Bilingual-History
6/30/2018	Crosby High School	Bilingual-Science
6/30/2018	Crosby High School	Music
6/30/2018	Crosby High School	Tech Ed-Production
6/30/2018	Districtwide	Math Coach-Elementary
6/30/2018	Driggs Elementary School	Elementary
6/30/2018	Driggs Elementary School	Elementary
6/30/2018	Duggan School	Pre-K
6/30/2018	Kennedy High School	Allied Health
6/30/2018	Kennedy High School	English Language Arts
6/30/2018	Kennedy High School	Tech Ed-Graphic Communications/ Electronics
6/30/2018	Maloney Elementary School	Elementary
6/30/2018	Maloney Magnet School	Special Ed
6/30/2018	Parochial Schools	Special Ed - IDEA
6/30/2018	Reed School	Speech Language Pathologist
6/30/2018	Wallace Middle School	English Language Arts
6/30/2018	Waterbury Arts Magnet School	Social Studies
6/30/2018	Waterbury Arts Magnet School	Special Ed
6/30/2018	Wendell Cross Elementary School	Speech Language Pathologist

6/30/2018	West Side Middle School	Guidance
6/30/2018	West Side Middle School	Math
6/30/2018	Wilby High School	SR ROTC

Total: Retirements (38) / Non-Renewals (0)

ADMINISTRATOR HIRING
2017-2018

Six (6) administrative vacancies occurred for 2017-2018 as a result of retirements, resignations, transfers, promotions and expansion positions. All of these vacancies have been filled with qualified staff.

06/23/2017	PM-PROMO	Melissa	Baldwin
08/01/2017	LATERALTRS	Lori	Peck
08/04/2017	PM-PROMO	Carey	Edwards
08/23/2017	LATERALTRS	Jessica	Ocasio
01/16/2018	PM-PROMO	Maria	Jimenez
01/16/2018	PM-PROMO	Laura	Curley-Colon

SCHOOL BUSINESS OFFICE

Doreen Biolo, Chief Financial Officer

II. HIGHLIGHTS

Budget and Finance

Continue to control costs and achieve a year end budget surplus for consecutive years of a minimal budget.

Conducted a conservative financial operation for four months without a state adopted budget.

Prepared consecutive years of minimal growth operating budget with little proposed negative effect on educational programs offered to our students.

Provided educational support for over three hundred displaced students from Hurricane Maria.

Received a completely “clean” audit report void of any findings or comments.

Preparation of account structure crosswalk with the State’s new Education Financial System (EFS).

Implemented a new K-5 Science curriculum program.

Participated in the implementation of the Districts sixth “Alliance Grant” and development of the assumption of a seventh.

Assisted in the preparation and oversight of operational and capital Turnaround grants for Crosby High School and Walsh Elementary Schools.

Implemented four School Improvement grant programs for Wilby High School, Gilmartin, Sprague and Washington Elementary Schools.

Participated in the second implementation of the Alliance Bond grant for building and grounds improvements.

Implemented second year of Low Performing Schools grant for technology improvement at Bucks Hill, Driggs, Gilmartin, Hopeville, Sprague, Washington Elementary Schools, North End, Wallace and West Side Middle Schools and Wilby High School.

EDUCATIONAL GRANTS DEPARTMENT

Linda Riddick Barron, Supervisor

I. GOALS

a. Accomplishment of Goals 2017-2018

With the implementation of the Every Student Succeeds Act (ESSA), the parent involvement grant budget narratives distributed to each Title I school were changed to align with the new legislation. ESSA is evidenced based whereas No Child Left Behind (NCLB) was researched based therefore activities and policies align with data driven decisions. The changes include a sample letter required for families of students in Title I schools and a recommended vendor list from the English Language Arts (ELA), Math, Bilingual and Science Departments to enhance the academic achievements in the home. Another accomplishment was the increased use of the translator kits which allowed families to participate in activities with devices that interpreted information in their dominant language. The Liaison to the Homeless met with parent liaisons on the secondary level quarterly to regularly discuss high school graduation and the how to reduce the barriers that limit or prohibit success. The liaison also accomplished the goal of adding McKinney Vento legislation to the Office of Early Childhood policy for Waterbury Public Schools and the Private Early Childhood Agencies in Waterbury will follow the same process. The same liaison serviced the needs of three hundred students who arrived from Puerto Rico due to Hurricane Maria.

b. Goals for 2018-2019

Goal 1:

The goal is to increase Professional Development (PD) spending for all Title I schools with district procedures that have been revised to align with new changes from Central Office and to align with ESSA. Each grant budget narrative must include an approve PD form to activate funds.

Goal 2:

To increase the expenditures of Title IV funds (during year two) to public schools in the areas of safe and healthy students increased technology usage and the opportunities to provide students for a well-rounded education.

II. HIGHLIGHTS

One highlight was the Liaison to the Homeless, Shynea Wood, worked tirelessly with community agencies and staff schools. Watching the seamless operation and collaboration from the Liaison brought awareness of the McKinney Vento law, particularly with the influx of over three hundred students and families from Hurricane Maria, to many school staff and agency personnel. She provided students with school uniforms and school supplies but more importantly hope for their academic future was provided to mothers, fathers, abuelas and abuelos. Shynea's talent, knowledge and compassion for the McKinney Vento students was valuable for those who are now living doubled up and in a different climate. Another highlight was the new entitlement grant, Title IV that provided mid-year support to both public and non-public schools the community. The new grant employees helped in processing the required paperwork that included paying student fees to travel to an invited event; community staff PD; schools (technology) and requests to help students become well rounded.

III. STRENGTHS OF EDUCATIONAL PROGRAM

The strength of my department is in our methods of communication when explaining grants. As ESSA, including McKinney Vento, and the new Title IV grant are implemented in all areas, we will strive for better understanding to school staff, departments, families and to the community. We will continue to explain grant language so that it is easier to understand. The office staff is still very helpful in completing grant budget narratives, interpreting monthly balance reports, explaining a line item, placing an order and assisting with great detail the procedures for presenters and conference attendance. The strength is also in the ongoing help provided to homeless families and students with local and out of district transportation, school uniforms and school supplies. Another strength is the Liaison to the Homeless continued education on behalf of families on their rights under McKinney Vento and advocating for the homeless students and unaccompanied homeless youth on their rights to continue education.

OFFICE OF COMPETITIVE GRANTS

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

I. GOALS**a. *Accomplishment of Goals 2017-2018***

The Competitive Grant Writer researched, developed, and prepared competitive grant applications to assist the Waterbury Public Schools (WPS) with reaching student achievement goals. The Grant Writer worked in collaboration with district personnel and community-based partners. She also published multiple *Competitive Grants Alert* newsletters detailing grant opportunities for teachers and administrators, whom she assisted in drafting small grant proposals. The Grant Writer also aided with grants in which the district was a participant.

Competitive grants awarded during 2017-18 to WPS included an Afterschool Robotics Grant from Connecticut Community Foundation; government grants for: the Primary Mental Health Program at two elementary schools, the Police & Youth Grant (NEMS & Wilby), two (two year) State Afterschool Program Grants at three schools, two (five year) 21st Century Community Learning Centers Afterschool Program grants at four schools, Low-Performing Schools Bond Funded Grants for 12 schools, an Alliance Schools Bond-Funded School Building Improvements grant for 20 schools (Rounds 1&2), a School Safety and Security Grant (Round 3) for 19 schools, Sec. 1003(a) School Improvement Grants, USF Discounts for telephone and alarm service; and the Carl D. Perkins Grant for CTE Education at four high schools. Additionally, the Grant Writer assisted on a limited basis with the Alliance & PSD application.

b. *Goals for 2018-2019*

Goal 1: The Competitive Grant Writer will continue to a) aggressively pursue competitive grants that assist the district in accomplishing educational goals and objectives; and b) 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.

Goal 2: The Competitive Grant Writer will also continue to assist teachers and administrators to develop the ability to pursue grants for their schools, through technical assistance sessions, consultations, and/or newsletters.

II. HIGHLIGHTS

As of June, 2018, the total amount of grant requests prepared by the Grant Writer, including all Competitive grants and the Perkins Grant, was \$9,601,472, resulting in corresponding grant awards to WPS in 2017-18 totaling over \$ 7.9 million (\$7,902,919). These grants included numerous government and foundation grant applications for academic, enrichment, and mental health programs; technology infrastructure and hardware; security upgrades; building renovations; and afterschool programs featuring both academics and positive youth development. The Alliance District and Priority School District Grants awards totaled another \$ 22,005,082. Additionally, the Grant Writer facilitated the inclusion of Waterbury teachers and students as participants in many grants sought and operated by other organizations.

The Competitive Grants Writer met with teachers and administrators to facilitate and assist in start-up, and/or continuation of competitive grants. She assisted grant program staff with budget revision requests and other grant-related matters to assure continued successful grants operations. The Competitive Grants Writer strengthened Waterbury's working relationships with external organizations. By developing and nurturing institutional relationships Waterbury continues to position itself to take advantage of future competitive grants opportunities.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Competitive Grants, and other grants prepared by the Competitive Grant Writer, continue to fund programs to support district priorities related to 1) improving student achievement in literacy, math, science, and other subjects, 2) providing a safe/healthy school environment, and 3) assuring high school students graduate ready for college and careers of their choice.

The Grant Writer has brought her expertise to bear in the development and preparation of many competitive grants, and the Carl D. Perkins Grant for Career and Technical Education, all for the benefit of the district and its more than 19,300 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 its strategic goals, and accomplish its mission of providing *all* students with opportunities "to maximize their skills and talents."

FAMILY AND COMMUNITY ENGAGEMENT CENTER (FACE)

Patricia Conlon Moran, Supervisor

I. GOALS**a. *Accomplishment of Goals 2017-2018***

Provide leadership and support to the students, families and community partners in Waterbury Public Schools.

Align the practices and policies of FACE regarding the required components of the Every Student Succeeds Act (ESSA). This included: developing and voting on by-laws for the District Parent Advisory Council, developing Title 1 Activity Sheets that outline the specific educational relevance of events proposed by the Parent Liaisons at each of their schools, and provide training for the Parent Liaisons on the requirements of ESSA.

Also, the goals for the 2017-2018 school year included ensuring that the environment/culture of the individual schools and the FACE office were welcoming, cohesive and meeting the identified needs of all stakeholders.

b. Goals for 2018-2019

Continue to ensure that the environment/culture of the individual schools and the FACE office are welcoming, cohesive and meeting the identified needs of all stakeholders. One focus will be increasing and sustaining participation of all stakeholders.

II. HIGHLIGHTS

Established a Hurricane Relief Center, a coalition of key community stakeholders and FACE, which helped create a roadmap to success for three hundred families transitioning to Waterbury. The initiative focused on three tiers of supports: Food/Shelter/Clothing/Medical; Educational Needs/Social-Emotional Needs; and Vocational/Jobs, and included weekly job counseling, ESL classes FEMA assistance, on-call medical and mental health assistance, construction funnel information system, and mini job fair. The Center also attempted to locate and refer visitors to special funds for housing deposits/security(CCF), discretionary funds for documents (NOW) and housing sessions (to assess living situations to determine immediate need) CCF.

Conducted monthly meetings for all Parent Liaisons.

Coordinated Title I District Parent Advisory Council Meetings on a monthly basis, with each focused on a topic that had been identified by the parents. Each meeting provided supper for all families and books for all of the children.

Participated in several events, including the Back to School Rally, The Gathering, Connecticut State NAACP Great Debate Series, Kids Speak, Martin Luther King, Jr., and Harlem Globetrotting Tricksters.

Conducted the Annual Title 1 meeting for the whole district (PreK-12) at Waterbury Arts Magnet, affording families an opportunity to meet with content supervisors. Annual Title 1 meetings were also held at each individual school so parents could become informed about their school's particular Title 1 program.

Conducted fourth annual "Parent and Community Leadership Conference" on May 18, 2018 at Naugatuck Valley Community College. Several workshops were offered along with networking opportunities and an afternoon awards ceremony.

Participated in fundraisers for Hurricane Victims, Muscular Dystrophy, Connecticut Children's Medical Center, Mayor's Kids' Marathon, Autism Speaks and Breast Cancer.

Collaborated with Parent Liaisons and community organizations to provide monthly events for the families that are living in shelters. The events included dinner for all, educational stations such as science experiments and read-alouds, art projects, physical activities (basketball, kick ball, roller skating, etc.)

Supported the existing 19 School Governance Councils, and provided training for the nine schools that did not have a School Governance Council so they can have one in the 2018-2019 school year.

All schools have a DPAC parent representative.

All but 3 schools have a PRO/PTO/PTSA/PTSO.

433 Situations were handled by the Education to Government, Business and Community Liaison.

III. STRENGTHS OF EDUCATIONAL PROGRAM

There are many strengths in the department but the overarching one is that the Family and Community Engagement Center is the foundation upon which the families and community members can build a relationship grounded in trust. Parent Liaisons are an integral part of developing that trust by providing the bridge between home and school. They work tirelessly to ensure that they have the best for their families, students and communities. The Supervisor of Family And Community Engagement, the Education

Liaison to Government, Business and Community, the Community Liaison, the School Community Relations Coordinator and the Hurricane Relief Coordinator provide all stakeholders including parents/guardians and community members a venue to share their thoughts and feelings including concerns and challenges and to find what services/help are available to them for particular situations.

COMPUTER TECHNOLOGY CENTER

Will Zhuta, Supervisor

I. GOALS

a. Accomplishment of Goals 2017-2018

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.

Network:

Completed Fiber Replacement – all for 1 GB to desktop.

Upgraded Network Equipment for most schools- Edge routers, switches.

Replace over 300 Smartboards with Smart TV’s.

Installed a new Storage Area Network (SAN) to support District data storage needs.

Student Information Systems (SIS):

Implemented PowerSchool District Wide.

Trained 1700 Teachers and 300 Support Staff and Administrators.

Redesigned Report Cards, Transcripts.

Create student accounts for Google Docs – for all students.

Developing new Principal and Central Office Dashboards.

High School Scheduling Analysis.

Reduced the number of teachers needed in the High School.

Efficient teacher schedules.

Increased the average class size.

Security:

Performing a security Assessment Gap Analysis to protect against Ransomware or Malware attacks that can cripple the network.

Policy:

Technology Plan Committee.

b. Goals for 2018-2019

Support and Service:

Maintain transparency and communication with all levels of the Organization.

Clearly define expectations.

Effective Professional Development on the use of PowerSchool.
Improve "Customer Satisfaction."

IT Governance:

Continue to create and publish I.T. guidelines, policies, procedures and standards.

Effective manage and maintain control of IT assets:

Manage and maintain Inventories.

Evaluate Inventory control system.

Standardize Tech Purchases (market check periodically).

Pre-bid PC's, Printer and Smartboard device to ensure consistency in pricing, models, specifications and all technology meets district standards set by my office.

Implement measures to secure Information Technology:

LAN, WAN, Wireless

Encryption.

Monitoring network traffic traversing network.

Desktop Security policy

Virus and Malware protection.

Strong Password.

Communicate awareness, training, prevention

Website.

Email phishing campaigns, ransomware attacks.

Training and internal gap testing.

THREATS-RISKS-VULNERABILITIES-EXPLOITS (any circumstance or event with the potential to adversely impact the organization):

Malware.

Power Outages.

Social Engineering.

Denial of Service (DOS).

Distributed Denial of Service (DDOS).

Intruder.

Vulnerabilities (weaknesses in design, implementation, operation or internal control):

Unpatched system.

Weak passwords.

Lack of protections- anti-virus, malware, unlocked doors.

Exploits (known way an attacker can leverage a vulnerability to cause harm):

Gaining sensitive information via social engineering attack.

Intrusion Protection and intrusion Detection Systems:

Hardware or Software devices that work to detect (IDS) cyber security intrusion or prevent (IPS) by matching known malicious network traffic.

Properly tuned systems will thwart attacks before they make it to the server.

IDS- will detect anomalous activity, generate an alert and capture a packet for further analysis.

Develop and Maintain Disaster Recovery Plan:

Data Loss Prevention (Software that tries to prevent sensitive or proprietary info from leaving the organization (i.e. SS# via email).)

Backup plan- physically separated where information is stored and servers are hosted - duplicating every piece of hardware (if possible).

Manage and maintain data integrity and availability:

Backup and restore procedures.

Maintain and improve Wide Area Network /Local Area Network Architecture:

Continue to upgrade School internal fiber between Data Closets to OM3/4.

Increase transmission speed.
Help support online testing.
Support B.Y.O.D. initiatives.
Improve infrastructure backbone to handle future growth.
Support 25,000 devices that traverse the network.

Print Management System

Research Solutions.
Develop RFP and evaluate Vendor Solutions.
Plan, Execute and Monitor implementation.

