

Waterbury Public Schools Annual Report

BARNARD SCHOOL ANNUAL REPORT

Thomas Pannone, Principal

I GOALS

a) Accomplishment of Goals 2008-09 from School Improvement Plan

Barnard School's 2008-09 School Improvement Plan goals were consistent with the district's five major District Improvement Plan Goals. The goals are listed below:

- To increase reading proficiency for all students by a minimum of 15% by the end of three years as measured by - Developmental Reading Assessment (DRA), and Connecticut Mastery Tests (CMT).
- To increase mathematics proficiency for all students by a minimum of 15% by the end of three years as measured by Connecticut Mastery Tests (CMT).
- To reduce the number of school suspensions by 15% over three years as measured by district suspension data.
- To reduce truancy by 15% over three years as measured by district attendance data.
- To increase the involvement of families in the educational process by 15% over three years as measured by strategic district surveys and participation in school and district meetings, workshops, and events.

Goals 1 and 2 deal specifically with improving student academic performances in the major subject areas of literacy and mathematics.

Barnard School did not make AYP requirements for both Mathematics and Reading for the first time. We are presently on the designated "Watch" list. Reading and Mathematics continue to be the highest priority instructional focus in all grade levels, K-5.

A number of continuing initiatives are in place for the 2008-09 school year. These include:

- Two monthly grade level common planning team or data team meetings
- Use of Common Formative Assessments in Math and Reading/Language Arts
- 90 minutes minimum literacy block for all grades
- 45 minutes minimum math block for all grades
- Implementation of a new Storytown reading program in grades 4-5
- Individual reading plans for all identified deficient readers
- Mathematics coach for all grades (twice per month)
- Title I Literacy facilitator for grades 3-5 (twice per week)
- Targeted Prep Time Academy After School for identified grade 3 students
- Extended School Hours After School for identified grade 4-5 students
- Implementation of all district assessments

Barnard School focused on one Tier Two Indicator on the 2008-09 School Improvement Plan: to utilize guided reading strategies along with literacy stations across the curriculum to increase all students' reading proficiency by a minimum of 15% by the end of three years as measured by the Developmental Reading Assessment (DRA) and the Connecticut Mastery Test (CMT). Barnard School has implemented the following instructional strategies and initiatives to meet the objectives of the goal of the Tier Two Indicator:

- Focus of reading instruction in all grades, K-5, driven by guided reading supported by flexible grouping strategies
- Development and integration of literacy stations to support guided reading instruction, K-5
- Integration of non-fiction leveled reading texts to support Social Studies and Science curricular content
- Frequent assessment of reading fluency at grades 1-5
- All teacher evaluations for 2008-09 focused on flex reading strategies supported by literacy stations
- Bi-monthly classroom walk-through's with emphasis on guided reading observation protocol
- Development of grade leveled reading libraries to meet needs of all level of readers
- Bi-monthly grade level CFA to drive instruction
- Bi-monthly grade level Data Team analysis of student reading performance
- CMT scores will be reviewed in August 2009

Initial review of DRA scores indicated a decrease in primary grades (K-1) students scoring substantially deficient Baseline scores developed for students in grades 2-5 using DRA II Assessments

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Under Goal 3 - Barnard School maintained a very safe and secure learning environment for students and staff. A total of only 13 student "out-of-school" suspensions were recorded all year. This is a decrease of 54% over last school year. This year all teacher and bus discipline reports were entered into the AS400 student management system. This allowed for maintaining and accessing student discipline very effectively and efficiently. Outstanding teaching practices and classroom management were a major contribution to this factor. School rules were enforced consistently and fairly.

Under Goal 4 - The district attendance policy was strictly adhered to by all Barnard staff. Through the collaborative efforts of the principal, secretary, teachers, parent liaison, and attendance counselor, home communication regarding student absence was well maintained. As of this date, 3 Barnard students have exceeded the 18 unexcused attendance thresholds. Two attendance appeals have been held with parents. The IRIS emergency notification system also helped in parent communication.

Under Goal 5 - Through the outstanding effort of our Parent Liaison and the entire staff, Barnard School maintains excellent parent communication and parental input. Parents were active in the School Improvement Plan, School Environment Committee and Grants Committee. The PTO showed 15% growth in its membership.

b) Goals for 2008-09 (from School Improvement Plan)

The School Improvement Plan goals for the 2009-10 school year will be to continue and refine our progress toward our Tier Two Indicator which is utilizing guided reading strategies along with literacy stations across the curriculum to improve students' reading proficiency. Classroom teachers and support staff will expand the use and number of literacy stations as well as overall guided reading strategies. Additional non-fiction leveled reader texts have been ordered and will be used to support curricular integration in the content areas of Science and Social Studies.

II Highlights of 2008-09 Program

Generali Grant - Our first grade team was very fortunate to receive the Margaret Generali Grant. Our grant was entitled (W.I.S.E.), *When I Seek Employment*. Through this grant, the school was able to have speakers come in from a variety of careers and read a book to the group. Each of the six books covered a different career. The students learned about firemen, policemen, paramedics, mailmen, bakers, and musicians.

Computer Lab - A brand new 20 station computer lab was opened in November. The lab featured the latest in computer technology which greatly enhanced our technology instruction. Students were scheduled for weekly computer technology classes to meet the updated computer technology curriculum continuum.