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

Network

Upgrade Wireless Access Points – four locations.
Replace Smartboards with Smart TV's – eight locations.
Upgrade Network Infrastructure.
Upgrade Wide Area Network Bandwidth 1 Gigabyte to 10 Gigabyte Dark Fiber Network.
Upgrade Internet Bandwidth from 1 GB to 10 Gigabytes at the Core.
Replace Legacy Voicemail System.
Update SharePoint Server.
Upgrade Mail Server.
Review Security Rules and Policies.
New VM Host Servers and Migrate 36 Servers over to the new virtual environment.
Rebuild Active Directory Scheme.

Student Information Systems

Continue to implement PowerSchool.
Business Process Review.
Efficiency and Effectiveness.
Continued Training and Staff Development.
Dashboard Redesign and development.
School Administrators.
Special Education.
Superintendent.

Security

Implement Asset Management Software Inventory Control.
Connect the Police Department to the School Network to access camera video feeds.
School Building Layout Maps.
Harden School Physical and Software Security Plans.

Policy

Develop Social Media Policy.
Develop New Disaster Recovery Plan.

III. STRENGTHS OF EDUCATIONAL PROGRAM

IT Planning:

Disaster Recovery/ Business Continuity.
Facilities Management.
Policy and Planning.
Project Management.
E-Rate.

Network Services

Infrastructure.

Network Design.
Network Integration.
Network Security.
Telecommunications.

Print and Email Operations

Document Analysis.
Print Services.
Email services.

Security and Surveillance

Door Locks.
Badges.
Panic Systems.
Alarms.
Cameras.
NVR's.

Service Management

Customer Liaison.
Service Desk.
IT Process automation.
Shared Services.
Department Technology Management.
Business Management.
Data Center infrastructure.
Desktop Support.
Engineering.
IT Architecture.
Mainframe Operations.

Project Management

Planning and Discovery.
Organizing.
Implementation.
Controlling.

Technology Infrastructure

System Administration.
Server Administration.
Database Administration.
Infrastructure Administration/ Architect: LAN Architecture, WAN Architecture, VLAN's.

Security Network Manager

Camera.
Doors.
Badges.
S2 Enterprise Software.
Badge Printer.
Panic Alarms.
Digital Voice Recorders.
Network Video Recorders (NVR).
Legacy Analog Cameras.
Edge Security: Firewalls, SPAM, Malware, Spyware, Web Applications.
Security Hardening.
Intrusion Detection.
Review.
Vulnerability Reporting.

District Technology Support Team:

Building Tech Support/Support Services Manager

Building Techs

Operational Management

Device Security and Access

Configuration Management

Standards and Backups

Log Review (Firewall, Servers, Switches, Appliances)

Audit

Critical Alerts

System Alerts

Disaster Recovery

Identify Critical Components

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)

Computer Repair and Maintenance

- More than 25,000 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

<p>Wireless Support</p> <ul style="list-style-type: none"> • Controllers • Access Points • Laptops • Tablets • Printers • Mobile Devices 	<p>Security</p> <ul style="list-style-type: none"> • Doors • Badges • Panic Systems • Camera's 	<p>Vendor Support</p> <ul style="list-style-type: none"> • Service Level Agreements • Maintenance • Warranty • Scope of Services
<p>Software Support</p> <ul style="list-style-type: none"> • SIS • Assessment • Testing • Google Docs • Google Classroom • Email 	<p>Database Support</p> <ul style="list-style-type: none"> • DB2 • SQL • Access 	<p>Data Backup</p> <ul style="list-style-type: none"> • Servers • Desktops <p>Evault AS400</p>

<ul style="list-style-type: none"> • MS Office • Student Learning • Content Specific 		
<p>Internet Support</p> <ul style="list-style-type: none"> • Connectivity • Filtering • E-Rate • Vendor 	<p>Web Filtering</p> <ul style="list-style-type: none"> • CIPA Compliance • Block Requests • Access Requests • Monitoring 	<p>Desktop/Server Security</p> <ul style="list-style-type: none"> • Anti-Virus • Malware • Spyware
<p>Email</p> <ul style="list-style-type: none"> • Server maintenance • Spam Filtering • Phishing • Staff Accounts • Student Accounts • Archiving • Restoring • Security 	<p>VM Support</p> <ul style="list-style-type: none"> • Servers • Infrastructure • Updates • Patches • SAN Connectivity • Database integrity • Connectivity 	<p>Cisco IOS Support</p> <ul style="list-style-type: none"> • Firewalls • Source Fire • Switches • Controllers • VOIP • Access Points • VPN
<p>FOI Requests</p> <ul style="list-style-type: none"> • Litigation • Document Creation/Retrieval • Reports • Review 	<p>SIS Support</p> <ul style="list-style-type: none"> • Student Demographics • Discipline <ul style="list-style-type: none"> ◦ State Reporting ◦ Local Reporting • Transcripts <ul style="list-style-type: none"> ◦ Naviance • Attendance <ul style="list-style-type: none"> ◦ Attendance Counselors ◦ Attendance Call Automation • Scheduling <ul style="list-style-type: none"> ◦ Student/Staff • Teacher Grade Book <ul style="list-style-type: none"> ◦ Assignments ◦ Grading ◦ Report Cards ◦ Progress Reports • State Reporting <ul style="list-style-type: none"> ◦ Students ◦ Course/Grades ◦ Homeless 	<p>Web Site</p> <ul style="list-style-type: none"> • Vendor SLA • Content • District Site
<p>Internet of Things</p> <ul style="list-style-type: none"> • HVAC • Lighting • Bell Schedules 	<p>Data Warehouse/ Business Intelligence</p> <p>Data Migration</p> <ul style="list-style-type: none"> • Support • Dashboards • Reporting • Analysis 	

SCHOOL INSPECTOR'S OFFICE

School Construction

- Replacing privacy screens for Wilby and Crosby tennis courts.
 - Replacing heating system coils at Crosby.
 - Tunnel abatement at Bucks Hill.
 - Replacing steam pipes at Tinker and Wilby
 - Cleaning high efficiency boilers at Duggan, Gilmartin and Reed.
 - Safe room installation at Tinker and Barnard.
 - Painting the gym at Crosby.
 - Installation of separation screens in the gym at Sprague.
 - Testing switchgears at Wilby, Crosby, Kennedy and West Side.
 - Replace inverter batteries for the emergency lighting systems at Crosby and West Side.
 - Replacing the fire alarm panels at Regan and Walsh
 - Replacing indirect complex water heater at Waterbury Arts Magnet School and Maloney
 - Replacing the sand filter in the pool at Kennedy.
 - Replacing ceiling tiles on the upper floor at West Side Middle School.
 - Repairing the screw chiller at Carrington
 - Replacing Waterbury Arts Magnet School chiller condenser tubes
 - Replacing boiler tubes at Crosby
 - Renovating 30B Church Street.
 - Comprehensive SDS training with ALL employees – brought into compliance
 - Safety training for all employees
 - New pool filtration and chlorination system at West Side, Wilby and Crosby (ongoing).
 - Video S2 video camera upgrade at WAMS, Reed and WCA.(ongoing)
 - Installation of a new VCT floors at Rotella (ongoing)
-

FOOD SERVICE DEPARTMENT

Linda Franzese, Food Service Director

I. GOALS

a. *Accomplishment of Goals 2017-2018*

During the 2017-2018 school year we were able to successfully select and implement a new POS computer system throughout the district. Over the summer we were able to finalize the project and select Harris School Solutions and their product ETriton to track and manage the daily servings at the 28 different sites as well as the inventory at the locations. We had a representative from Harris come to the district and train the staff at the central office and we then in turn trained the leads at each school who trained the staff. This plan worked well and we were able to have the program up and running for the beginning of the school year with minimal difficulty.

The new computer program also aided us in identifying more at need students within our district. This means that we were able to reach 100% free status for next year which will translate into an increase of reimbursement dollars and allows to expand our program further to provide a higher quality and healthier choices to our students.

b. Goals for 2018-2019

Our biggest goal for not only next school year but also for school years in the future will be the move of our central facilities and the implementation of a central kitchen. The expansion of our programs and anticipated future expansion has stretched the program beyond the capacity of our current facility. We are hoping to move the Food Service functions to a new location that will house Freezer, Refrigeration, Dry Storage, Office Space, and a Central Kitchen. The increased storage space will allow us to avoid expensive costs of having our food held at an offsite location. This will also allow us to have a better handle on inventory and allow us to react to unforeseen issues such as snow days more efficiently. The increased space will also be used for emergency breakdowns of equipment at schools. The implementation of a Central Kitchen will be a huge benefit to the students in the district. This will give us greater control of the freshness and quality of the meals being served in our Pre-Plate Schools. We will be able to react to the changing tastes of the children allowing us to offer food that they will eat and enjoy rather than being locked into a meal that was ordered months in advance. There will also be the savings of purchasing these foods from a processor allowing us to offset the costs associated with running this type of program. These changes alone should drive participation levels significantly higher.

II. HIGHLIGHTS

CEP- every student eats for free.
Fresh Fruit & Vegetable Program.
After School Snack Program.
Supper Program.
Move.
Free Percentage 100%.

ELEMENTARY SCHOOLS**BUCKS HILL SCHOOL**

Delia I Bello, PhD, Principal

I. GOALS**a. *Accomplishment of Goals 2017-2018***

Bucks Hill implemented comprehensive instructional reform strategies using a three-pronged approach that moved beyond the single grade/single year elementary school approach in which teachers covered all subjects. The three approaches are Looping, Departmentalization and Co-teaching, all under a new positive learning environment through Nurture Heart Approach implementation

Grade 5 teachers implemented this practice. One teacher is responsible for Math/Science instruction and one teacher is responsible for Language Arts/ Social Studies instruction. Support staff assisted in the implementation of this academic program, especially with co-teaching. The daily structure to support this academic program at Bucks Hill is the implementation of a Block Schedule with two blocks daily allowing for Literacy/Math/Science/Soc. Studies, as well as time for specials, lunch and recess.

b. *Goals for 2018-2019***Goal 1:**

Goal 1: To use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.

OBJECTIVE 1a: Students will increase reading proficiency while demonstrating competence in skills and strategies in a variety of literary and informational texts as described in the English Language Arts Connecticut Common Core Standards (CCSS)

Goal 2:

Develop students' social and emotional competencies to help the school create a safe learning environment that contributes to academic achievement for all.

Objective 1: To provide a continuum of strategies for the students to learn how to handle conflict.

Objective 2: For teachers to receive guidance in how to integrate academic content and SEL. Teachers will model a continuum of strategies and reinforce SEL competencies with all students in their daily interpersonal and group interactions.

II. HIGHLIGHTS

After observing students' growth for the grade 5 departmentalization, Grade 4 and Bilingual fourth to fifth followed suit. This year alone we achieved 18% growth in math and 28% in ELA as compared with last year's results.

III. STRENGTHS OF EDUCATIONAL PROGRAM

In conclusion, Bucks Hill staff in general is working very hard to implement a rigorous, aligned, and engaging academic program to allow all students to achieve at high levels. The transformation is a work between certified and non-certified staff. There are noticeable changes in the following areas:

- Customer Service mentality that comes from our ladies at the main office.
- Specialized attention to the medical needs of our students at the nurse's office.
- Cafeteria staff have been trained through Nurture Heart.
- Processes and routines are clearly in place.
- Physical appearance is old but clean.

- Literacy suite that serves Tier 2-3 students developed.
- Increased number of certified teachers.
- Focus on instruction and results.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

1 student received

b. *Number of Students Transferred*

	In	Out
Within system	49	79
Outside system	166	113

BUNKER HILL SCHOOL

Celia Piccochi, Principal

I. GOALS

a. *Accomplishment of Goals 2017-2018*

90% of Kindergarten Students met or exceeded benchmark goals on Math CFAs – fluency.

90% of Grade 1 students met or exceeded benchmark goals on Math CFAs – fluency.

55% of Grade 1 students achieved target goal by EOY on i-Ready Math assessments.

75% of students grew by a category or remained green on PSF from MOY to EOY assessment.

Grades K-3 implemented Foundations Phonics program with fidelity (45 minutes per day).

Increased the level of participation of families to be more actively involved in school related activities targeted to academic and family / community togetherness.

Provided Professional Development to staff monthly, addressing Social Emotional Learning in Preparation for Restorative Practices to be rolled out for the 2018-2019 school year.

Monthly meetings with Parent Liaison, Attendance Counselor, and Administration to address chronic absenteeism – CAT meetings.

b. *Goals for 2018-2019*

Goal 1: ELA

To design and implement a rigorous, aligned and engaging academic program that allows all students to achieve at high levels.

To improve reading proficiency in the area of phonemic awareness, fluency and comprehension.

To implement new “Wonders” Reading curriculum for grades K-5.

To improve overall instructional practice of Tier 1 instruction.

Goal 2: Math

To increase math proficiency by demonstrating a variety of fluency strategies in NBT domain as well as proficiencies outlined in standards for mathematical Practices (for Grades K-5).

To provide defined time for administration and staff to build capacity regarding the Next Generation of Science Standards – the Standards and Teaching Shift.

II. HIGHLIGHTS

Back to school Ice-cream social.
 Title I Parent / Literacy / Math nights.
 Kick-off for School Governance Council – Informational meeting for parents.
 PBIS monthly incentives for students to reward good behavior.
 Weekly / Monthly / Semester raffles for addressing good attendance for students.
 Zumba Family Health Night.
 Participated in “The Gathering” a multicultural City-Wide event.
 Participated in “Kids Marathon” district-wide.
 Field Day – all day event with two locations (school and park).
 Hosted 3 Literacy Nights in partnership with Literacy How for our families.
 Dr. Seuss Day – Parents and community members reading to classes.
 Support for the Salvation Army by participating in the Annual Food Drive.
 Susan Groppi, first grade teacher, was recognized as Teacher of the Year for 2018-2019.
 Monthly donations by staff to the St. Vincent DePaul Shelter.
 Students in Grade 5 elected to the “Storm Team” with monthly meetings- Student Council.
 Professional Development targeting Social Emotional Learning given to staff monthly.
 Focus on Number Talks in Math and weekly modeling of lessons by math coach.
 Weekly targeted IDT meetings in Math/ ELA to review and analyze data adhering to district format template.
 Focus on Domain 1 throughout the year – classroom environment, student engagement, and commitment to learning.
 Daily phone calls made to parents by Parent Liaison to address absenteeism.
 Monthly newsletter to parents includes information regarding attendance.
 Regularly scheduled attendance meetings for parents with Attendance Counselor.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Staff participation in whole-school committees / teams (PBIS, Safety, School Climate, CAT, Crisis Management, SWDT, School Leadership).
 After school events targeted at supporting parent / community involvement in student learning.
 Creating a cooperative relationship with parents via monthly newsletters and school website to address needs and concerns of our students and parents.
 Math coaching cycles each marking period with various grade levels.
 Foundations Phonics program in Grades PreK-5 (Literacy).
 I-Ready Math Program for Grades 2-5 (Math).
 Lexia – supplemental computer reading program for Grades 1-5.
 2 ELA tiered interventionists for reading (Tier 3).
 Targeted District Professional Development to address Instructional Focus to meet the needs of every student.
 Specific block schedule to address ELA, Math, SRBI, Foundations – Science/ Social Studies incorporated into ELA block.

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

1 Student received the Superintendent’s Award
 5 students received President’s Awards
 3 students received Citizenship Awards
 15 students received an honor roll awards
 4 students received most improved awards
 8 students received art awards

- 3 students received music awards
- 18 students received Physical Education awards
- 7 students received Library awards
- 7 students received Computer awards
- 3 students received the Superintendent's Award
- 1 student received Perfect Attendance Awards

b. Number of Students Transferred	In	Out
Within system	68	61
Outside system	40	61

CARRINGTON SCHOOL

Karen Renna, Principal

I. GOALS

a. Accomplishment of Goals 2017-2018

Goal 1:

The goal for the 2017-2018 school year is to provide professional development for domain 3 - Instruction for Learning was accomplished. Teachers were provided with Professional Development in the areas of Math and Reading which allowed them to use a variety of differentiated and evidence based learning strategies including number talks, small group instruction and tiered intervention for students to apply new learning and to construct meaning.

Goal 2:

Culture and Climate - The goal for the 2017-2018 was to continue to strengthen relationships with families and community members and to design activities around the district school goals and increase the attendance and participation of more families at events was accomplished. We will continue to work to strengthen and build family and community relationships.

b. Goals for 2018-2019

Goal 1:

Culture and Climate – to continue to strengthen relationships between adults, students and families through delivering SEL curriculum and instruction, school – wide practices and policies and activities that strengthen family and community partnerships.

Goal 2:

Domain 2 – Planning for Active Learning

Reading – Teachers will plan effective instruction for learning using the new Reading Series (K-3), Identifying instructional focus and using planning guides for small group instruction and tiered intervention.

Math - continue to plan for number talks and three act tasks.

II. HIGHLIGHTS

Family/Student Engagement Activities included: Welcome Back Ice Cream Social, Kindergarten Orientation, Fall Scholastic Book Fair, Fall Open House, The Gathering Parade, weekly CT Food Banks Back Pack Program, School Governance Council, Smile Builders Program, Holiday Shop for students during Parent Conference Night, Hispanic

Health Council Puppet Shows, Basketball Shoot Challenge – Family Night, Winter Concert of Chorus and Instrumental Students, PBIS Pajama Day, Wax Museum grade 5, Roller Magic nights, Girls/Boys Scouts, Rock Project (celebrating uniqueness), Student of the Month, HEAT program for middle school students and parents (Heroin & Opioid Awareness), Remind App and Carrington Facebook page (increase parent involvement), CT Author Visit Night, Cookies with Santa, Title I meeting (information night for parents), Science Night, Winter Olympics (celebration of Nations), Wingman, Palace Celebration Showcase, Kid’s Marathon, Disney Day and Field Days.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Staff is committed to the goal of small group instruction which includes literacy small group intervention planning guides and math number talks and i-Ready program to drive instruction.

Social Emotional Learning (Professional development was provided to all staff for social emotional learning to align with the city-wide initiative. Teachers implemented two SEL activities in their classrooms. This resulted in a decrease in disciplinary referrals and strengthened the culture and climate of the school.)

School Governance Council committee works as a team to increase parent involvement and discuss and plan events that will draw a number of diverse parents.

All staff, family and students experienced academic and behavioral expectations.

Carrington Mission and Vision is read daily on announcements as well as the school “ROARS” to review school-wide behavior expectations and rewards occur at the end of each month by class.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

2 (district awards)

170 (student of the month awards)

b. *Number of Students Transferred*

Within system

In

Out

59

76

Outside system

26

64

H.S. CHASE SCHOOL

Matthew Calabrese, Principal

I. GOALS

a. *Accomplishment of Goals 2016-2017*

Continued implementation of IDT process for ELA and Math with fidelity.

Implementation of Foundations for Grade 3.

86% of 2-5 students met and/or exceed EOY benchmark goals district Math DAT assessment.

Continued implementation of teachers utilizing Learning Targets and Success Criteria for whole and small group instruction.

Administrative focus walks with an emphasis small group instruction for ELA and Math.

Increase the level of participation of families to be more actively involved in school related activities targeted to academic and family/community togetherness.

Continued improvement of Tier I instruction as a result of teachers being provided year-long professional development from the districts in the content areas of ELA and Math.

SIP plan targeted the need to improve small group instruction for ELA and Math.
 Implementation of i-Ready Math in grades 2-5.
 Facilitate good teaching practices through BEST modeling.
 Continued to proactively resolve conflict amongst students. Conflict Resolution Team (CRT).

b. Goals for 2018-2019

Gradual implementation of restorative practices building-wide.
 Implementation of new science curriculum for grades 4 and 5 based on NGSS
 Implementation of new ELA curriculum.
 70% of K-5 students met or exceed EOY benchmark goals for mCLASS testing.
 75% of 2-5 students met and/or exceed EOY benchmark goals district Math DAT assessment.
 Further development and implementation of SEL activities and culture within the building (year 2 district-wide).
 Fully implement morning restorative “circles” in the classroom daily (1st min. to begin school day).
 Implementation of Science curriculum school-wide.
 Implementation of new ELA curriculum school-wide.
 Lower the overall percentage of students receiving Tier II and III intervention towards the goal of 15% building-wide.
 Regularly scheduled Focus Walks by administration with the intent to improve classroom instructional practices – emphasis on small group instruction.
 Continue to work towards the district goal of lowering chronic absenteeism.
 Reform current school SIP plan to meet district and school’s needs.

II. HIGHLIGHTS

Highlights included: Back to School Ice-Cream Social – Title I, Title I Parent Literacy/Math Nights, Pre-K classroom new to H.S. Chase, Second Gr. 2 bilingual classroom, K-5 Bilingual/EL Parent Literacy and Math days, Spanish Heritage participation, Albanian heritage day, PBIS monthly rewards for students, ESL Parent Classes, Respectfully Student of the Month – Per classroom, Scholastic Book Fair – Title I, Fall for Reading – Harvest Night (Title I Parent/student activity), ESH program for students in grades 3-5; Program included computer coding with academic support utilizing i-Ready and Lexia, 1st grade Thanksgiving Family reading – Title I, Cheetah Pride Days – monthly afternoon classroom lessons focused around SEL, Zumba Family Health Night (Title 1 Family activity), Winter/Holiday Guest Readers at Chase for Grades K and 1, Spring Reading Night presented by staff reading teachers – Title I, The Gathering- Parents, students, and administration walking in parade, Read Across America literacy week – Title I, Field Day on site at Chase, CAT team targeted students and worked with their families to improve their child’s attendance, Jump Rope for Heart Earth Day school clean-up, Crisis Team targeted students and developed individual plans for these students so that they could be successful academically and socially Students’ participation in Mayor’s Marathon, Grade 5 promotion activity for students and family/guests, Attendance Recognition, and Kindergarten Orientation

III. STRENGTHS OF EDUCATIONAL PROGRAM

Staff participation in whole-school committees/teams (PBIS, School-Wide Leadership Team, Safety Committee, Safe School Climate Committee, School Governance Committee, and Chronic Absenteeism Team). After-school events targeted at supporting parent/community involvement in student learning. Bilingual/EL Parent workshops offered bi-monthly. After School YMCA program. ESH afterschool program – Invention Convention with Lexia and i-Ready. Boy Scouts/ Girls Scouts Lunch Bunch. Math

coaching cycles for teachers. Reading Facilitator. IDT meeting for ELA/Math. Foundations in grades K-3. ELA tiered interventionists for reading. Parent Liaison and her work at targeting parents for continuous school involvement.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

Fifth Grade Students

1	Superintendent's Award
10	President's Award for Academic Excellence
5	Good Character
5	Gold Medal Reader
5	Math Award
5	Most Improved- Academics
5	Amazing Writer
5	Artistically Gifted
--	Perfect Attendance (TBD on 6/21/18)

b. *Number of Students Transferred*

	In	Out
Within system	98	65
Outside system	118	77

***Does Not Include June 2018

DRIGGS SCHOOL

Michael Theriault, Principal

I. GOALS

a. *Accomplishment of Goals 2017-2018*

Goal 1:

Domain 1A was addressed through regular professional development on the SEL model and restorative practices. 2016-2017 there were a total of 485 write ups through March. This year we have 355 this year at the same time for a 27% decrease in office referrals. Student attendance has improved from 11.6% in 16-17 to our current 11.7% with a strong likeliness to fall below 10.0 %.

Goal 2:

The use of I-ready continued along with number talk model. Students were expected to get on i-Ready 45 minutes per week. Number talks were expected to occur 2-3 times per week. ELA small groups were continued with increased teacher knowledge on instructional routines. Teachers have also been trained how to use the CK3LI flow chart to diagnose the students' proper instructional focus.

Our parent survey goal this year was that 90% of respondents would agree or strongly agree that their child is treated with respect. 88% of respondents agreed or strongly agreed. 100% of the same respondents agreed or strongly agreed that they were treated with respect.

b. *Goals for 2018-2019*

Goal 1:

To decrease the number of office referrals and suspensions by use of restorative practices and SEL strategies.

Goal 2:

To improve our Tier 1 instruction by supporting teachers in the use of the new Reading/Science program. Teachers will continue to use the instructional routines to differentiate Tier 1 small groups.

II. HIGHLIGHTS

- Chronic absenteeism should go under the 10% mark for the first time.
- Fly Team has been introduced.
- Smarter Balanced math increased 8.1% overall.
- Basketball incentive program for grade 5
- Volleyball incentive program for grade 5
- Second Annual Families of Excellence Dinner held by the SGC
- PAL, ESH and 21st Century Afterschool Programs
- Partnership with Quinnipiac College
- Collaboration with Pomperaug student mentors
- Collaboration with StayWell School Based Health Clinic to provide medical, dental and counseling services for our families
- Citizenship Award Ceremony
- Grade 5 End of Year Awards Ceremony
- Pre-K End of Year Celebration
- PTO/Community Resource Officer Collaboration
- Family Fitness Night

III. STRENGTHS OF EDUCATIONAL PROGRAM

As always, the core belief that every child can and must learn is instilled in our staff and in our conversations. We use data to inform instructional decisions and collaborate with coaches from inside and outside of our building to build the capacity of our staff. Our ELA scores have been relatively stable, though we are starting to see growth in early reading skills as measured by mCLASS and Foundations which will allow the upper grades to focus more on comprehension and writing skills and less on remediation. Our Smarter Balanced math scores showed an 8.5% increase over grades 3-5. We will continue to improve our practices to keep this trend going by aligning our PD with the District plan and CCT rubric.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

274 students received awards

b. *Number of Students Transferred*

	In	Out
Within system	78	121
Outside system	43	66

DUGGAN Pre K – 8 SCHOOL

Dr. Patricia Frageau, Principal

I. GOALS

a. *Accomplishment of Goals 2017- 2018*

Implemented teacher evaluation plan.

Conducted assessments through M Class, I Ready and Smarter Balance.

Implemented School Governance Council.
Offered Extended School Hours (ESH), CPEP, Sprout Scouts, Girl's Inc, Century 21st afterschool programs.
Participate in BOOST initiative.
Implemented WINGMAN program.
Explore Community Schools initiative.
Designated IDT (grade level) meeting to monitor and analyze student work.
Differentiated instruction to meet diverse learning styles for all.
Offered Tutorial services (3 tutors) 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.
Implemented intramural sports (volleyball, tennis, soccer, basketball and run club).
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 2018 - 2019

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).

Continue monthly safety and attendance meetings.

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%.

II. HIGHLIGHTS

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.
 Monthly and weekly PBIS celebrations conducted.
 Student of the month celebrations with MEGAEDUCATION.
 An end of the year field day and parent involvement evening were held.
 Participated in the “Gathering”, the Walk for Autism and Mayor O’Leary’s Run.
 Participated in National Community Schools Convention.

III STRENGTHS OF THE EDUCATIONAL PROGRAM

Teachers work collaboratively on school-wide and grade level projects to improve student achievement and strengthen character virtues.
 Strong School Governance Council.
 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.
 Teachers have been trained in DDDM (Data Driven Decision Making), and a team has been established to analyze data in reading, writing, and math.

Academic growth:

Math

Grades K-1 Fluency EOY Data:
 Grade K: 86% of students proficient
 Grade 1: 75% of students proficient Math
 Grades K-1 Fluency EOY Data:
 Grades 2-5 i-Ready Growth Data
 School: 67% of students achieved the growth target
 Grade 2: 45% of students achieved the growth target
 Grade 3: 85% of students achieved the growth target
 Grade 4: 69% of students achieved the growth target
 Grade 5: 69% of students achieved the growth target

ELA

Grades 1-5 Reading Fluency EOY Data:
 50% of students are at Benchmark for reading fluency
 18% of students are Below Benchmark for reading fluency
 32% of students are Well Below Benchmark for reading fluency

IV. STATISTICAL DATA

b. 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)

b. Number of Students Transferred

	In	Out
Within system	92	30
Outside system	42	36

M. M. GENERALI SCHOOL

Kathy Stamp, Principal

I. GOALS**a. *Accomplishment of Goals 2017-2018***

The general goals for the 2017-2018 school year at M. M. Generali School are the continuation of the lifelong learning, the functioning in our society as responsible citizens, and the continuations of growth and productivity. We analyze test scores and meet weekly at IDTs to analyze data to drive our instruction, review students' areas of focus, and plan intervention.

b. *Goals for 2018-2019*

We will revise our School Improvement Plan//Blueprint for change for 2018-2019

Goal 1:

Currently fifty percent of students in grade 1 will show one year of growth or remain at benchmark in fluency from Middle of the Year to the End of the Year on mCLASS DORF Fluency.

Goal 2:

Previously our goal for 2016-2017 was that the percent of students in grades 2-5 will show one year's growth or remain at benchmark on I-Ready end of the year assessments. This year we increased our goal to 60%. While monitoring our i-Ready data we will increase our percentage in this area.

II. HIGHLIGHTS

92% of our kindergarten students have made 1 year's growth or remained at benchmark in mCLASS testing from Middle of the Year Testing to End of the Year Testing.

60% of our grade 2 students showed at least one year's growth or remained at Benchmark from beginning of the year data to end of the year benchmark data.

Our Extended Day Grant provided us with an After School Enrichment Program Kindergarten Orientations was held in June.

We held a Winter and Spring Family Night that was well attended.

We had our Annual Memorial Day Ceremony attended by many dignitaries.

We had Math Night.

Monthly Parent Coffee hours were held on the first Friday of each month.

We held a spring and winter concert.

We worked in collaboration with Mega Education for our 10 Student of the Month Ceremonies.

We added a YMCA After School Program

We had a wonderful Talent Show in June

We had a Family Literacy Night.

Our talent show is June 7, 2018

Our Field Day was May 28, 2018

III. STRENGTHS OF EDUCATIONAL PROGRAM

As always, our professional staff is a strength. Generali has a motivated and experienced staff of teachers, social worker, school psychologist, speech pathologists, nurse, counselor, paraprofessionals, behavior therapists, and office staff. The prime goal is to instruct the children in a positive learning environment to enhance student learning.

Instruction is given fully utilizing all aspects of the curriculum. Positive behavior is used to teach the children expected behavior. The parents are notified daily of their child’s behavior by a color chart calendar that must be signed daily as part of the program. A positive, safe environment promotes excellent instruction. Many teachers take professional courses. All are involved in professional developments. Teaching practices that incorporate cross discipline learning are utilized in class. We encourage the development of a culture that supports traditions and responsible behaviors. We like to involve the parents as much as possible. The “Student of the Month” awards provided recognition for personal accomplishments. Parents and families are encouraged to attend and celebrate. Another strength of Generali School is the wide cultural diversity of our student body. This brings a resource for learning to every day experiences. By learning about each other Generali students learn about the world.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

Superintendent’s Recognition Award	1
Student of the Month	252
Math	33
Language Arts	33
Reading	33
Social Studies	33
Spelling	33
Penmanship	33
Art	33
Library	33
Vocal Music	33
Physical Education	33
M. M. Generali Award	33
Highest Academic Award	3
Presidential Award for Excellence	13
Presidential Award for Achievement	12

b. *Number of Students Transferred*

	In	Out
Within system	132	81
Outside system	83	91

GILMARTIN SCHOOL

Jennifer Dwyer, Principal

I. GOALS

a. *Accomplishment of Goals 2017-2018*

This year we came very close to meeting one of our school wide goals and met the other. Our first SLO was for 70% of student continuously enrolled at Gilmartin School from administration of the BOY to EOY assessments will demonstrate growth in the area of phonics and fluency. We fell just short of this goal with 66% of students meeting growth targets. The grade level breakdown is as follows: 93% of Kindergarten students either moved up a category or remained on benchmark in PSF, 50% of 1st grade

students either moved up a category or remained on benchmark in DORF fluency from MOY to EOY, and the following percentage of students either moved up a category or remained on benchmark in DORF fluency from BOY to EOY: 49% of 2nd graders, 59% of 3rd graders, 77% of 4th graders, and 69% of 5th graders.

We fared better in attainment of our math goal. The math SLO was for 60% of students continuously enrolled at Gilmartin School between the BOY and EOY testing windows will demonstrate growth per the individual grades growth target. 68% of our students met individual grade level growth targets. In addition, many of our students who did not meet the expected growth target, showed growth in individual instructional areas.

b. Goals for 2018-2019

Goal 1:

Gilmartin will continue to focus on improving literacy and numeracy. We will continue work that we began with effective small group targeted instruction. Next year we will move into coaching sessions that focus on improving teaching strategies in those small groups to impact learning. We will increase the amount of small group math instruction and centers, and spend time developing teacher knowledge for the new ELA and science curriculum.

Goal 2:

We will continue to explore SEL research and strategies. As a school we will implement strategies learned to improve the emotional climate. We plan to roll out revised norms to create consistency around ideas of restorative practices.

II. HIGHLIGHTS

One of the highlights of this year was being a part of an early reading documentary. Three teachers were filmed throughout the year to showcase how students learn in early years. It was an honor to be chosen for this work so that others can view the skills these teachers have. We continued the Wingman program and moved it from administration led to teacher led, allowing more teacher ownership.