Parent Award Recognition Ceremony and Picnic- An end of year ceremony was held to recognize all the parents and community volunteers who contributed time, money, materials and supplies. Approximately 20 parents and community members were recognized with certificates and thank you volunteer "gift packs." About 450 Barnard School parents, relatives and children attended the picnic.

III Strengths of the Educational Program

The strengths of the educational program at Barnard are tied directly to a very dedicated, caring, compassionate and professional staff of teachers, paraprofessionals, and related support staff. The overall number one mission of our school is to provide our students with not only the basic skills and knowledge for academic success, but to help foster a lifelong quest for learning. Collaboration among staff is exceptional. Grade level teams work very well together and a variety of co-teaching models are used with all support staff. Excellent behavior management techniques and strong classroom management by all staff have minimized classroom disruption.

IV Statistical Data

- a) Number of students transferred into Barnard School
within system in 55 out 25
outside system in 43 out 26
- b) Superintendent Award 1
- c) Student of the Month 250
- d) Honor Roll 175
- e) Perfect Attendance 15

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BROOKLYN SCHOOL ANNUAL REPORT

Donna Cullen, Principal

I. Goals

A. Accomplishment of Goals 2008-2009

Offered Extended School Hours (ESH) for a second year
Designated CPT (grade level) meetings to monitor and analyze student work
Differentiated instruction to meet diverse learning styles for all
Offered Targeted Prep Time Academy 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 Improvement Plan Committee (SIP) in order to take a closer look at student data

Goals for 2009-2010

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

Goal #1 Literacy

- Increase percentage of all students who are reading at grade level by 15% at the end of three 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 20% as measured by the DRA's 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 reduce truancy by 15% over 3 years
- To add additional collaborative time blocks to each teacher's daily schedule.

Goal #2 Numeracy

- Increase by 15% the percentage of students scoring proficient or higher on district assessments over a three year period
- Increase the number of students attaining grades of "C" or higher at the end of each marking period to 70%.
- Grade level Common Planning Time is used to review student work and performance in mathematics.
- To add additional collaborative Math time blocks to each teachers daily schedule.

Goal 3# Safe and Secure Teaching and Learning Environment

- Reduce the number of discipline referrals by 15% over three years
- Increase the use of Prevention Services Team (attendance counselor, parent liaison and other support staff).

Goal #4 Parental Involvement

- Increase to 100% the number of parents who sign and return the Family School Compact.
- Increase communication on parent notification of NCLB requirements using school newsletter, website, and display in the main hallway of the school.
- Increase family involvement in the educational process by 15% over three years

II Highlights from 2008-2009

Brooklyn School has been highlighted in **The State of Connecticut Public Education: A 2008 Report Card for Elementary and Middle Schools** as one of the Connecticut's Top 10 schools. The school was cited as an example of excellence in raising student performance and helping close the achievement gap. Brooklyn received the distinction of being one of Connecticut's Top Ten Schools to have been "Most Improved."

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Brooklyn School staff volunteered after hours to implement several educational family events, including a reading and science night series that was successful and grew in attendance as the year went on.

III Strengths

- Teachers work collaboratively on school-wide and grade level projects to improve student achievement and strengthen character virtues.
- Teachers have been trained in DDDM (Data Driven Decision Making), and a team has been established to analyze data in reading, writing, and math. Brooklyn School participated in the WBE Data Showcase, and Data Walls have been created: one for the teachers, one for the parents (located in the main hallway), and one outside each classroom. The classroom Data Walls provide a data display for the students in the class to observe how they are doing in reading, writing, spelling, and math.
- Primary Mental Health Grant (Just For Me) project for at risk K-3 students
- Girl Scouts/Boy Scouts Lunch Bunch---the Girl Scout program for kindergarten to fifth graders increased its participation and completed its fourth year and the Boy Scout program for third to fifth graders also increased its enrollment and completed its third year.
- After School YMCA Program for Brooklyn, Barnard and Tinker students—completed its third year in existence with increased enrollment.

IV Statistical Data

Number of students receiving various kinds and types of awards.

Superintendent's Award (1)

Tiger of the Week (396)

President's Award for Educational Achievement (6)

Just For Me (48)

Citizenship Award (15)

Talented Art Award (5)

Olympics of The Mind, grade three and grade five team (12)

Number of students transferred in and out of your building

Within system in 70 out 63

Outside system in 25 out 27

BUCKS HILL ELEMENTARY SCHOOL ANNUAL REPORT

Ann M. Begley, Principal

I Goals

A. Accomplishment of Goals for 2008-2009

Goal #1 Bucks Hill School will attain high academic achievement for all students in literacy and numeracy.

The implementation of common formative assessments (CFA) allowed the teachers to enhance the 'Data Driven Decision Making' steps to analyze student work. Identifying grade level weak areas and creating assessments showed great success in student learning. Grade-level meetings continued to allow teachers to collaboratively review and score student work while identifying instructional needs.

Bucks Hill staff continued to use scientifically based reading research strategies to improve student achievement. The continuation of Reading First allowed the school to receive the staff support to achieve this goal. The Literacy team worked to turnkey the strategies and to focus on grades four and five. Grade level and faculty meetings were used to work with all grade levels to ensure this goal.