III. STRENGTHS OF EDUCATIONAL PROGRAM

We began this year with an in depth analysis of testing and school data. Teachers reflected on efficacy of strategies improvement of practices. Teachers collaborated with coaches about creating positive learning outcomes so that student success is met. Our data is on an upward trend in math and reading has positive outlooks. We look forward to seeing the results of the upcoming year as we integrate the new reading series with all of its embedded supports.

IV. STATISTICAL DATA

a. Students Receiving Awards

- 183 Student of the Month Awards
- 8 Wingman Awards
- 100 Academic Awards
- 4 Specials Awards
- 2 Superintendent Awards

b. Number of Students Transferred

	In	Out
Within system	114	42
Outside system	33	44

HOPEVILLE SCHOOL

Debbie Ponte, Principal

I. GOALS**a. *Accomplishment of Goals 2017-2018***

During the 2017-2018 school year, we focused on enhancing rigor in all lessons grades K-5. Teachers utilized the depth of knowledge chart when creating whole group and small group lessons. Teachers were required to identify the level of rigor for each lesson. Lessons included robust vocabulary across all content areas

Also, we focused on adopting a kindness model in all grades to promote character development. Teachers and students created classroom mission statements that are recited daily in the classrooms. We began the implementation of restorative circles to build classroom community. All staff participated school wide in 2x10's, morning greetings, welcome back absence messages and painting kindness rocks to be displayed throughout the school. Daily kindness quotes are read aloud during morning announcements and a compliment/recognition board displays shout outs for both staff and students.

b. *Goals for 2018-2019***Goal 1:**

To create a positive school culture through the use of restorative practice strategies.

Goal 2:

To integrate science and social studies daily in lessons.

II. HIGHLIGHTS

Our school community was involved in various events throughout the school year, which fostered a positive family relationship within the school community. Our events included an Ice Cream Social, The Gathering, School Dance, McEducators Night, Roller Magic Night, and Book Bingo. We also held several events that provided information to parents and families, encouraging them to take an active part in their child's education. We did this through Kindergarten Orientation, Literacy Nights, Math Nights, and other Parent workshops. In addition, families were welcomed to celebrate Winter and Spring Concerts. School wide programs enhanced the educational experience for students. These programs included Black History Celebrations, Dr. Seuss week, and monthly Spirit Day themes. 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 community partner, South Congregational Church, led a Food for Hope Program, supporting over a hundred of our students with food for the weekend. Many of our staff partnered with them, helping package and prepare the meals for our students.

Our students also had many connections to the outside community. The Community Officer led a presentation on Gangs to our students, and we had a visit from two of Waterbury's Police Horses. Smile Builders provided dental care to our students.

Students also actively took part in reaching out to the community, as they organized a canned food drive, collected Pennies for Patients, and contributed to various fundraisers such as The American Heart Association, and Autism Awareness.

Students took part in various committees, displaying leadership characteristics. Our Green Team led a recycling program in our school, and led a fundraising effort for energy saving LED lightbulbs. They also organized activities around Earth Day,

collecting canned food for pets, recycling plastic bottles, and raising money to support various environmental organizations.

III. STRENGTHS OF EDUCATIONAL PROGRAM

As always, our school has many strengths in our educational program. Our Parent Liaison, Social Worker and Attendance Counselor collaborated with families to increase parental involvement and student attendance, through home visits and various parent workshops provided. Our attendance cadre established incentives throughout the school year to reward students for perfect attendance during each marking period. The whole school participated in “One School, One Read,” where every student received the same book and upon daily read-alouds, the students completed classroom activities.

Our staff led many committees and met monthly to design, plan, and coordinate events and other celebrations throughout the school year. Our music teacher organized a before school recorders instruction for students in grade 3 that were interested in learning how to play the recorder. The art teacher held an art show that displayed a piece of art from every student in the school. The excellence of our staff was evident in this year’s Teacher of the Year, Ralph Cantito.

Our student leadership, STORM Team led many school wide fundraising events for organizations, such as the Wounded Warrior Foundation, the Salvation Army, Breast Cancer Awareness, Brain Tumor Awareness, Autism 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
- 6 5th graders received the President’s Achievement Award

b. *Number of Students Transferred*

	In	Out
Within system	85	132
Outside system	95	72

KINGSBURY SCHOOL

Erik Brown, Principal

I. GOALS

a. *Accomplishment of Goals 2016-2017*

Goal 1:

All students enrolled at F. J. Kingsbury School from September 2016 – May 2017 will improve reading proficiency in the areas of phonemic awareness, fluency, and comprehension.

29% of Grades 3-5 students met or exceeded CCS as measured by SB assessments
 70.5% of K-5 students grew a category or remained at/above benchmark as measured by mCLASS PSF (K) and DORF fluency (1-5)

Goal 2:

Kingsbury School will demonstrate improvement and computational fluency in Math as measured against the CCSM

26.6 % of Grades 3-5 students met or exceeded CCS as measured by SB assessments
85.5% of K-1 students demonstrated fluency by scoring 80% or better according to EOY CFA

b. Goals for 2017-2018

Goal 1:

Kingsbury School will improve reading proficiency in the areas of phonemic awareness, fluency, and comprehension.

32% of Grades 3-5 students will be meeting/exceeding CCS as measured by SB assessments.

73% of K-5 students will grow a category or remain at benchmark/above benchmark as measured by mCLASS PSF (K) and DORF fluency (1-5).

Goal 2:

Kingsbury School will demonstrate improvement and computational fluency in Math as measured against the CCSM.

33% of Grades 3-5 students will be meeting/exceeding CCS as measured by SB assessments.

88% of K-1 students will demonstrate fluency by scoring 80% or better according to EOY CFA.

Goal 3:

The cohort of students enrolled at Kingsbury School from October 2017 – June 1, 2018 will reduce chronic absenteeism rates by 2%. Attendance Rate May 2017 was 89.6%.

II. HIGHLIGHTS

Literacy Night (3 events hosted, 2 of them thru Literacy How support)
Jump Rope for Heart fundraiser
Pennies for Patients Fundraiser
Box Tops Program
Updated Website with many resources
Meet and Greet at Fulton Park
Math Night
Adoption of Endangered Animal by Library Media Specialist
Student performance for Southmayd Home residents
Monthly Student of the Month Ceremonies
Monthly PTO meetings (alternating AM and PM meetings)
Bi-weekly “Coffee Hours” with the Parent Liaison – all parents invited
Monthly newsletters and uploaded on website
Celebration of Blue Day for autism
Hispanic Heritage
Community Days at Fulton Park
Zumba Fitness Night

III. STRENGTHS OF EDUCATIONAL PROGRAM

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

IV. STATISTICAL DATA

a. Students Receiving Awards

Students of the Month for Academics/Citizenship	198
Students of the Month for Gym Heroes.....	198
Monthly Class Awards for the Best Attendance (per grade level).....	6
Perfect Attendance for the First Marking Period (individual students)	12
Perfect Attendance for the Third Marking Period (individual students)	121
Superintendent Award	1
Michael Mobilio Math Award	1
Diana Colon ESL Award	1

b. Number of Students Transferred

	In	Out
Within system	90	65
Outside system	73	45

MALONEY INTERDISTRICT MAGNET SCHOOL

Donna Cullen, Principal

I. GOALS

a. Accomplishment of Goals 2017-2018

Goal 1: To increase the number of students proficient on the mCLASS Reading Fluency in grades 2 to 5. Our goal of 80% was met at 80%.

Goal 2: To increase knowledge of problem solving (Numeracy goal) for Grades 2-5. Goal of 70% was not met at 57%, however great progress was made from the beginning of the school year at 26%.

Factors that contributed to the accomplishment of the School Improvement Plan include: alignment of instruction in K-5 to district curriculum, CCSS and our multicultural curriculum; teacher collaboration on grade level data teams to analyze scores, identify areas of strengths and weaknesses and individualize instruction according to needs; and Intervention Blocks have continued to offer Tier 2 and 3 support and to also offer enrichment activities.

Goal 3: During the 2017-2018 school year our goal to increase parental involvement was accomplished through such initiatives as family contact through our Parent Liaison, Student/Parent Handbook, monthly newsletters and use of IRIS phone system.

Goal 4: 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.

b. Goals for 2018-2019

Goal 1: Focus on instructional improvement with an emphasis on improving our SPI.

Goal 2: Foster an appreciation and acceptance for the similarities and differences among others.

Goal 3: Strengthen parental involvement while building a strong school community.

Goal 4: Provide a safe and secure teaching and learning environment.

II. HIGHLIGHTS

We continued to meet the magnet school requirements set by the CSDE. The interdistrict enrollment for 2017-2018 was 34%.

We received National Magnet School of America Certification honors through 2022.

We also were named a Category 1 school by the state of CT receiving awards in two categories: all student growth and student growth for students with special needs.

Karen Silva, Grade 4Teacher, was recognized as the Maloney School Teacher of the Year. She was a district finalist.

Maria Davino, Paraprofessional, was recognized as the Maloney School Paraprofessional 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.

Our fifth grade Superintendent Award winner this school year was Jack Derasmo.

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 former Maloney college bound graduates of Sacred Heart High School, Abigail Monroe, and Naugatuck High School, Ben Wierzbiecki, respectively. We are proud to continue this special tradition and are grateful to the sponsors whose donations have made our scholarship fund a reality.

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

International Education Student Conference brings together our 4th and 5th grade students with parents and community members who share their wealth of knowledge on cultures and diversity.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Maloney's Summer Reading Program provides students in grades PreK-4 with summer reading packets and activities designed to maintain reading comprehension. Students receive a book and activity related to open-ended questions. Students are encouraged to work with their parents and return the assignments in September.

Maloney Interdistrict Magnet School is completing its twenty second year of operation.

The school, with its multicultural curriculum, serves students from Waterbury as well as students from ten surrounding districts. The school offers a multicultural curriculum approach to reading, language arts, mathematics, social studies and science to children from pre-kindergarten to 5th grade. Rigorous academic skills are integrated into a program that assists students in understanding, appreciating and respecting themselves and their classmates, through reinforcing character traits such as loyalty, caring, and empathy. The school provides an all-day pre-kindergarten program and regular classes for kindergarten through grade five. The school also offers a pre-school special education for children with special needs. Students with hearing impairments are offered both a self-contained and regular education program staffed by specialized teachers and assistants.

The children benefit from a cooperative approach to classroom learning through collaborating on learning tasks and learning the importance of working with others in fair,

considerate, and responsible ways. The teachers approach classroom management and discipline from an emphasis on intrinsic motivation rather than rewards and punishments. This assists each child to develop responsibility and competence in their speech and behavior, with an overall emphasis on critical thinking.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

1 student received Superintendent’s Award

b. *Number of Students Transferred*

	In	Out
Within system	74	52
Outside system	31	46

REED SCHOOL

Juan Mendoza, Principal

I. GOALS

a. *Accomplishment of Goals 2017-2018*

We have maintained many initiatives in regards to school wide attendance while enforcing parental involvement this year through the combined efforts of Family Engagement Committee. FRC programs to help reach parents as well as provide additional assistance to students at risk continued successfully this year. Programs such as the PAT Born Learning Academy Early Childhood Education continued to recruit community families. Our Attendance Team this year continued to significantly reduce chronic absenteeism and our monthly perfect attendance. Attendance significantly was reduced with weekly attendance meetings and monthly rewards. Attendance data was also tracked daily. This year the team continued to meet once a month to review our “at risk” and chronic population. Team members were emailed daily students that were absent for that day and those that are chronic to help the team monitor consistently. 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 2018-2019*

Our Instructional Data were refined this year and ran more efficiently. Teachers used planning guides and discussion on the guides ensued at meetings. We will also work on meeting our SPI goals with the Smarter Balanced assessment and are waiting results. In addition, we continued with our tiered intervention programs for our at risk students and provide a tutor to help increase student achievement.

II. HIGHLIGHTS

We offered families several activities including: Open House/Ice Cream Social / Community Vendors, “How to Help Your Child Succeed in School” Workshop for Parents, The Gathering, Student of the Month, Wingman, Math Fun Fact Night, Thank You Ice Cream Party (safety patrol) (FRC), Book Fair, Family Literacy (Polar Express), Literacy Night Book Bingo, Mr. Saunders (Black History Night), Community Event, Middle School Dance, Field Day, Middle School Awards, Promotion Ceremony, and Kindergarten Orientation.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Our administrative team continued to implement the Instructional Data Team process with our teachers. Teachers have become efficient in the use of google docs. This year Reed School continued success in the decrease of absenteeism. Students that were consistent and meeting bench marks would be rewarded for meeting incentives. In addition, the school wide attendance team continued to meet 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	
Yearly Perfect Attendance.	12
Middle School Awards	55

b. *Number of Students Transferred*

	In	Out
Within system	43	44
Outside system	27	29

REGAN SCHOOL

Angela Razza, Principal

I. GOALS

a. *Accomplishment of Goals 2017-2018*

At least 60% or more of students in grades 2 through 5 are reading at a proficient level or higher.

Grades 2 - 5 made on average 1 year's growth as measured by Math i-Ready.

49% of students in Grades 2-5 achieved their math target measured by Math i-Ready.

b. *Goals for 2018-2019*

Goal 1:

Increase the percentage of students reading fluently, on grade level measured by mCLASS Fluency.

Goal 2:

Increase the percentage of students meeting the Growth Target as set by Math i - Ready or making at least one year's growth.

II. HIGHLIGHTS

1. This is the 2nd year that Regan had a full functioning School Governance Council with all committed members including teachers, parents and community members that played an active role. Events were planned and implemented.

2. Regan School has had less than 5% chronic absenteeism up until this point in the year.

3. Regan began to receive Professional Development and implemented Restorative practices to rebuild relationships with students.

4. The School Garden Project will continue through a grant received.

5. Extended School Hours Program implemented for grades 3 - 5.
6. Teachers were trained on using ELA small group planning guides based on students' instructional focuses.
7. Teachers implemented Number Talks this school year.
8. Established a Safety Patrol Team to build student leaders.

III. STRENGTHS OF EDUCATIONAL PROGRAM

1. ELA instruction included at least 90 minute blocks with an additional 45 intervention block and Foundations block.
2. Teachers grouped students using mCLASS data and additional phonics screeners for instructional groupings.
3. I - Ready Math was used for grades 2 - 5.
4. Teachers implemented math centers daily after teaching whole group math.
5. Instructional Data Team 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*

- 2 students received the Bronze Presidential Award (Grade 5)
- 2 students received the Silver Presidential Award (Grade 5)
- 1 student received award for First Place in Gettysburg Address in City-wide competition (Grade 5, for 2 consecutive years)
- 3 students received award for Art displayed at the Mattatuck Museum (Grade 5)
- 24 students selected for each marking period for Student of the Marking Period Awards
- Superintendent's Award - 1 student (Grade 5)

b. *Number of Students Transferred*

	In	Out
Within system	69	76
Outside system	53	56

ROTELLA INTERDISTRICT MAGNET SCHOOL

Robin Henry, Principal

I. GOALS

a. *Accomplishment of Goals 2017-2018*

Goal 1:

The cohort of students enrolled at Rotella from September 2017 to May 2018 will increase their reading proficiency in the area of fluency (Gr. 2-5) from BOY to EOY. IAGD: 80% of Grade 2/3/4/5 students will show growth by a category or remain at benchmark from BOY to EOY DORF (Fluency). We reached this goal at 80%.

Goal #2:

The cohort of students enrolled at Rotella from September 2017 to May 2018 will demonstrate a minimum of one school - year's growth in mathematics from BOY instructional level. IAGD: 75% of Grade 2/3/4/5 students will meet or exceed the target of

one year's growth from BOY to EOY as determined by i-Ready® diagnostic assessments. We were 1% short at 74%.

Goal 3:

90% of parents who take the survey will respond "agree" or "strongly agree" to the following statement: My child's teacher gives helpful comments on homework, classwork, and tests. This survey target goal aims to remain in constant communication with parents and provide effective feedback to both students and parents. We were 1% short at 89%.

b. Goals for 2018-2019

Goal 1:

The cohort of students enrolled at Rotella from October to June will increase their reading proficiency in the area of phonics and fluency. (Gr. 2-5) from BOY to EOY. IAGD: 80% of Grade 2/3/4/5 students will show growth by a category or remain at benchmark from BOY to EOY DORF (Fluency).

Goal 2:

The cohort of students enrolled at Rotella from October to June will demonstrate a minimum of one school-year's growth in mathematics from BOY on the i-Ready Program. EOY: IAGD 75% of Grade 2/3/4/5 students will meet or exceed one year's growth from as determined by i-Ready® diagnostic assessments.