The continued support from a CALI consultant allowed the school-wide data team to work together as a group and strengthen the team. They worked to take the lead at grade level meetings, identifying weak academic areas, developing CFA assessments, and completing DDDM steps.

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Goal #2: Bucks Hill School will provide a safe and secure teaching and learning environment through the implementation of school-wide Positive Behavior Support program to affect discipline data in individual classes and at Bucks Hill.

The Positive Behavior Support committee continued to get direction through the district wide training initiative. The training helped them to refine the procedures already in place at Bucks Hill. School-wide rules and expectations have been developed and were explicitly taught beginning in September. Specific lessons were given to teachers in August to ensure that all staff was teaching the explicit expectations for all areas within the school. The team helped teach expectations in areas outside the classrooms such as the lunchroom and recess.

The committee continued to meet monthly and work in the school using Positive Behavior Support. School-wide assemblies were held throughout the year to reinforce the rules and expectations. Classroom behavior management plans were developed in all classes, including Art, Music, PE, and Media, to include rules, positives and consequences.

Data was used during 2008-2009. It was shared with teachers to show trends, highlight successes, and identify students with repeat issues. Additional incentives included addressing hallway and 'caught being good' behavior by giving out Bucks Hill Bucks. A monthly school store was held where students could "spend" their Bucks Hill Bucks.

B. Goals for the 2009-2010

Goal #1 Bucks Hill School will attain high academic achievement for all students in literacy and numeracy.

Implementation of the specific goals of the School Improvement Plan (SIP) will have the Bucks Hill staff teaching explicit scientifically based reading research strategies to improve student achievement. The last year of Reading First will allow the school to continue to receive the staff support to achieve this goal. The teachers will continue to create CFA and follow the Data Driven Decision Making steps to analyze student work when planning instruction. Grade-level meetings and faculty meetings will continue to allow teachers to collaboratively review and score student work while identifying instruction needed.

Developing as a Professional Learning Community will continue to improve our ability to work together and identify successes in student progress. The adults will work to post grade level data and have discussions about what works and why.

Goal #2: Bucks Hill School will provide a safe and secure teaching and learning environment through the implementation of school-wide Positive Behavior Support program to affect discipline data in individual classes and at Bucks Hill.

The school will continue its Positive Behavior Support program. The team will turnkey the procedures to the staff and students. Teachers will be required to explicitly teach the expectations to the students.

Continued strategies will be implemented to involve students in the school to work to increase their feeling of ownership. This can make a difference in the climate of the school. The students will be used to look at what they feel can make a difference in the school. They shared a concern about some students' behavior and the environment in areas including the bathroom and the cafeteria. Meetings and surveys will be used to look at their feelings. The peer mentor program will begin in September. This will also allow students to be involved in the behaviors of their peers.

II Three highlights or outstanding accomplishments for 2008-2009

One of the three most outstanding accomplishments at Bucks Hill for 2008-2009 was being selected for an additional year of Reading First. The State chose 6-8 schools based on the request for proposal that was submitted. They are looking for these schools to develop as model schools. The continuation of the grant will allow Bucks Hill to monitor Reading First assessment data to address areas of need. It has shown that the students are advancing. Our level of growth continues to increase. There are fewer children at risk for the winter 2009 assessments than in our spring 2008 assessments. The teachers reviewed this data so that it could be used to plan instruction. The school continued to improve instruction for the students through the use of the additional support staff positions. The Internal Literacy Facilitator continued to support the teachers to ensure that they were implementing the new core reading program which is SBRR and contains all the components of a comprehensive literacy program.

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The ILF worked with teachers during grade-level meeting time to plan instruction, answer questions, and address concerns. The ILF video-taped teachers so that they could reflect on their own teaching or review it with their grade level team members. The ILF also went into classrooms to model for teachers. The External Literacy Facilitator who is hired by the State Department and is a retired administrator brought a lot of knowledge and experience to Bucks Hill.

This school year has been highlighted by the work of our guidance counselor. The development of a peer mentor group began later last school year. The children were trained and started doing conflict resolution with their peers. They also were mentors to new students at Bucks Hill by giving tours of the building and sharing important information. The guidance counselor has worked in classes on lessons for areas identified by the teachers. She worked with individual students on their needs. Mrs. Scully helped identify books that would be beneficial to the teachers and established a reference library.

Reorganizing the EIP team has brought a clearer focus to the needs of the students at Bucks Hill. The group has worked to reinforce the process and begin to move towards RTI. Several teachers have stepped up to ensure the follow through needed. The team has established a process to monitor and track students throughout the EIP process.

III Strengths of Bucks Hill

Working with the District monitoring team to write our SIP has helped to focus the needed direction of the adults to improve student learning. The growth of the staff continues to be a strength at Bucks Hill. They continue to embrace the strategies presented to them as they develop their teaching styles. They truly care about the students and work hard so that each and every child gets the best possible education. Developing the School Improvement Plan Team has brought several groups of staff together to address the goals for Bucks Hill.

Bucks Hill School has implemented a variety of strategies to improve student learning. Language Arts and Math blocks have been fine tuned this year and ran smoothly. Support staff, including SPED, SLP, ELL, and paraprofessionals have been scheduled daily in the Literacy block to work with our Tier 3 students. Data has been used to guide these strategies. Common planning time was used extensively to discuss and plan for student instruction and included collaboration time for all staff.

Continuing to implement the Reading First grant has added to the success at Bucks Hill School this year. The components of the grant have allowed us to address students' strengths and weaknesses to better plan instruction. It has been a guide that helped the staff work together to implement instruction. Our data shows that each year we continue to make progress in student learning.

There has been a tremendous amount of professional development to address a wide variety of school issues. These included comprehensive literacy, writing, behavior management, CFA, CMT strands, and DDDM. Co-Teaching and EIP trainings have allowed Bucks Hill to advance its ability to educate all children and enhance small group instruction. The data team worked together with our technical assistant from CALI to ensure that we are using data to plan instruction.

IV Statistical Data

Number of students transferred in and out of Bucks Hill

- (a) from within system, in 138; out 165;
- (b) from outside the system, in 70; out 57

NUMBER of students receiving awards:

from within the school:

Student of the Month - 270

Honor Roll – about 200 per marking period

Reading Every Night – about 45 per month

May Exercise Acknowledgement - 19

Superintendent Award - 1

from outside the school :

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CAS Art Award – 2
Quassy Art in the Park - 3
Presidential Awards:
Excellence – 9
Achievement - 10

BUNKER HILL ELEMENTARY SCHOOL **Brian Goggin, Principal**

This elementary school, with the present enrollment of 520 students, starts instruction at the Pre-K level and continues through Grade 5. Teaching assignments are by grade level, and classes are self-contained.

The assignments are as follows:

- 1 Pre-K
- 5 Full Day Kindergartens
- 1 Transitional First Grade
- 3 First Grades
- 4 Second Grades
- 3 Third Grades
- 3 Fourth Grades
- 3 Fifth Grades
- 1 Title I Center
- 2 Behavioral Disorder Learning Centers
(Primary and Intermediate)
- 2 Resource Rooms
- 1 TESOL Class
- 1 Speech
- 1 Reading

Physical education in grades Pre-K is 30 minutes per week. Physical Education for Kindergarten through Grade 3 is 40 minutes per week. Grade 4 receives 45 minutes of physical education each week, and Grade 5 receives 50 minutes of physical education per week. Students in Grades Pre-K through Grade 3 receive 35 minutes per week in the Media Center. Students in grades 4 & 5 receive 40 minutes of media center instruction per week. Vocal music is provided biweekly for 60 minutes. Art education is provided biweekly for 60 minutes per class. Instrumental music is provided weekly. Students may select to play drums, saxophone, violin, clarinet, trumpet, etc.

I GOALS:

A. *GOALS FOR 2007-2008*

Goal #1 – To attain high academic achievement for all students in literacy.

Our literacy team has been working closely with our CALI representative to develop common formative assessments and to effectively utilize the data process to analyze relevant data. The entire staff has been hard at work implementing explicit, small group instruction in order to target the specific needs of our students. Teachers have integrated Guided Reading into their daily schedules, supported by Literacy Work Stations. Both of these initiatives are part of our school improvement plan.

Grade level data teams worked on creating strand specific CFA's to address the needs of their students based on the most recent data available. For example, the Grade 5 team created an assessment that measured their students' ability to make connections to text read. On the pretest, only 16% of the students scored in the proficient range. After the designated strategies for and length of instruction, 78% of the students scored in the proficient range on the post test. Our teams found a direct correlation between the use of Marzano's instructional strategies and an increase

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in student achievement on the open-ended responses. These results were consistent across all grade levels and allowed teachers to focus instruction based on student needs.

In the 2007-2008 school year, we began using our instructional tutors to support the Third Grade Literacy Block, specifically for guided reading. We experienced a significant gain in our Grade Three CMT Scores last year. We modeled our plan for Grades Four and Five on the model used in Third Grade last year. Students in Grades Three through Five benefited from this plan. The use of instructional tutors for small group instruction has been extremely valuable. Their main priority is to support the classroom teachers during Guided Reading Instruction. Not only are they an integral component of our Literacy Block and Guided Reading, but they also take small groups of students for assessment literacy/CMT preparation independent of the designated Literacy Block. Time permitting, fluency skills are addressed with individual students. Comprehension of both fiction and non-fiction text has increased and is addressed in all explicit, small group sessions.

A significant gain in Reading Scores attributable to these implemented initiatives included an increase in Grade 3 from 29% at or above proficient in the year 2006-2007 to 51% at or above proficient for the academic 2007-2008 school year.

Due to the fact that all data has not been entered from the spring administration of the DRA/DRA 2, exact percentages cannot be calculated at this time. Based on formal/informal observation and teacher feedback, however, we expect an increase in our overall scores.

Goal #2 – To attain high academic achievement for all students in numeracy.

Bunker Hill School has been steady in its math performance on the CMTs for the past 9 years. We are always looking for ways to improve our teaching and to strengthen our math program at our school.

Our Kindergarten, First and Second Grades have been using the Saxon Math Series for the past few years and are also administering the Citywide Assessment Tests in an effort to prepare younger students to be familiar with CMT formatted questions. The Saxon math program encourages drill, repetition, and use of manipulatives which is so important in our younger grades.