II. HIGHLIGHTS

- Named MSA Certified Magnet School.
- Received MSA School of Excellence Award.
- School-Wide Celebration of "School of Choice Week" with culmination.
- After school play performance "Little Mermaid Jr."
- 26 Students went on field trip to decorate trees at City Hall and Chase Building.
- Student artwork was on display at Cheshire Convalescent Home (5 displays).
- 120 artworks displayed at Silas Bronson Library.
- 1 Student artwork donated to hang permanently in LOB in Hartford.
- 10 Artworks on display for CT Youth Art Celebration.
- 3 Artworks on display for Hartford Art Slam.
- 8 Artworks on display for Artrageous City Wide Art Show at Mattatuck.
- Raised over \$3,000 for Jump Rope for Hearts.
- Raised \$550.00 for MS.
- Raised \$250.00 for Lupus.
- Raised \$275 for Colors of Cancer.

III. STRENGTHS OF EDUCATIONAL PROGRAM

- We had one of the highest scores in the District for Reading and Math on the Smarter Balanced testing for 2016-2017 school year.
- We had one of the highest scores in the District for Reading and Math on the District testing for 2017-2018 school year.
- 3rd in the City for the highest scores on the Science CMT.
- Scores allowed us to win two MSA awards.

IV. STATISTICAL DATA

a. Students Receiving Awards

4- 5th grade students selected to attend the Invention Convention at UCONN

2 -5th grade student was selected out of 19 students from Waterbury that went to UCONN, to go to the National Invention Convention in Baltimore
 Student receiving the Superintendent Award
 2 students won the art award for music and visual art

b. Number of Students Transferred	In	Out
Within system	59	11
Outside system	26	53

SPRAGUE SCHOOL

Diane Bakewell, Principal

I. GOALS

a. Accomplishment of Goals 2017-2018

During the 2017-2018 year, we offered monthly Family Nights in which many activities helped to promote student success. Our events were well attended by our families. The parent members of the Governance Council were instrumental in planning events for the school year. We look forward to working with the Governance Council again next school year to plan events for our families. We also held our first annual Career Day for students in PreK – Grade 5. Many of our parents were involved and came to speak to our students about their career. Many of our students took part in goal setting for both academics and behavior. The students had the opportunity to work with a teacher or social worker to set both rigorous and achievable goals.

b. Goals for 2018-2019

Goal 1:

To create a positive school culture through the use of restorative practice strategies.

Goal 2:

To successfully implement the use of literacy planning guides during small group instruction as well as a reading series for grades K-5.

II. HIGHLIGHTS

This year we were awarded a School Improvement Grant from the State of Connecticut. We hired a full time Prevention Specialist who assisted with monitoring student attendance. Chromebook carts were purchased for each grade 3, 4 and 5 classroom. Lexia licenses were purchased for all students for the next 5 years. We also purchased licenses for Happy Numbers for students in Kindergarten and Grade 1 to promote fact fluency. Two Yoga Chromebook carts were purchased for our Kindergarten and Grade 1 students. Teachers were given monthly Professional Development around Social and Emotional Learning. Teachers were provided with strategies to help develop positive relationships with students including a morning greeting each day.

III. STRENGTHS OF EDUCATIONAL PROGRAM

We continue to implement a block schedule which allows time for intervention to support all students. Our schedule includes small group instruction in both reading and math. Grade level teams continue to meet weekly to create both instructional and monitoring plans based on student work. Our literacy facilitator and math coach work with teachers to create engaging lessons to meet the needs of all students.

IV. STATISTICAL DATA

a. Students Receiving Awards

Students of the Month – 190 students
 Superintendent’s Award – 1 student

b. Number of Students Transferred

	In	Out
Within system	54	143
Outside system	102	48

TINKER SCHOOL

Maria Jimenez, Interim Principal

I. GOALS

a. Accomplishment of Goals 2017-2018

Our first goal was to Implement small group instruction to improve student achievement in the area of reading, specifically in the areas of Phonemic Awareness for kindergarten and fluency for grades 1-5. In Kindergarten 84% of students made growth by a category or met the End of the year benchmark. In grades 1-5, 73% of students moved a category or met benchmark in the area of Fluency.
 In Math, in grades k and 1, 82% of students met the math fluency goal, while 60% of students in grades 2-5 showed one year’s growth in the area of math based on IREADY Assessment data.

b. Goals for 2018-2019

Goal 1: To continue to improve student achievement in the areas of Reading and Math in grades K-%
 To continue to implement small group instruction for reading and math.
 Use data from, reading assessments and i-Ready (response to instructions) to drive small group instruction.
Goal 2: Build capacity in the area of SEL to create a positive learning environment that is responsive to and respectful of the learning needs of all students.

II. HIGHLIGHTS

Focus walk was conducted to improve Phonemic Awareness in Kindergarten. Teachers received ongoing professional development in the area of small group literacy. Huge gains made in Kindergarten.
 Students in grades 3-5 performed at the Palace Theatre to support community and talent.
 Students in grade 3-5 participated in the Kids Marathon and tennis club
 New procedures for Arrival and Dismissal were implemented to ensure the safety of students and staff.

Discipline: use of SEL strategies in classrooms, recess, arrival and dismissal. Decrease in office referrals from 577 to 327, a 44% decrease school wide.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Math: Teachers will implement the school wide focus and strategy Number Talks to increase students' mental math and problem-solving skills/fluency. Teachers will use i-Ready to provide targeted small group mathematical instruction aligned with CCSS. Differentiated lessons will be implemented to accommodate for all students.
 Literacy: Teachers will implement PA segmenting and blending routines daily (CCT 3B) The first 5 -6 minutes of every small group will begin with oral practice of segmenting and blending for students in need of that specific focus in grades K-2. Teachers will implement small group instruction specific to student focus

IV. STATISTICAL DATA

Last Year 2016-2017	This Year 2017-2018
Discipline Referral: 572 school wide	Discipline Referral: 327
Disruption, which includes disorderly conduct and serious disorderly conduct had the highest referrals. (239)	Physical Altercations was the highest referrals (126)
Physical aggression had the second highest referrals. (176)	Seriously disorderly Conduct was the second highest referral. Disorderly Conduct was the third highest referral
	Physical Aggression : 22 incidents
Total Number of Suspensions- 32	Total Number of Suspensions: 21

a. Students Receiving Awards

One 5th grade student was the recipient of the Superintendents Award. Each month a student from each class receives the Student of the month award. The criteria for this award is based on academic progress, effort, behavior and attendance.

b. Number of Students Transferred

	In	Out
Within system	53	61
Outside system	47	55

WALSH SCHOOL

Ellen Paolino, Principal

I. GOALS

a. Accomplishment of Goals 2017-2018

Walsh School takes pride in its approach to the social emotional components of learning. To date Walsh has had approximately 64% of its staff trained in Restorative Practices and/or School Climate through the CSDE. Additionally, mCLASS Reading TRC EOY results for the whole school, including transfer in and out, showed a 3% improvement growth (16/17 55% proficient or above; 17/18 58% proficient or above). When comparing students who were assessed on TRC in the BOY and EOY at Walsh School a total of 63% of students were proficient or above demonstrating a 5% improvement growth from the previous year. Overall mCLASS

results for composite score for 2017-18 showed 44% of students were proficient or above. Walsh students showed 73% showed growth on the i-Ready Math EOY assessment, while 33% of the students achieved their growth target and 10% of students are above grade level.

Walsh continued its After-School 21st Century Program, in addition to the three other after-school programs, ESH, PAL, and the Before and After School Program. Reading, math, and behavior SRBI has been implemented across grade levels. Reading teachers provided tier 3 support to qualifying students for forty-five minutes per day, five times per week.

b. Goals for 2018-2019

Goal 1:

In 2018-2019 we will strive to meet district reading and math targets. Staff will be using uniform transition and management procedures developed through ongoing PD within the district. Universal systems of data collection will continued to be implemented. Shared folders will be used to collect and share student data within the building.

Goal 2:

Walsh will reinforce social emotional learning via restorative practices throughout all grade levels in order to continue to decrease the number of office referrals. We are anticipating on having remaining teachers and staff attend CSDE Restorative Practices and School Climate PDs.

II. HIGHLIGHTS

Walsh Elementary School will be completing its fifth and final year of the Commissioner's Network. During our time in the network, 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 continuously provides families three afterschool programs for its students. The Extended School Hours Afterschool Grant Program focuses chiefly on providing additional reading and mathematical support to our students while engaging them in computer science literacy; our partnership with the Police Activity League afterschool program 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. Our 21st Century Afterschool Program extended the science instruction. The program allowed students to experience hands on science activities with the Maritime Aquarium, Flanders Nature Center and Retired Principal Mr. Pannone. Our PBIS model was strengthened this year and positive office referrals were implemented. We also incorporated "green parties at the cluster level", utilized class dojo and monthly REACH lessons to reinforce positive behavior. Chief Riddick of the Waterbury Police Department visited Walsh to provide inspirational talks to our students. Walsh had many family activities during the 2017/2018 school, including, but limited to: Reading Night, Math Night, SPOOKTACULAR, Hispanic Heritage Night. We also hosted a Community Day for all families to attend to receive resources from local agencies.

Walsh School moved from a "Turnaround School" to a "Focus School".

The grant from COMCAST Cares was finally processed and the school was able to purchase various African Drums, ukuleles, and xylophones. We were proud to have our chorus and 4th & 4th Grade band perform for central office staff during the holiday season, the city wide Hispanic Heritage Month Celebration, and the district wide talent show at the Palace Theater.

As many schools in the district, Walsh has a high population of students who come from Spanish speaking families. We realize the importance of family's involvement in education, especially when discussing academic progress, so this year we were able to

secure translators for each of our Open Houses and Parent Teacher Conferences. Translators consisted of Board of Alderman members, Commissioners from the BOE and other local community agencies. Walsh School will continue its partnerships with Community Outreach Tabernacle, Rivera Memorial Foundation and PAL will continue.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Walsh School prides itself as being a child centered learning environment with our Project Child Model. Children are continuously engaged in activities based upon their needs and strengths. Walsh staff truly believes all students can learn. Our data supports targeted, rigorous instruction. We teach all students, in grades K-5, using stations (student centered instruction), where students become responsible for their learning. 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 school has invested in data systems and a data-driven culture. Multiple after school programs are available to students to meet their varied needs.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

- 1 Student qualified for the City Wide Gettysburg Address Competition
- 1 Student received the Flanders Nature Center Summer Camp Scholarship
- 10 Students Participated in the Kid’s Marathon through the PAL or Rivera Memorial Foundation

b. *Number of Students Transferred*

	In	Out
Within system	NA	NA
Outside system	NA	NA

Washington Elementary School

Lori Eldridge, Principal

I. GOALS

a. *Accomplishment of Goals 2017-2018*

- Revised SIP plan with adult indicators and its monitoring through walk-throughs.
- Implementation of Achieve3000 through grant.
- One to one ratio of Chromebooks that were purchased through grant.
- Whole school focus of domain 1 through Family Meetings 2x per week.
- Implementation of new dismissal procedures with success.
- Implementation of Google classroom in grades 3-5.
- Implementation of Interactive Notebooks in grades 2-5.

b. *Goals for 2018-2019*

Goal 1:

Implementation of new reading curriculum and embedding science into K-5 at least 3 times per week.

Goal 2:

Implementation of Restorative Practices after completing an Advanced PD in July of 2018, All Classrooms to have circles daily and time allowed in master schedule.

II. HIGHLIGHTS

Activities included: Back to School Ice Cream Social – Title I, Literacy How mentors, The Gathering, Heritage Night –Title I, bi-monthly Student of the Month celebrations, Family Fitness Night – Title I, Family Craft Day, Scholastic Book Fair – Title I, ESH Program for grades 1-2, 21st Century Program for grades 3-5, Black History Month Celebration – Title I, Reading Night – Title I, Math Night – Title I, Monthly Attendance certificates for Perfect Attendance, Field Day with tremendous parent involvement, Kindergarten Orientation – Title I, and 5th grade promotion activity to Holiday Hill. A sum of \$300,000 awarded through the School Improvement Grant was used to purchase technology and licenses for grades Pre-K through 5. Each child has a one to one ratio of technology.

III. STRENGTHS OF EDUCATIONAL PROGRAM

ESH After School Program for grades 1 and 2
 i-Ready, Achieve and Lexia Usage and growth reports
 Went from 5% Ss Tier 1 Math to 44%, 50% T2 to 41% and from 45% T3 to 16%
 21st Century After School Program for grades 3-5
 Strong Staff Commitment to School-wide Cadres including SWDT
 Math and ELA Coaching cycles
 Instructional Focus Groups for both Math and ELA
 Successful Tiered Intervention
 Uninterrupted Math and ELA blocks
 Achieve 3000 PD with celebrations of Lexile increases
 Training for SBAC and instilling IABs into the curriculum
 Use of Google Classroom and teachers assigning activities through Google Classroom
 In their absence

IV. STATISTICAL DATA

a. Students Receiving Awards

- 1 student received Superintendent’s Award
- Math i-Ready Awards grades 2-5 for meeting MOY goals and EOY goals
- Over 630 Monthly Perfect Attendance Awards handed out
- 561 Lexia Certificates for completing levels
- 31 Lexia Certificates for advancing to next grade level
- 38 students received a celebration for Lexile gains in Achieve 3000

b. Number of Students Transferred

	In	Out
Within system	66	58
Outside system	39	36

WENDELL CROSS SCHOOL

Joseph N. Amato, Principal

I. GOALS

a. Accomplishment of Goals 2017-2018

Wendell Cross School’s number one initiative continues to be the improvement of SBAC and mCLASS. Wendell Cross’s mCLASS scores were one of the highest in the district again 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 fine tune and make changes as appropriate to the program as necessary. A lack of time in our schedules is creates difficulties in providing prep time to teachers. The professionalism, dedication, and performance of the Wendell Cross staff cannot be understated.

b. Goals for 2018-2019

Return to homogeneous grouping.

Goal 1:

To create heterogeneous classrooms based on mCLASS, i-Ready EOY data, IEP's, LAS Links results, and teacher recommendations.

Goal 2:

Integrate science and social studies instruction during reading blocks utilizing leveled non-fiction reading texts.

II. HIGHLIGHTS

We have been able to continue to immerse students in literacy, especially those students who are at risk. 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 ninth consecutive year, we have several minority members on our PTA executive board. Our PTA reflects the diversity of its student population. Wendell Cross's PTA did an extraordinary job this year fundraising. They provided many family activities and were able to raise over \$8000 this school year. They funded many of our field trips and other school-wide activities.

WOODROW WILSON SCHOOL

Jennifer Rosser, Principal

I. GOALS

a. *Accomplishment of Goals 2017-2018*

Goal 1:

Professional Development for staff:

- Continued CK3LI framework staff development to perfect the implementation of small group research-based ELA instructional practices.
- Learning effective elements of small group intervention lessons through district Focus Walks and Title I Reading Specialist, Literacy Facilitators, CK3LI staff working in the classroom modeling for all teaching staff.
- Training to use the new ELA planning guides on google drive for small group focused instruction.
- Continuum staff development for Foundational Literacy Skills for critical thinking, oral language & vocabulary.
- PowerSchool roll-out district wide providing more effective, and immediate information for staff & parents – professional development for all staff for report cards, grading, attendance and front office for student discipline & information system.
- Social Emotional Learning/Restorative Practices – for professional development of all staff for “Social & Emotional” Learning – Book study “Better than Carrots or Sticks” – district provided power points – entrance & exit tickets – Sequential Circles – research based training.
- Super Flex- PBIS incentive & restorative practices behavior management & relationship building program.
- Computer Skills teacher added to staff to support all technology implementation & instruction.

Goal 2:

SLO goal of 60% for Math was achieved.

Goal 3:

School wide improved usage of research-based programs i-Ready, Lexia & Study Island.

b. *Goals for 2018-2019*

Goal 1:

Academic Rigor – ensuring that the new “Wonders” ELA, Science Next Generation Standards & Math curriculum are implemented with fidelity, as well as ensuring that the pacing guides for each content area are followed. This will be accomplished with the support of the ELA facilitator now scheduled to be back at Wilson 5 days a week, the addition of a Science STEM coach and math coach. With the purchase of industry vendor provided ELA & Science curriculums rolled out & supported by the Specialist staff (ELA facilitator, STEM & Math Coaches), we will be able to make a greater impact. We will be able to ascertain that engaging common core instructional practices are being implemented, with effective small group focused intervention/instruction supported by themed centers/rotations where students are self-assessing and peer assessing using basic rubrics that align with set curriculum standards, growth goals and objectives.

Goal 2:

Culture and Climate – Implementation of a PTO in addition to our School Governance Council to foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process via school environment, student attendance, student behavior, interpersonal interactions, family engagement and community partners.

Goal 3:

Plans for Improvement for 2018-19

- Teachers will design effective classroom management plans that are developed through the Social & Emotional restorative practices framework
- Implement the social emotional restorative practices support program “Harmony” to further provide students with effective self-regulation skills.