Coupled with six Citywide Assessment Tests each year, our staff enhances our math curriculum in the Third, Fourth, and Fifth grades with their problem solving techniques to better prepare for the CMTs, as well as evaluating weak areas that need more reinforcement in order for our students to master a particular skill. Our math tutor is always enhancing subject areas with multiple step problems where students must make decisions about the appropriate math operations they should use to solve a problem. These problems support open ended “CMT” type problems. We feel confident, based on an increase in Grade Three math proficiency of 64%-73% from the 2006-2007 to the 2007-2008 academic year that our students will continue to exhibit incremental growth in proficiency in mathematics.

B. GOALS FOR 2009-2010

Goal #1 - To increase reading proficiency for all students by a minimum of 5% as measured by the Developmental Reading Assessment (DRA) and the Connecticut Mastery Test (CMT) and to increase math proficiency for all students by a minimum of 5% as measured by the Connecticut Mastery Test (CMT).

Goal #2 –To fully implement the PBS program on a building-wide basis with a resultant 10% decrease in school disciplinary sanctions.

HIGHLIGHTS

- Reduction of out-of school suspension rate.
- 50% for Transitional 1st graders moved on to 2nd grade.
- Initiated family themed activities after school hours.
- Continued use of Saxon Math curriculum K-2.
- Upgraded computer equipment for all grade levels and support staff.

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-Acquired new playground equipment to reduce recess period behavioral issues and to supplement after school program activities.

-Relocation and upgrade of our Library Media Center has been completed.

-A drop in the suspension rate of our Special Education student population in the past year of 26.67% and an average decrease in the absent rate per student from 8.8 to 7.8 days per year.

Bunker Hill School partnered with Frisbee School of Wolcott, CT to provide a yearlong participation in the M.A.P. grant funded by the State Department of Education and administered by ACES to two of our 4th grade classes. This is a competitive grant. The goals of the ACES M.A.P. Grant Project are to:

-Reduce racial, ethnic and economic isolation through a minimum of four face-to-face interactions with their interdistrict partners and use technology to work with their partner to solve problems and share solutions.

Increase Student Achievement through completion of CMT-like problems and successfully use four literacy strategies based on the research of Robert Marzano to aid in problem solving explanation of solutions.

Increase Student Achievement through successful completion of the science Curriculum Embedded Performance Task for their grade level.

-Build positive meaningful relations and promote multi-racial, multicultural understanding through a minimum of four face-to-face interactions to participate in interdisciplinary multicultural science and/or mathematics activities that build positive relations that support their understanding and appreciation of diverse perspectives.

III. STRENGTHS OF THE EDUCATIONAL PROGRAM:

A. The average class sizes are:

Pre-K	20	Third Grade	24
Kindergarten	18.2	Fourth Grade	28
Transitional First Grade	13	Fifth Grade	25
First Grade	23.25		
Second Grade	21.5		

B. Targeted Prep Time Academy, a small group tutorial after school program for identified students in grades 2 and 3;

C. Extended School Hours - After-school Program with concentration in Language Arts was offered to grades 4 and 5 students.

D. Four Tutors, for grades 3, 4 and 5 worked closely with teachers and students in the areas of reading, small group explicit instruction in literacy and CMT Preparation.

E. TESOL: This program assists emergent English speaking students, by offering a small class setting for improving their speaking, writing and listening skills in English.

F. Guidance Services: The School Psychologist is in attendance half time and provides small group or individual counseling when recommended by an IEP. A Social Worker is in attendance 3 days per week to assist at risk students. A Guidance Counselor is in attendance 1 day per week to assist at risk students.

F Incentive awards, including Student of the Month, Attendance and Good Behavior and Achievement Awards were given.

G. A Title I Parent Liaison continued to act as a resource and linkage person for parents.

IV. STATISTICAL DATA:

1. Awards were given for academic achievement, citizenship, and outstanding effort were given as follows:

Students of the Month	204
Superintendents Award	1
Presidential Awards	6
Honor Roll	18
Citizenship Award	3
Perfect Attendance Award	7
5 th grade Art Award	3
5 th Grade Music Award	3
Physical Education Award	4
Library Behavior Awards	20

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2. Student Transfers (the numbers listed below are as of June 1, 2008):

Within System	IN	63
	OUT	44
	Total	107
Outside System	IN	164
	OUT	64
	Total	228

CARRINGTON SCHOOL Annual Report **Kevin Brennan, Principal**

I. GOALS:

a. Accomplishment of Goals 2008-2009

Carrington School has concentrated resources on building the abilities of students in all subgroups to achieve Adequate Yearly Progress (AYP). Although we have not yet received the results of the standardized tests that will indicate the degree to which we have achieved that goal, we recognize that we have advanced our efforts toward it.

Carrington has expanded implementation of Guided Reading as a process of building students' performance in literacy. Coaches of Reading and Math have worked with teachers to develop systems and collaborative instruction. By using Common Formative Assessments to determine what students need to learn, the teachers have advanced their ability to prescribe and deliver instruction precisely. Teacher teams meet regularly to discuss students' learning.

Carrington's learning environment is safe and secure. We reduced the number of suspensions necessary to achieve this goal. We have held assemblies to ensure that students were aware of procedures, and we have employed positive behavior encouragement. We are also enhancing the school's physical environment for security, effectiveness, and aesthetics. Through grants, classroom materials have been secured.

We have accomplished our goals to engage parents in the educational process. We have communicated directly with parents, created a welcoming school environment, and brought parents into classrooms to assist in instruction at the direction of the teachers. Parents are engaged at Carrington.

b. Goals for 2009-2010

Carrington School will pursue achievement of the four goals of school and the district:

High achievement in literacy for all students;
High achievement in numeracy for all students;
Safe and secure teaching and learning environment; and
Active engagement of parents in the educational process.

A major emphasis for 2009-2010 is that Carrington will achieve AYP for all subgroups, including English Language Learners and Special Education students. To achieve AYP we will refine formative assessments to target instruction precisely for effective learning.

English Language Learners in Bilingual Classes will "mainstream" to English-only classes to be totally immersed in English, with support. This mainstreaming will follow the successful program of 2008-2009.

II. HIGHLIGHTS from 2007-2008

Carrington established a Parent-Child Read-Together Book Club, which met monthly and attracted whole families of readers.

Carrington's Bilingual class parents met several times as a group to discuss parenting strategies to ensure their children's success in school.

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Thanks to grants from the Thomaston Savings Bank Foundation, the federal government, and Connecticut Business Systems, we acquired an additional SmartBoard to enhance learning through the use of technology.

Carrington School students participated in the Governor's Summer Reading Challenge and the Silas Bronson Library Summer Reading Club.

The Annual Field Day connected Mathematics and Physical Education for all students.

Carrington teachers and students routinely used the technology lab to build skills in technology and learning.

Children kept "learning logs," written records of their learning, to build awareness of themselves as students.

Parents attended school events, such as the Third Annual Poetry Festival, Reading workshops, the 6th Annual International Dinner, the 6th Annual Ice Cream Social, and Family Reading Night.

Juan Perez and Michela Blake, 5th graders, were honored at the Connecticut Association of Schools Arts Recognition Banquet.

III. STRENGTHS of Educational program

Carrington School data teams collected and analyzed information to guide teachers in designing instruction for effective and efficient learning. Teams meet as grade-level groups every week to evaluate the needs of students having difficulties academically or behaviorally. The teams have administered assessments to students, collected data on the results, and analyzed the results to group students.

The Early Intervention Project (EIP) is comprised of volunteer members of the faculty and staff who work to reduce the number of students referred to Special Education unnecessarily, and whose needs may be better met in the general educational program.

The Positive Behavior Support (PBS) team planned implementation of the PBS program for the 2009-2010 school year.

Perfect Attendance Awards were presented to 24 students of various grade levels. Given the emphasis on improved attendance, the number of recipients pleased us, and we anticipate next year that we will have at least 40 students receiving this award.

Teachers of 3rd and 4th grades implemented the "Trophies" literacy series, and they used the assessments of that series to target instruction appropriately to students' needs.

IV. Statistical Data:

Students Receiving Awards

Fifth grade student Chloe Prybylla won the CrimeStoppers poster contest.

Daniel Speer won second place in the Gettysburg Address Oratorical Contest.

Maxwell Elis Kurila won first place in the Silas Bronson Poetry Contest for all 2nd grade students in Greater Waterbury, while Felix Suarez won Honorable Mention.

Number of students transferred

within system in 111 out 145

outside system in 99 out 99

Henry S. Chase Elementary School

Celia Piccochi, Principal

1. Goals

A. Accomplishments of Goals (from the Chase School Improvement Plan) 2008-2009

- Implemented Guided Reading Blocks in K-5 classes, supported by Learning Centers using meta-cognitive comprehension strategies
- Implemented Blue Ribbon CMT Prep to monitor reading growth – grades 3-5
- Use of Individual Reading Plans to target students' instructional reading levels
- Continued with school-wide inclusion and co-teaching models
- Formative and Summative tests given in Reading and Math

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- Weekly collaborative meetings K-5 with administrative support
- Written communication to parents in English, Spanish, and Albanian
- Bilingual parent workshops to help parents understand NCLB guidelines
- Parent Liaison working with all parents on a regular basis
- SIOP model utilized in ELL/Bilingual classrooms
- EIP system more effective with monthly team meetings scheduled
- Continued with Truancy Clinic with Probate Judge on site once a week
- School wide Positive Behavior Support system implemented
- ACES professional development and PBS refresher courses

B. Goals for 2009-2010

- Implement daily intervention block times for grades K-5
- Implement Direct Instruction Phonics/Reading Program in grades K-5
- Additional support for ELL students based on LAS Links testing
- Utilize staff meetings more effectively
- Coordination of instructional programs with emphasis on Computer Technology
- Continue to facilitate good teaching practices through BEST model
- Foster climate of understanding and respect of different cultures
- Regularly scheduled walk-throughs by administrators in classrooms
- Continued use of District wide agenda/minute forms used at all meetings
- More effective grade level meetings using 5-step data process
- Teacher weekly self assessment to monitor guided reading groups/learning centers in classrooms
- Update SIP Binder regularly with pertinent data related to SIP
- Encourage positive home-school relationships

II. Highlights from 2008-2009

School Improvement Plan geared to meet needs of Chase students based on data collection