II. HIGHLIGHTS

More effective implementation of the IDT process & small group instruction based on individual instructional focus to establish effective, rigorous & targeted ELA instruction. Planning guides on google Drive resource.

Improved participation in The Gathering parade.

Added a Computer skills teacher.

Partnered with WCA for many internship mentoring programs to support our most struggling students with early childhood classroom tutoring support and “Be a Mentor” (BAM) program for mentoring students who are struggling emotionally with school.

Wellmore partnership to help support socially & emotionally struggling students in BDLC with weekly relaxation classes involving Yoga.

WOW community event for students & parents.

New Library furniture donated by our community business partner NEJ.

Monthly Student of the Month & parent coffee club with parent informational meeting.

Daily/Weekly – Superhero recognition announcements & activities.

III. STRENGTHS OF EDUCATIONAL PROGRAM

ILT – principal & facilitator/coach weekly planning meetings.

IDT – weekly content data meetings for ELA & Math.

CAT – attendance meetings & strategies to improve chronic absences.

Family Resource Center & Parent Liaison – improving the quality of our students home and school experience. Helping to support parents & students.

i-Ready, Lexia, Foundations Phonetics Language program implementation and utilization.

Community involvement and partnerships with NEJ.

Collaboration with WCA for college & career ready programs and interns from WCA working with our early childhood students & socially & emotionally struggling students.

Wellmore partnership – relaxation & yoga sessions for BDLC students.

Computer skills teacher added to staff enhancing our student technology and program skills ability as well as, maintaining our school webpage as a very resourceful center of information for our parent & student community. This teacher also provided continuous ongoing support to classroom teachers with technology program data for their students.

Also, assisted teachers to develop & maintain their own very resourceful classroom webpages throughout the school year.

IV. STATISTICAL DATA

a. Students Receiving Awards

1 student received Superintendent Award.

2 students received CAS Art Awards.

10 students received perfect attendance awards for the entire year. Also, monthly awards were given for the monthly perfect attendance students.

230 students received Wolf of the Month awards.

b. Number of Students Transferred

	In	Out
Within system	15	31
Outside system	5	12

MIDDLE SCHOOL (GRADES 6 – 8)**NORTH END MIDDLE SCHOOL**

Jacquelyn Gilmore, Principal

I. GOALS**a. *Accomplishment of Goals 2017-2018***

We succeeded in implementing various strategies to promote and maintain high levels of student engagement in all curricular areas. We provided on-going professional development to our teachers through in-service days and instructional data teams in conjunction with our ILD and administrative team. Strategies were monitored through walk-throughs, classroom observations, and professional conversations with teachers. Our second goal focused on increasing parental and community involvement through the School Governance Council and other outside agencies. We initiated “Coffee with the Counselors” which was held monthly. Parents came to school to meet with the guidance and social worker staff to discuss concerns, issues, and future plans involving their child. We also continued our “Enlightening the Mind” Book Club in conjunction with Wilby High School, which served 20 NEMS students and their families this school year.

b. *Goals for 2018-2019***Goal 1:**

Our instructional goals for next school year will continue to be in the areas of ELA, Math, and Science. Implementing Vocabulary.com, I Ready, and the NGSS aligned curriculum at the beginning of the year will give us a definite focus instructionally and allow us to see data from assessments and adjust instruction based on our findings.

Goal 2:

Our efforts to improve school climate will continue with a focus on building relationships with students, staff, parents and community stakeholders. This will be done through targeted professional development during staff meetings and professional development days. Strategies and activities will be used throughout the school year to improve these relationships.

II. HIGHLIGHTS

A new academic initiative focusing on building student vocabulary began in January. Students participated in this on their own time, either for homework or on the weekend. They mastered over 42,730 words in four short months. By doing this, they were named Top Middle School in Connecticut by Vocabulary.com. Teachers reported that class discussions have become richer due to the students exposure to new vocabulary. As far as providing a safe and positive learning environment, we were able to reduce our suspensions (down 270 from last year) and arrests (down 6 from last school year). This reduction was due to the efforts of our Prevention Team and our teaching staff who received two professional development sessions regarding restorative practice and circles. We also had six teachers receive grants from various organizations that added much needed technology and other resources to our classrooms. In addition to our academic and behavioral successes, we continued our mission to “Be Kind”, through our Kindness Club and a new initiative, “Adopt A Spot”. Inspiring messages were painted throughout the school to serve as important reminders of how being kind, strong, determined, and respectful reaps so many rewards.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Our teachers are the strength of the educational program, always collaborating together to ensure the highest level of instruction for our students. Weekly instructional data team meetings, as well as team meetings, ensure that we are delivering meaningful and appropriate instruction in all content areas, using best strategies and constantly assessing academic progress. Many teachers in the building (9) have pursued and secured funding for resources and technology for their classrooms. Daily administrative meetings are held to address concerns, barriers, and possible solutions to improve academics, climate, and student achievement at North End Middle School.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

10 students received awards

b. *Number of Students Transferred*

	In	Out
Within system	77	85
Outside system	114	96

WALLACE MIDDLE SCHOOL

Michael LoRusso, Principal

I. GOALS

a. *Accomplishment of Goals 2017-2018*

Our goals for 2017-18 school year were focused on four areas as described in our School Improvement Plan.

- Numeracy
- Literacy
- School Safety
- 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 Instructional Data Teams with building level administrators and our Literacy coaches. ELA teachers met or exceeded IAGD's for both SLO 1 and 2. Input from our math coach and the members of our Math IDT team has yielded important information about our teaching practices. Teachers implemented district wide assessments and planned lessons around the results. The introduction of Interim Assessments has allowed teachers to get immediate feedback on student learning and bring that information back to the classroom immediately. The use of this "real time" data allows teachers to make immediate change in instruction based on data.

In the area of school safety, we have made significant progress. To date we have experienced a 49% reduction in our out of school suspension rate from the previous year. As of March 2018 we had 135 out of school suspensions compared to 277 at the same time last year. The out of school suspension rate has also decreased by 56% during that time. The reduction in disciplinary issues is directly attributable to the work of our prevention team that has worked very hard to develop an atmosphere of trust with our students. An overall change in school climate has been a major factor in the reduction of suspensions. Our Prevention Team has also has a positive effect in the reduction of chronic absenteeism. Chronic absenteeism has been reduced by 7% since

2014. The continuation of the CT School Based Diversion Initiative and the subsequent training in Social Emotional Learning has proved to be effective.

Our Safe School Climate Committee is committed to creating a safe environment for staff and students and meets monthly. In addition, 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 increased a strong sense of community with 4 casual dress days that raised just under four thousand dollars that was donated to charities that impact our community. Proceeds were donated to The Leever Center for Cancer Research, the Catch a Lift Fund, a national organization to help wounded veterans, The Connecticut Multiple Sclerosis Society, Autism Speaks and the Waterbury YMCA Campership Fund. We continuously encourage our parents to become more involved in school activities. 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 650 people attending in October 2017 and 400 more in April 2018. The STAYWELL Health Center has registered more than 1000 students for health services with 450 choosing to access services.

b. Goals for 2018-2019

The goals for Wallace Middle School for the 2017-18 school year are taken from the School Improvement Plan and will address the specific needs of Wallace Middle School.

II. HIGHLIGHTS

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. We were able to identify specific students within specific sub groups that were in need of targeted instruction. The Tier 2 interventions were then provided in math and literacy. For the 2017-18 school year we continued with the changes in our master schedule. We are now in the second year of Power School and will be exploring the possibility of a schedule change once again due to possible reduction in staffing. 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 continued our Individual Learning Plan. 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. Students now have access to a state of the art media center and new science labs. We continue to utilize 4 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 and the CSDE After-School Program. 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 Mayor O’Leary Kids Run Program culminates with a mile run with other children from around the city.

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 IDT and District Assessments 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.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

3 students received Superintendent’s Student Recognition Awards.

b. *Number of Students Transferred*

	In	Out
Within system	55	19
Outside system	118	35

Student/Teacher ratio for school: 11:7
For academic subjects: 19:6

WEST SIDE MIDDLE SCHOOL

Maria Burns, Principal

I. GOALS

a. *Accomplishment of Goals 2017-2018*

ELA Claim Goal: Students in grades 6 through 8 will increase their ability to read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Students demonstrated growth on benchmark and classroom assessments in the areas of reading comprehension and analysis of texts. A focus on reading strategies throughout the year provided students with tools to better understand passages and articles read. Additional emphasis on vocabulary acquisition was embedded in all ELA units in grades 6, 7, & 8. Students were able to show increased skills involving citing textual evidence and explaining answers when demonstrating comprehension skills.

Math Goal: Students in grade 6 through 8 will increase math proficiency by demonstrating a variety of computational fluency strategies and productive dispositions outlined in Math practices.

Students have shown growth on District assessments from the beginning of the year to the end of the year. Students are better able to demonstrate mathematical operations and rationales for solving problems and creating models for mathematical solutions.

Students have shown an increase with math vocabulary and utilization of words to explain answers.

District benchmark data for EOY not yet calculated.

b. Goals for 2018-2019

Goal 1: : Students in grades 6 through 8 will increase their ability to read closely and analytically to comprehend a range of increasingly complex literary and informational texts, as evidenced by district benchmark assessments and standardized measures.

Goal 2: Students in grade 6 through 8 will increase math proficiency by demonstrating a variety of computational fluency strategies and producing solutions to math problems using practices outlined in the Standards for Mathematical practices.

II. HIGHLIGHTS

The annual West Side Community Day was a great success. Numerous community agencies participated and provided students and families with an abundance of information about recreational, tutorial, counseling and clinical services available to students. Student performances and games were included in the day as well as the creation of a community art project which depicts the flags of different countries around the world.

In addition, staff began researching the components of a Social Emotional Learning curriculum and its alignment to the Common Core of Teaching. Teacher Collaboration time was dedicated to the study of the five core components of Social Emotional Learning and models for embedding topics in academic curricula. Future goals include the development of lessons and activities to present during Advisory time next school year.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Professional development beginning in August 2017 and continuous throughout the year provided teaching staff with a common strategy for use in all classrooms. Learning targets were implemented in all academic and unified arts classes to provide students with a clear understanding of the expected outcome of each lesson. This teaching strategy coupled with the use of rubrics and effective and specific teacher feedback gives students a solid picture of their individual progress and blueprint for growth. Instructional data team work continues to be a strong component of planning and implementing effective units of study and standards-based assessments. Continuous focus on the standards embedded in the grade level units of study provides the basis for lessons and activities selected by the data team members. Additionally, throughout this school year, each grade level team utilized the Smarter Balanced Interim Assessments to better prepare students for standardized testing. The Interim assessment results were analyzed by the teams followed by the development of specific plans to reteach identified skill areas of weakness. Each ELA unit included a detailed plan for teaching writing skills with various types of writing introduced and practiced throughout the year. Rubrics for writing and a structure for individual feedback were utilized in every unit of study. In the area of Math, the results of district and interims assessments served as the basis for new lessons and activities provided to increase students' proficiency in identified areas. Additionally, a prescriptive, online math program was provided to all students to practice skill areas; the web-based computer program was available to students at home as well.

IV. STATISTICAL DATA

a. Students Receiving Awards

First Honors: grade 6 – 53 students
grade 7 – 84 students
grade 8 – 96 students

56 total Academic Awards-
 English Language Arts – 16
 Mathematics – 10
 Algebra – 2
 Social Studies – 12
 Science – 11
 Most Improved Performance – 8

64 Unified Arts Awards -
 Physical Education – 11
 Health Education – 3
 Theater Arts – 3
 Art – 9
 Family Consumer Science – 3
 Technology Education – 9
 Spanish – 6
 Chorus – 3
 Band – 3
 Guitar – 3
 World Drumming – 3
 Music – 1
 Numeracy – 3

Citizenship and Student Council – 16
 Sports Awards – 20

Superintendent’s Awards – 3
 Connecticut Middle Level Scholar Awards – 2

b. Number of Students Transferred	In	Out
Within system	56	58
Outside system	94	74

HIGH SCHOOLS**CROSBY HIGH SCHOOL**

Jade L. Gopie, Principal

I. GOALS**a. *Accomplishment of Goals 2017-2018***

Crosby has shown improvement in the chronic absenteeism rate. Goal was to reduce chronic absenteeism rate in 9th grade to under 15% and school wide to 20%.

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, Crosby continues to focus on 9th grade, we continue to place an emphasis on 9th graders' on-track status. 80% of the grade 9 students are on track (earning 5 or more credits) to progress into the 10th grade. Crosby will exit the Commissioner's Network at the conclusion of this school year.

b. *Goals for 2018-2019***Goal 1:**

Continue to work to improve student performance on the SAT Assessment and NGSS Assessment. Crosby has worked to link all students (grades 9-12) College Board accounts to Khan Academy SAT Preparation platform. Crosby has a strategic plan to ensure all students are actively engaged on Khan Academy during the school day. Crosby will explore the Pre-AP curriculum offered by the College Board to increase rigor in the ACE Program and prepare students for AP courses.

Goal 2:

Continue to focus on grade 9 "on track" status and identify over age / under credit students and transition them into the Recuperative Academy. Crosby continues to monitor grade 9 "on track" status through the grade 9 academy collaboration / data analysis meetings, leadership team analysis meetings and Administrative meetings.

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 fourth annual Walk for Success is planned for August 11th. The Walk is comprised of the Crosby administration, staff, parents and community members to visit homes of incoming 9th grade students.

Crosby planned and executed successful cultural awareness activities, Celebration of Three Kings Day and Black History Month. Crosby celebrated its 3rd annual College Acceptance Day – where seniors are recognized with their families for their acceptances into college and the military. This initiative, initiated in Crosby has been implemented in three other comprehensive high schools in Waterbury. The Crosby Robotics team

performed extremely well and earned their way into the New England competition. The LifeSmarts Team earned the state championship title and competed in the National competition in San Diego, California.

Two students earned Principal to President Scholarships from NVCC and three seniors earned Principal to President Scholarships from Post University. Crosby implemented two NVCC freshman courses (math and English). Student enrolled will earn up to 6 NVCC credits and enter college on track upon

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 successfully integrated flight simulators into our Technology Education department classes. First Aid and CPR and Robotics were offered as courses to support the new theme based academies.

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

The Administration and faculty are committed to the creation of a safe and healthy school climate.

Crosby will implement a study skills seminar for all freshman during the 2018-2019 school year. The series of three seminars will focus on notebook organization, note taking and strategies to help student study.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

Scholarships:

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

Academic Awards: 230 students received academic awards based upon their excellence in various academic areas.

Community Service: Students in the ACE (Academic Choice for Excellence) volunteered over 1,000 hours of community service.

Superintendent’s Awards: Two students received the Superintendent’s Award.

Teacher of the Year: Mimi De La Rosa 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 and ice cream socials.

Life Smarts Team: 4 students travelled to San Diego, California to compete in the National Life Smarts Competition. Crosby earned second place in the city-wide First Annual Quiz Bowl.

b. *Number of Students Transferred*

	In	Out
Within system	74	160
Outside system	226	144

c. High School Graduation Information	Number	Percent
Graduates	249	86.7%
Entering four-year college	72	28.9%
Entering two-year college	88	35.3%
Entering vocational training	15	6.0%
Entering workforce	30	12.0%
Entering military	10	4.0%
Entering continuing special education program	1	.41%
Unemployed	0	0%
Not graduating	*33	13.3%
Total Number of Seniors:	252	

*23 of these non –graduating seniors are SPED, have earned 22 credits but are choosing to stay until they are 21 years.

JOHN F. KENNEDY HIGH SCHOOL

Robert Johnston, Principal

I. GOALS:

a. Accomplishment of Goals for 2017-2018

1. Increase the high school graduation to 80% by June 2018 as measured by the CTSDE’s four-year cohort graduation rate.
2. Increase the number of grade 9 students earning 5 or more credits in grade 9 to 75% by June 2018.
3. Reduce the chronic absenteeism rate for the cohort of students enrolled in Kennedy High School from October 1, 2017 – June 1, 2018 by 5%.

b. Goals for 2018-2019

1. Increase the high school graduation to 83% by June 2019 as measured by the CTSDE’s four-year cohort graduation rate.
2. Increase the number of grade 9 students earning 5 or more credits in grade 9 to 80% by June 2019.
3. Reduce the chronic absenteeism rate for the cohort of students enrolled in Kennedy High School from October 1, 2018 – June 1, 2019 by 5%.

II. HIGHLIGHTS 2017-2017

Kennedy High School has continued to successfully partner with the University of Connecticut, Naugatuck Valley Community College, and the College Board to offer 16 different courses where students can earn college credit while still in high school. Student organizations held International Day, Club Day, a Blood Drive, a Breast Cancer Awareness Walk, Mental Health Awareness Walk, and participated in a number of community events including the City-wide Front Porch Day, the Gathering, and the Relay for Life.