Blue Ribbon CMT Prep Program grades 3-5

Full Time Literacy Coach grades K-2

New Computer Lab

Positive shift in Data Team functionality

Team norms established

PBS program used school wide

Partnership with University of Bridgeport for grade 4 utilizing reading strategies to increase comprehension skills

Bilingual parent workshops sponsored by Chase teachers/Bilingual Dept. i.e. math, reading, discipline, school wide

PBS program

TPTA grade 3; Grades 2-5 after school programs focusing on math/reading; Truancy After School Program focusing on homework assistance; Supplemental School Services: Princeton Review, A-Plus Learning, Smarties (on site)

Implementation of new Storytown Reading Series grades 4 & 5

DRA 2 Grades 1-5

RESC (Alliance of Regional Education Service Center) Technology Grant for Grade 5 teachers for use with science curriculum on site

CALI (Connecticut Accountability of Learning Initiative) available for technical assistance five times on site

III. Strengths of Educational Program

I have observed the strengths of the educational program to be following:

- Caring, responsible, and involved teaching staff.
- Teachers that are willing to take risks and experiment with new teaching methodologies.
- Willingness to form committees and work toward their common goals.
- Very involved School Improvement Team which effectively manages and recommends remedial and enrichment activities to teachers who need support
- Thorough documentation of Basic Skills, Special Education and FOCUS student progress.
- Flexibility to integrate Art/Music/Gym/Library in content areas.
- Library/Media Time utilized for continuation of reading focus and specific recoding lessons
- Staff is able to deal with difficult situations and resolve conflict
- Implementation of successful school wide Positive Behavior Support Plan

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- Development of multi-cultural conditions:
- Positive teacher expectations.
- Learning environment that supports positive inter-racial contact.
- Integration of multi-cultural texts within curriculum in Language Arts and Social Studies.

IV. Statistical Data

Fifth Grade Awards	
Superintendents Award.....	1
Citizenship Awards.....	23
Presidential Awards.....	49
Art Awards.....	2
Perfect Attendance.....	9
TOTAL	84
Students and Family of the Month (36 Classroom students/month)	
	360
Transfer In *As of (08/01/07)	
Within Waterbury System.....	202
From Outside of Waterbury System.....	117
TOTAL	319
Transfer Out *(As of (08/01/07)	
Within Waterbury System	76
From Outside of Waterbury System.....	113
TOTAL	189

WENDELL CROSS Annual Report Joseph Amato, Principal

I. **Goals**

A.

Wendell Cross School’s number one concern and initiative continues to be the improvement of CMT scores. While Wendell Cross did not achieve AYP, student data indicates that those students who have attended Wendell Cross for the past two years or more are making progress. The new transfers in, for the most part, have not performed well. Most 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.

Wendell Cross applied and was selected to become the district’s Literacy Academy for the 2008-2009 school year. As such a Literacy Academy Committee was created and met routinely from May through to the present. During these meetings, teachers and staff created all of the Literacy Academy timelines, scope and sequence, assessments, implementation guides and curriculum mapping. This continued throughout the summer of 2008. A brochure was also created for distribution to parents introducing the Literacy Academy. It includes our mission statement, instructional practices and methods, and keys to success. Parents were very receptive and excited about the direction in which the school was moving. The first year has been a success.

B.

Goal 1:

Implement co-teaching to provide differentiated instruction to the immersion group at each grade level.

Goal 2:

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

Result Indicators:

- Teachers’ lesson plans submitted weekly referencing CMT objectives, COW, Curriculum Guide pages, in CPR format

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- Administrators' walk-through observation data, grades K-5
- Weekly analysis of open ended responses (Science and Social Studies) and Literacy Academy data during grade level common planning time meetings
- Student assessments that show an increase in content vocabulary
- Use of purchased theme leveled guided reading texts materials to integrate science and social studies into guided reading/small group instruction, in combination of weekly hands on instruction.
- Teach only those concepts in grades 3-5 that support *Curriculum on the Wall* Science and Social Studies objectives.
- DSA Assessments (Haskins) (Grades K, 1 & 2)
- Administer Winter & Spring DRAs

II. Highlights:

1. Wendell Cross continued to receive training from Haskins Laboratories. Using only scientifically/research based strategies and methodologies to teach reading, we were able to have three grade 2, one kindergarten, and one third grade teacher trained this year. As in the past two years, teacher training was accomplished by releasing teachers from the second scheduled monthly staff meeting to meet, be trained, and observed utilizing the strategies taught. The facilitator also modeled these strategies weekly in their classrooms.
2. Wendell Cross has been assigned as the Literacy Academy this school year. As such we have been able to immerse students in literacy, especially those students who are at risk. We have increased our reading block from ninety minutes to 120 minutes daily. Each quarter, twenty students identified as in need of more intense remediate 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. Our new report card was also well received by parents. It now explains in detail how their child's grade was achieved in each subject. It has been very successful in every way.

III. School Strengths:

As always, our greatest strength at Wendell Cross School is the professionalism and competency of our teachers and support staff, along with our exceptional student body. Our staff continues to go above and beyond and, as a result, always exceeds expectations. Teachers continue to embrace Data Driven Decision Making. They utilize many forms of data to drive instruction. With the advent of the Literacy Academy, the teachers and staff have been able to provide expert literacy instruction in a manner that meets the needs of all students regardless of their ability and learning style. Each grade level meets as a team with administration during Common Planning Time. It is at these meetings that data is analyzed and, as a result, educational decisions are made.