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.

More than 20% of grade 11 and 12 students were enrolled in an Advanced Placement, UCONN Early College Experience, or NVCC course.

Chronic Absence Rate decreased by 3.5 percentage points.

The number of in-school and out-of-school suspensions decreased by more than 25%.

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 six college level courses in coordination with the University of Connecticut and Naugatuck Valley Community College. These courses are open to all students. Teachers develop lessons that both 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
Thomas P. Dooley Award	C.O. Sports Academy Scholarship
Rivera Memorial Scholarship	Lil Freddy Memorial Foundation
Connecticut Community Foundation	Kennedy Foundation
Lia Pescetelli Scholarship	St. Mary's School of Nursing
Frederick DeLuca Scholarship Foundation	Frank J. Lombardo, Sr. Memorial
Scholarship	
Olympian Club	Michael's Jewelers

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
Yale Book Club	Harvard Club
St. Michael’s College	University of Rochester
Alexion Scholarship	Michael J. Conway Memorial Award
CT Society of Certified Public Accountants	New England Scholastic Press Association
CIAC Award of Excellence	CAS Leadership Award

KENNEDY HIGH SCHOOL CLASS OF 2018: COLLEGES & UNIVERSITY

ACCEPTANCES

Albertus Magnus College	NYC College of Technology
Anna Maria College	North Carolina University
Bay Path University	Northwestern University
Boston College	Norwich University
Central Connecticut State University	Porter and Chester Technical School
Daniel Webster College	Post University
Dean College	Providence College
Delaware State University	Quinnipiac University
Eastern Connecticut State University	Rochester Institute of Technology
Elms College	Sacred Heart University
Emerson College	Southern Connecticut State University
Emmanuel College	Temple University
Fairfield University	University of Bridgeport
Franklin and Marshall College	University of Connecticut
Fulton Montgomery University	University of Hartford
Gateway Community College	University of Maine
Georgia State University	University of Massachusetts
Gordon College	University of New Haven
Hunter College	Villanova University
Ithaca College	University of Wyoming
James Madison University	Western Connecticut State University
Johnson and Wales University	Yale University
La Rochelle School in France	Lesley University
Lincoln College of New England	Manhattan College
Middlebury College	Naugatuck Valley Community College

b. Number of students transferred

	In	Out
Within system	120	202
Outside system	192	165

c. High School Graduation Information: ***Number*** ***Percent.***

Graduates	298	92.3%
Entering four-year college	81	27.1%
Entering two-year college	195	65.4%
Entering vocational training	11	3.7%
Entering work force	5	1.8%
Entering military	6	2.0%
Unemployed	0	0.0%
Not graduating	25	7.7%
Total Number of Seniors:	323	100%

WATERBURY ARTS MAGNET SCHOOL

Lauren F. Elias, Principal

I. GOALS

a. *Accomplishment of Goals 2017-2018*

Goal #1: Improve literacy by increasing percentage of students at proficiency or higher. Increase tutoring/mentoring opportunities to supplement current programs at the tier two and tier three level

Continue to develop Common Formative Assessments to identify the needs of students

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 two and three level

Continue to integrate problem solving into all academic areas

Continue to develop Common Formative Assessments to identify the needs of students

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 the 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 2018-2019*

GOAL #1

(HS) Students in 9th grade will be on track for promotion to grade ten.

(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, 2019

GOAL #2

(HS) Students in grade 12 (cohort 2018) will earn 22.0 credits for graduation as of August 30, 2019.

(HS) 75% of students in grade 12 (cohort 2018) will attain a minimum of 22.0 credits as required for graduation as measured by their status as of August 30, 2019.

Goal #3

(MS, HS) Reduce Chronic Absenteeism by a minimum of 5%.

(ES, MS, HS) The cohort of students enrolled in Waterbury Arts Magnet School from October 1, 2018 – June 1, 2019 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; National Junior Honor Society; National Spanish Honor Society

Professional workshops with various artists, theaters, and school districts/

Artists in residence, such as Shakesperience, Orchestra Musician Alyce Bertz, Waterbury Symphony Orchestra.
 Developmental guidance programs, such as Arts College Fair, Financial Aid Night, recruitment visits, and Open Houses for prospective students.
 Summer Arts Program – two-week program for students to take additional arts classes.

III. STRENGTHS OF EDUCATIONAL PROGRAM

A culture of Kindness and Respect with a foundation of excellence and high standards celebrated by arts and academic staff, including criteria for student participation in performances and other special activities
 An extensive range of learning experiences for students – both in the school and beyond the school – in the arts and academic areas
 An extensive range of co-curricular experiences for students.
 Extensive collaboration with area institutions.
 An ongoing commitment by staff to work above and beyond normal expectations, including support of an extended day program; performances of Theater, Dance and Music; creation of numerous Art exhibitions; participation in a community service initiative.
 School-wide, consistent, ongoing integration of students with special needs and English Language Learners into every aspect of the life of the school
 A strong connection between teachers, students and parents, with a strong PTSO and involvement of parents in many special activities and committees throughout the year

IV. STATISTICAL DATA

a. *Students Receiving Awards*

Michael's Cup Awards Banquet; Unified Sports – 2
 Global Leadership Institute - 1
 Principal Award – 2
 Superintendent Award – 2
 Waterbury Youth Services – Excellence In Youth Award – 1
 Waterbury Retired Teachers Scholarship – 1
 Naugatuck Valley Principal to President Scholarship – 2
 Waterbury Sportsmen Club – 1
 Southern Connecticut State University Presidential Merit Scholarship – 1
 Yale Book Award – 1
 Daughters of the American Revolution Good Citizen – 1
 Daughters of the American Revolution Outstanding Work American History – 1
 Connecticut Community Foundation Scholarship – 1
 Waterbury UNICO Scholarship – 1
 Waterbury Arts Magnet School PTSO Scholarship – 1

b. *Number of Students Transferred*

	In	Out
Within system	126	20
Outside system	85	28
	211	48

c. High School Graduation Information	Number	Percent
Graduates	111	100%
Entering four-year college	44	39.6%
Entering two-year college	54	48.7%
Entering vocational training	5	4.5%
Entering workforce	3	2.7%
Entering military	2	1.8%
Entering continuing special education program	3	2.7%
Unemployed	0	0%
Not graduating	0	0%
Total Number of Seniors:	111	100%

WATERBURY CAREER ACADEMY HIGH SCHOOL

Dr. Louis Padua, Principal

I. GOALS:

a. Accomplishment of Goals 2017-2018

On August 28, 2017, the Waterbury Career Academy High School successfully opened its doors to 851 grade 9, grade 10, grade 11, grade 12 and Pre-Kindergarten students. The successful opening began with a grade 9 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 2017-2018 school year. Goal-setting began during the August professional development sessions where students' District-wide benchmarks in ELA and math and report card data were 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 2017-2018 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 2018-2019

The WCAHS goals for the 2018-2019 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 NVCC 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

Waterbury Career Academy High School was recognized as a “School of Distinction” by the Department of Education in February of 2018. The school was also recognized by UCONN Neag School of Education for having the 5th highest CAPT scores in the state of CT when adjusted for demographics. Waterbury Career Academy High School was ranked 4th by the Connecticut Statewide CTE Assessment in November 2017.

Health Services Strand

The Health Services students had several exciting health-related field trips: senior Physical Therapy students visited the new Health Services Facility at NVCC as well as Chapter 126, a rehabilitation facility in Bristol, and a select group of students interested in a Physical Therapy career path traveled to Gaylord Hospital for a day to engage with rehabilitating patients. In October 2017, sixty 11th graders traveled to Saint Francis Hospital for an injury and violence prevention program called “Let’s Not Meet By Accident.” The students participated in a trauma simulation in the emergency department, toured LifeStar Helipad and played games designed to simulate driving while intoxicated. Additionally, Biomedical Engineering students from the University of Connecticut spoke to 9th graders. James Lehner, Science Department Chair, Taft School, guest lectured on Environmental Science and health to 11th and 12th graders. Representative from St. Vincent’s Hospital Smokestoppers presented to the 9th and 10th graders about smoking addiction and the harmful effects of smoking. The America Liver Foundation spoke about diseases of the liver to 9th and 10th graders. An Army representative spoke careers in healthcare in the military. Students from NVCC spoke about careers as athletic trainers and as respiratory therapists. A spokesperson from New England Donor Services spoke on organ donation to 10th graders, StayWell Health Center presented on health insurance to the 11th graders and Health 360 presented to 75 students on Careers in Public Health. Ryan Foley, RN from St. Mary’s Hospital, spoke to 11th graders on a career in nursing.

We held our 2nd Annual Blood Drive in October, meeting the goal of 30 pints of blood donated.

Waterbury Career Academy hosted the HOSA (Health Occupations Students of America) State Conference in March. Sixteen schools and over 250 participants attended. Fifteen students competed in events, with 8 students medaling in the top 3 spots and 3 students placing among the top 10 finishers.

One of the Health Service students was awarded the Youth in Excellence Leadership Award from Waterbury Youth Services. Another Health Service Student received the first Waterbury Hospital Scholarship award for a Waterbury Career Academy senior pursuing nursing.

In our Pharmacy Technician program in partnership with CVS Pharmacy, 25 students enrolled in course with 5 students completing the 100 hours of internship prior to graduation and earning Certification as a State of CT Registered Pharmacy Technician. Fifteen graduating seniors earned their State of CT Nurse Assistant license in 2017. All of the graduating Health Service students received CPR and First Aid training with certification.

Information Technology Strand

Students in the Information Technology (I.T.) Strand had the opportunity to collaborate and participate in engaging but challenging courses, such as Microcontroller with Arduino 1 and 2, IT Essentials 1 and 2 and Electronics 1 and 2. Sophomore students began their strand experience in Microcontroller I, where they participated in programming projects that required the use of critical thinking and problem-solving

skills. Juniors and seniors built, repaired and upgraded computer systems. Students also configured and maintained Windows and Linux operating systems, and used foundations of electronics to troubleshoot circuits.

One of the major goals of the I.T. Strand was to encourage more young women to pursue STEM fields. This year sixty girls participated in the Girls Go Cybersecurity competition for the first time. They ranked in the top 30 in the state of Connecticut and 1st place for the most girls to participate in the state. They were recognized by Governor Malloy for their achievements. The Girls Go Cybersecurity competition was designed to ensure many more young women enter the cyber security profession; challenges included Linux, programming, web attacks, binary attacks, cryptography and forensics. Our team also focused on building the exploratory curriculum to encourage more interest in the field as well as to align the curriculum to the state standards.

I.T. Strand students also had the opportunity to network with industries and participate in field experiences. One of the field experiences included a visit to University of Connecticut Storrs campus. Students toured the Co-generation plant, participated in an artificial intelligence presentation and programmed circuits. Our strand partnered with local businesses such as Tri-Tech Electronics, American Job Center and Waterbury Public Schools I.T. Department provided students with field experience, allowing students to gain practical knowledge and master objectives in hardware and software. Lastly, students brought a sense of ownership and pride to their strand by designing a logo to visually represent the I.T. Strand. The design was evaluated and approved by all strand students and instructors. The official strand professional attire was inspired and designed by students. Students who have successfully completed the IT essentials requirement will be given the opportunity to take the IT Fundamentals and/or A+ Industry Certification prior to graduation in June 2018.

Human Services Strand

Our Human Service Strand students focused on a variety of hands-on pre-school experiences this year, including visits to the Pre-K observation room to analyze child growth and development and further their understanding of observation techniques and methods. Students participating in the internship program completed hours towards their CDA at our own Pre-K and at Wilson Elementary School. Some students have completed up to 95 hours towards their CDA. Of the 47 students enrolled in the Paraprofessional course, 40 passed the Paraprofessional Exam sponsored by the College Board, for an 85% success rate. The remaining seven students are scheduled for retesting in September 2018.

Students in the Human Services Strand were invited to participate in field days at both Reed School and Wilson Elementary School, where they led various activities and games. The Human Services Strand also piloted a new program with Wilson called BAM-Be A Mentor. Seniors enrolled in Human Relations piloted a mentor program targeting (at-risk) students at Wilson Elementary School. This program will continue next year. Our interns also participated with Wilson's Read Aloud Day.

Sophomores enrolled in Child Development 1 were able to simulate caring for a newborn through the acquisition of RealCare Babies through Perkins funding. This new tool allows us to train our students to understand the proper care of infants. We hope to roll out the introduction of the RealCare Babies through our Freshman Exploratory, allowing 9th graders to be introduced to the opportunity in the classroom setting.

Our juniors completed Child Development 2 with the majority also participating in the internship program. Mandatory reading of the book "Seven Habits of Highly Effective Teens" has been assigned to prepare interns to the career-ready path. Seniors in the Human Services Strand have the opportunity to enroll in Human Relations, Individual and Family Development through UCONN, receiving college credit and Exceptional Child (½ year) and Paraprofessional (½ year). Our strand, building and district, will be

represented at the National Family and Consumer Sciences Teacher Conference in Atlanta, Georgia.

Manufacturing/Engineering Strand

During their senior year, our 12th grade Manufacturing Strand students were able to earn a total of 9 credits at Naugatuck Valley Community College in four courses: Lathe 2, Milling 2, CNC 1 and Saw & Drill Press. Many students have toured local manufacturers including, Clydel, Ametek Hayden Kerk, Newcap, RC Bearings, Trumpf, Siemon Company, Dempsey Manufacturing, ITW Highland Manufacturing, and Click-Bond. Eight of our seniors have accepted full time positions at the aforementioned manufacturers. Forty-nine of our 12th graders passed NIMS Measurement, Materials, and Safety; twelve passed Job Planning, Benchwork and Layout; two passed Milling 1 and CNC Milling Operations; and one passed CNC Lathe Operations.

During their junior year, the 11th grade Manufacturing class completed the following Naugatuck Valley Community College accredited courses; Lathe1, Benchwork1, Milling1, and Grinding1. Each student could potentially earn between two and four credits, depending on their individual schedules. In addition, students completed two NIMS testing modules, Measurement, Materials, and Safety, and Planning, Bench-work, and Layout, with a portion of students successfully moving forward to further testing challenges.

Students completed numerous pre-job shadow tours, work shadow programs, and interviews for job placement with local manufacturing industry including: Nu-Cap Industries, Ametek, Carby Corp, RBC Bearing, MW Industries, and Dempsey Mfg.

Science Department

This year, our department was recognized by University of Connecticut Neag School of Education for having the 5th highest CAPT scores in the state of CT when adjusted for demographics. Dr. John Settlege and his student Ms. Victoria Moebus were so impressed that they came to observe in many of our classrooms on multiple occasions to see the methodology behind our success. They remarked on the warm and friendly atmosphere of the building and the willingness of staff to go above and beyond for students and each other. Our course offerings increased to include AP Biology this year and we look forward to adding UCONN Biology and UCONN Chemistry next year. Two of our science teachers attended training in these areas in June and are eager to begin a new adventure in the fall. Our freshmen physical science teacher recently obtained his masters (MS) in Geosciences from Mississippi State University. Part of his Capstone Project involved writing a geological field guide for Connecticut that focuses on geological, climatological and environmental issues and locations throughout the state. He is headed to upstate New York in July to conduct research on tectonic processes and the formation of rocks and geologic features. Our chapter of the Science National Honor Society inducted 27 seniors were inducted into this prestigious society in November 2017. Students must have an overall 85 average in all courses and an 88 in all science classes for all four years of high school. Many members volunteered as peer mentors in our morning science labs and created presentations which were shared at Wilson Elementary School to encourage youngsters to help clean up around our community. In June 2018, 29 juniors were inducted into SNHS. We look forward to all of their accomplishments next year.

III. STRENGTHS OF EDUCATIONAL PROGRAM

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

Scholarships have been awarded from: J & J. Inc.; National Society Daughters of the American Revolution - Trumbull-Porter Chapter; Waterbury Retired Teachers Association; The Greater Waterbury Chapter of the National Congress of Black Women, Inc.; Waterbury HEALTH/Waterbury Hospital; Masonicare Volunteer Scholarship; East End Community Club; The Waterbury Chapter of UNICO; Teamsters Union 1150; WCA Parent-Teacher-Student Association; The Joshua E. Ruccio Scholarship Fund; Madre Latina, Inc.; The Boys & Girls Club of Greater Waterbury; The Nicholas Albini Scholarship Fund; University of Connecticut; American Savings Foundation; Connecticut Community Foundation; United States Postal Workers Union.

Waterbury Career Academy High School Class of 2018 Colleges & Universities

Acceptances:

Albertus Magnus College	Norfolk State University
Allegheny College	Northpoint Bible College
American University	Pennsylvania State University
Anna Maria College	Post University
Baypath University	Quinnipiac University
Becker College	Rochester Institute of Technology
Belle Academy	Southern CT State University
Boston University	University of Connecticut - Storrs
Central CT State University	University of Connecticut - Waterbury
Clark University	University of New Haven
College of Mount St. Vincent	University of Virginia
Drexel University	Western CT State University
Eastern CT State University	Western Governors University
Fairfield University	Western New England University
Harvard University	Williams College
Naugatuck Valley Community College	

b. Number of Students Transferred

	IN	OUT
Within the system	0	5
Outside the system	1	17

c. High School Graduation Information

	Number	Percent
Graduates	223	99.56%
Entering four-year college	154	68.7%
Entering two-year college	56	25.0%
Entering vocational training	3	1.33%
Entering workforce	10	4.46%
Entering military	0	0%
Entering continuing special education program	NA	NA
Unemployed	0	0%
Not graduating	1	0.44%
Total Number of Seniors:	224	100%

WILBY HIGH SCHOOL

Carey Edwards, Principal

I. GOALS**a. *Accomplishment of Goals 2017-2018***

Goal 1: To design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve high levels.

- Instructional data team protocol, learning from student work.
- Data analysis of student work. Observations of evidence of strategies implemented in classrooms.
- Professional Learning Communities to build a network of teacher collaboration.
- Weekly instructional strategies through instructional data teams.
- Data driven decision making.
- Early Intervention Protocol team (EIP) and Chronic Absenteeism Team (CAT) met weekly to provide identified students with academic, or social emotional support.

Goal 2: Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community.

- Analyze the number discipline referrals for 1st marking period.
- Identify the most common infraction.
- Implement identified strategy.
- Restorative Practice.

Goal 3: To create systems and processes that promote organizational efficiency and effectiveness.

- Instructional data team agendas, minutes and observations.
- Leadership team agendas, minutes and observations (met weekly).
- Safety team agendas, minutes and observations (met monthly).
- Professional Development on Google products including Google Classroom.
- Professional development on PowerSchool.

b. *Goals for 2018-2019*

Goal 1: To design and implement a rigorous, aligned, and engaging academic program that allow all students to achieve high levels.

- Instruction aligned with common core standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.
- Planning for student engagement using appropriate tools and strategies.
- Reflecting on student work to monitor student progress.

Goal 2: Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community.

- Classrooms create a positive learning environment that is responsive to and respectful of the learning needs of all students.
- Classrooms promote developmentally appropriate standards of behavior that support a productive learning environment for all students.
- Teachers maximize instructional time by effectively managing routines and transitions.

Goal 3: To create systems and processes that promote organizational efficiency and effectiveness.

- Strategically aligns organizational systems and resources to support student achievement and school environment.
- Establishes a system for educational and technology resources that operate in support of teaching and learning.

II. HIGHLIGHTS

- Global Leadership
- Gear Up
- Upward Bound
- College Application Day
- College Fair Day
- College Signing Day
- College and University Visits
- Hurricane Relief Maria
- The Emerald (Newspaper)
- Culinary Arts (Brass City Harvest, Greenhouse, Farm to Table, Homecoming)
- National Honor Society Participation
- SOS (Supporting our Soldiers)
- Thanksgiving for Real
- Video Production Class
- Glee Club
- St. Vincent De Paul Donations
- Library Park Event
- Family & Consumer Science (Cat's Den)
- JROTC (Competition in Philadelphia, Toys for Tots)
- Perfect Attendance Celebrations
- Students participated in two theater productions
- Waterbury After-School Manufacturing Program

III. STRENGTHS OF EDUCATIONAL PROGRAM

We have inaugurated an academic College and Career Pathway Committee to move forward student achievement. The committee makes inquiry into student's desires for their academic goals, in turn, students interests are then focused into the college and career pathways. (Business Management, Communications, Engineering, and Medical). This aligns with students taking ownership of their academic careers thus their engagement of self-choice.

IV. STATISTICAL DATA

a. Students Receiving Awards

To date, fifty-five (55) students (Grades 9-12) received eighty-one (81) awards, honors and accolades.

b. Number of Students Transferred

	In	Out
Within system	60	60
Outside system	130	161

c. High School Graduation Information

	Number	Percent
Graduates	239	93%
Entering four-year college	47	18%
Entering two-year college	143	56%
Entering vocational training	6	2%
Entering workforce	9	4%
Entering military	6	2%
Entering continuing special education program	12	5%
Unemployed	10	4%
Not graduating	18	7%
Total Number of Seniors:	257	100%

OTHER SCHOOLS, PROGRAMS

BUCKS HILL PRE-K AT THE ANNEX

Marissa Blakeslee, Principal

I. GOALS

a. *Accomplishment of Goals 2017-2018*

The Pre-K at Bucks Hill Annex continued with its Parent Teacher Council (PTC) that met 3 times during the year to support activities for students. The eighth annual Multi-Cultural Potluck Dinner had over 45 families attending the festivities. Increased attendance was noticed at Zingo Bingo night. Students enjoyed several “In-House” field trips throughout the year such as, Turkeys, Nature Exploration, Police Car and Fire Truck Visits, Exploring Heavy Machinery, a Multicultural Puppet show, and a Sign Language Storyteller.

PBIS continues to provide positive learning opportunities for students. The Panda Pledge can be heard throughout the halls and expected behavior observed in class and hallways. Pom-poms were earned sparking monthly celebration parties. Collaboration between our PBIS team and school social worker. Parents were encouraged to volunteer in their child’s classroom.

Bucks Hill Pre-K at the Annex collaborates with Crosby ABA Program. The students volunteer to support our staff as they work on pre-vocational skills.

b. *Goals for 2018-2019*

Bucks Hill Pre-K at the Annex will continue to deliver all students a quality education provided by effective teaching staff. We will ensure all students equal access to quality curriculum that is aligned to Connecticut Early Learning and Development Standards. Provide all students a positive school climate, creating safe, respectful and welcoming school. Strive to increase parent participation in every aspect of our school day.

III. STRENGTHS OF EDUCATIONAL PROGRAM

The Pre-K at Bucks Hill Annex continues to meet requirements for NAEYC accreditation. Special Education Pre-K administration, ECEP supervisor, and the School Readiness director meet to collaborate on preschool programs within the City of Waterbury. This allows for a coordinated system of early education and positive outcomes for all three and four year olds.

The special education program supports collaboration with all community based programs. The two systems work collaboratively to ensure all students receive appropriate supports including SRBI interventions and IEP services in their current settings.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

2 students received the superintendent award

b. *Number of Students Transferred*

	In	Out
Within system	9	2
Outside system	11	10

ALTERNATIVE PROGRAMS

Richard M. Arroyo: Principal

I. GOALS**a. *Accomplishment of Goals 2017-2018***

The Alternative Programs increased attendance, graduation rates, parent participation and instructional practices aligned to common core state standards.

Our In School Suspension increased while our Out of School Suspensions Decreased.

We expected our 2017 - 2018 graduation rates to be at least 80%. We surpassed that as we graduated 83%, we have 12 graduating seniors.

Seniors complete at least two college or post-secondary program applications. 80% of our graduating seniors completed at least two college or post-secondary program applications.

Average daily attendance rate was approximately 75%.

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 included: 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, and interventions both formal and informal with Administration and Support Staff.

b. *Goals for 2018-2019*

The Alternative Programs will be relocated to the Sullivan Center at 58 Griggs Street where we will be able to incorporate the P.A.L. program into our extended learning by attempting to offer culinary, CAN training. We will also look to increase performance in Reading and writing, attain high academic achievement in numeracy. Continued use of data teams, Read 180 in order to track student progress in the reading and math goals.

We will use an increased number of interventions utilizing behavioral technician, teaching vice principal and prevention specialist and after school programs which will support positive student behaviors. 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.

II. HIGHLIGHTS

We partnered with the 21st Century grant and Lego Robotic after school programs that provided provide our at risk youth mentoring, homework assistance and social, civic and educational preparedness.

We had 7 students attend a CNA program with the Advantage Career Training Program out of Naugatuck Ct and all graduated from the program this year.

III. STRENGTHS OF EDUCATIONAL PROGRAM

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.

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. Course offerings are continuously being monitored and revised to meet student needs while adding rigor to raise expectations. The Community Involvement Program continues to provide students with prevocational skills. Many students have been so successful; they continue to volunteer and others have found employment opportunities through this program. Course offerings will be expanded for next year. Scheduling in the building will reflect the Guidelines for Alternative Education Settings, by providing unique programming, nontraditional hours, or hybrid experiences for students.

IV. STATISTICAL DATA

a. Scholarships, Awards, Honors

Scholarships/Awards/Honors-1 student was awarded a scholarship
 1 Superintendent’s Award- Roberto Velez

b. Number of Students Transferred

	In	Out
Within system	110	7
Outside system	3	99

c. High School Graduation Information*

	Number	Percent
Graduates	12	83
Entering four-year college	0	0
Entering two-year college	2	11
Entering vocational training	2	0
Entering workforce	5	27
Entering military	0	0
Entering continuing special education program	0	0
Unemployed	0	0
Not graduating	4	22
Total Number of Seniors:	18	100

*Enlightenment

STATE STREET PROGRAM

Lisa Ariola-Simoes, Principal

I. GOALS

a. Accomplishment of Goals 2017-2018

This year at the State Street Program we have promoted student achievement through the use of integrated lesson planning, continuous monitoring and cultivating of curriculum, instruction, and assessment, as well as positive reinforcement through our

behavioral management system, PBIS. Through PBIS and our specialized points system, S.C.O.R.E., we have added a newly developed incentive room for our students to utilize. We have helped to ensure success and achievement through collaboration with family and the community by encouraging family involvement and offering numerous community opportunities such as the community food bank, early morning/late day conference, PPT meetings, home visits for our families without transportation, and provider meetings. As a staff we have continuously modeled ethical behavior and integrity, thus establishing a positive climate for student success, along with high expectations for adult and student conduct.

With this in mind, the ESSA target goal for chronic absenteeism report showed our goal for the 2017-2018 school year to be 70.7%. We have surpassed this goal and reached the goal projected for the 2021-2022 school year with a percentage of 52.5%

b. Goals for 2018-2019

Goal 1:

Students enrolled at the State Street Program from October 2, 2017 through May 1, 2018 will demonstrate an ongoing understanding of the truancy policy established by the Board of Education.

Goal 2:

The cohort of students enrolled at the State Street Program from October 1, 2017 through May 1, 2018 will independently work towards achieving credits towards high school graduation.

II. HIGHLIGHTS

This year we were excited by the new opportunities we were able to offer. By better utilizing the building space provided and separating our cafeteria/gym into an auditorium & stage area which could also act as a small gym area, a cafeteria, an art room, and an incentive room we were able to provide our students a place for fun activities and rewards designed to suit their needs when they reached their goals. We are also excited by the prospect of a new location for next year which will provide greater opportunities for our students and the ability to expand our program. As mentioned above we have also exceeded the target goal projected for this year and met our target goal for the 2021-2022 school year of 52.5% for the ESSA target goal for chronic absenteeism.

III. STRENGTHS OF EDUCATIONAL PROGRAM

State Street Program utilizes PBIS and S.C.O.R.E. PBIS stands for 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 in 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. With this in mind, 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 stand 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.

State Street program also utilizes the Edgenuity program which affords our students the opportunity to make up credits that they have missed in the past. Through the use of this program we have had great success and several graduates.

IV. STATISTICAL DATA

a. Students Receiving Awards

1 student received the Superintendent’s Award.

b. Number of Students Transferred

	In	Out
Within system	44	14
Outside system	49	50

c. High School Graduation Information

	Number	Percent
Graduates	3	42.9%
Entering four-year college	0	0%
Entering two-year college	1	14.3%
Entering vocational training	0	0%
Entering workforce	2	28.5%
Entering military	0	0%
Entering continuing special education program	0	0%
Unemployed	0	0%
Not graduating	4	57.1%
Total Number of Seniors:	7	100%

WATERBURY ADULT CONTINUING EDUCATION

Antonio Musto, Principal

I. GOALS

a. Accomplishment of Goals for 2017-2018

Goal 1: Implement the College and Career Readiness Standards.

All teaching staff attended and received a certificate in College and Career Readiness Standards for English Language Arts or mathematics.

All course outlines and curriculum reflect the inclusion of the College Career Readiness Standards.

All lesson plans exhibit the focus on the College and Career Readiness Standards.

All teaching strategies demonstrate the instructional shifts necessary to implement the College and Career Readiness Standards.

ESL teachers began working on the College Career and Career Readiness Standards as a contextual resource for English Proficiency Standards.

Goal 2: Strengthen the Effectiveness and Accountability within Program Operations.

This current year we collaborated with Naugatuck Valley Community College, Porter and Chester, Lincoln Tech., Post University and UCONN Waterbury.

This current year we collaborated with the Working City Challenge Grant and a Waterbury Youth Service Out of School Grant.

Goal 3: Monitor Student Learning Gains and Secondary Education Completion

On target to 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. Results will be forwarded in July.

Increase the percentage of eligible students who earn a secondary education diploma or the GED. Results will be forwarded in July.

Expand the number of ESL and ABE High Intermediate students who advance and enter the high school completion classes. Results will be forwarded in July.

b. Goals for 2018-2019

Goal 1: Evaluate and strengthen student retention rates.

The percentage of learners who return from prior fiscal years meet or exceed the Waterbury Adult Education Data Team's program area targets. ABE/GED: 50%, AHSCDP: 60%, ESL/Citizenship: 50%.

The percentage of available instructional hours used by students meet or exceed Waterbury Adult education's target goals ABE/GED:80%, AHSCDP:80%, ESL/Citizenship:55%.

Goal 2: Monitor Student Learning Gains and Secondary Education Completion

70% of the AHSCDP learners identified as eligible for secondary completion within the fiscal year earn the high school diploma.

Learners attain the Waterbury Adult Education Data Team's targets in achieving the minimum 4-point gain in the CASAS reading scale score. ABE:75%, ESL/Citizenship:60%.

II. HIGHLIGHTS

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. Students also take the Accuplacer at Naugatuck Valley Community College. Instructional staff was evaluated with the new State Adult Education plan for evaluation of Adult Education staff. All Instructional staff was trained in the new College and Career Readiness Standards for Adult Education. All instructional staff also attended teacher evaluation training. Two staff members received advanced training in the College and Career Readiness Standards making them mentors and trainers for new staff members. Waterbury Adult Education continues to collaborate with community organizations. We partnered with the Working Cities Challenge Grant and Waterbury Youth Services with an out of school youth grant. We continue to collaborate with the Labor Department, Lincoln Tech., Porter and Chester, Post University, and UCONN Waterbury.

III. STRENGTHS OF EDUCATIONAL PROGRAM

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. The principal is currently an executive board member of the Connecticut Association of Adult and Continuing Education. He also served on the committee to restructure the High School Credit Diploma Program for Adult Education.

Staff 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. The staff is fully trained in the College Career Readiness Standards and the new teacher evaluation format for Adult Education.

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.

IV. STATISTICAL DATA

a. Scholarships, Awards, Honors	20		
b. Number of Students Transferred		In	Out
Within system		N/A	
Outside system		N/A	
c. High School Graduation Information	Number		Percent
Graduates	188		91.7
Not Graduating	17		8.3
Entering four-year college	31		16.5
Entering two-year college	57		30.4
Entering vocational training	40		21.3
Entering workforce	52		27.6
Entering military	8		4.2
Total Number of Seniors:	205		100

GLOSSARY OF EDUCATION ACRONYMS AND TERMS

ABA: Applied Behavior Analysis.

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

ADOS: Autism Diagnostic Observation Schedule.

APP: Annual Performance Report.

BCBA: Board Certified Behavior Analyst.

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

BOY: Beginning of Year.

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

CAT – Chronic Absenteeism Team.

CCSC – Connecticut Center for School Change.

CCT – CT Common Core of Teaching.

CEL – Center for Educational Leadership.

CK3LI – CT K-3 Literacy Initiative.

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

Common Core State Standards (CCSS): set of academic standards that provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.

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

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

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

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

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

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

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

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

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

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

District Data Team (DDT): team of central office educators, with teacher, administrator and

support staff representation, who meet monthly to monitor the implementation and efficacy of district improvement plans, and analyze disaggregated benchmark data from all schools in the district to make curriculum and policy decisions .

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

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

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

EOY: End of Year.

ESL: English as a Second Language.

ESOL: English for Speakers of Other Language.

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

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

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

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

IAGD: Indicators of Academic Growth and Development.

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.

i-Ready – specific assessment related to Common Core.

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

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.

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

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

Naviance: particular brand of college and career readiness software.

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

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

OCR: Office of Civil Rights.

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

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

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

PSF – Phoneme Segmentation Fluency.

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.

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 (Rtl 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 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.

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.