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 we can still make even more improvement in the participation of the parents. Our PTA continues to fund many of our activities including an improvement in our Library/Media Center. For the first time, we have several minority members on our PTA executive board including co-president.

IV. Statistical Data

1. Number of students receiving various kinds and types of awards.
 - 1 student received the Superintendent's Award
 - 1 student participated in the Gettysburg Address recitation competition
 - 1 teacher was recognized as Wendell Cross School's Teacher of the Year.
2. Number of students transferred in and out of your building (a) within system, in 77; out 57;
(b) outside the system, in 65; out 42.

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DRIGGS ELEMENTARY SCHOOL Annual Report **Marc Ladin, Principal**

I. GOALS:

a. Accomplishment of Goals 2008-2009

- To increase reading proficiency for all students by a minimum of 15% by the end of three years as measured by Developmental Reading Assessment (DRA), Connecticut Mastery Tests (CMT)
- To implement an instructional design to increase the amount of instructional time for all students. Each grade will spend 120 minutes in an uninterrupted literacy block
- To implement an instructional plan to increase the amount of instructional time for all students based on data results from various assessments
- To provide high quality professional development to all staff
- To recognize and celebrate student efforts and achievement

Status of Accomplishment of Goals

The school schedule was revised to accommodate 120 minutes in the Language Arts block. Each grade had uninterrupted reading time. 60 minutes of writing and 60 minutes for math were also added to the schedule. The concept of Proportional Intervention was put into place. This provided an additional directed reading lesson for all of our students at risk of failure. Reading instruction was also coordinated with the classroom teacher, and the grade level special education teacher. Professional Development was presented on a regular basis at grade level meetings and faculty meetings. A school-wide Reading Incentive program was put into place.

b. Goals for 2009-2010

- Restructure and redesign the 120-minute literacy block to include at least three explicit small group lessons and literacy work stations.
- Implementation

Although our goal remains the same, our implementation is much more focused and our strategies are very specific. Our strategies include specifying the length of time for small group instruction at each grade level, and then monitoring the time with weekly walk throughs by the principal and vice principal. There is also a greater focus on reading lesson plans. Teachers will be asked to prepare daily reading lesson plans for each of their reading groups. This has never been done before. There is also a focus on the work station activities for the children when they are not in small group instruction. Workstations will need to reflect specific skills practice focused at specific student needs. The other part of this goal involves the principal and vice principal making monthly walkthroughs to monitor the implementation.

II. HIGHLIGHTS from 2008-2009

School Culture

Reorganized PBS to include monthly recognition assemblies, and incentive program

Held CMT Recognition Party for 45 students

Organized Staff Volleyball Game against the Fifth Graders

Instruction

Reorganized Language Arts block to allow for more time on task

Instituted Proportional Intervention to provide additional direct instruction

Formed Coordinating Team to unify efforts of the Reading Teachers,

Special Education Teachers, and Direct Instruct Teachers

Reorganize our DI program so that student who are on level in reading are exposed to Literature Circles instead of the DI program

Received approval on Reading First Grant for next year Assessment

Teachers began using CFA's in reading and math, and collecting and analyzing the data

Discipline

Identified students in Tier I, Tier II, and Tier III and reevaluated interventions community

Instituted monthly PTO meetings

Held three Family Movie Nights

Held two Family Dances

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Held Field Day at Fulton Park – for the first time
Building Improvements
Reclaimed and refurbished the center courtyard
Installed sink in the staff lounge – they never had one
Place a staff lavatory back on line- it been used a storage closet for that past ten years
Safety
Held school-wide Lock-Down Drill

III. STRENGTHS of Educational program

As a Reading First School, Driggs has benefited from on-going professional development and the leadership and direction of the Reading First teachers. The classroom teachers at Driggs are beginning to understand the importance of differentiated instruction, the value and use of CFAs, and the need for on-going assessment. Our Readiness Kindergarten and Transitional First Grade provide important options for many of our students who have not yet mastered age appropriate readiness skills.

IV. Statistical Data:

Students Receiving Awards (by type, number)
Student of the Month – 250
CMT Scholar Award - 45
Promotion Awards – 11
Superintendent’s Award -1
Number of students transferred
within system in _305 out _181
outside system in __22 out _47

M. M. GENERALI SCHOOL Annual Report Kathy Stamp, Principal

Goals

Accomplishments of Goals 2008-2009

We have made Adequate Yearly Progress on our 2008 CMTs. We strive to repeat this accomplishment on the 2009 CMTs. We are now a “School of Choice”.

The general goals for the 2008-2009 school year at M. M. Generali School are the continuation of life-long learning, the functioning in our society as responsible citizens, and the continuation of growth and productivity. We analyze test scores and meet with grade level data teams on a weekly basis. We discuss our strengths and weaknesses. We review student work and portfolios. We used our data to drive our instruction.

The specific goals of M. M. Generali School are as follows:

To improve reading
To improve math
To improve health, safety, and discipline
To improve parent involvement

We have made gains in our CMT areas. We have shown significant increases in scores in every area in every grade level. We use responsible inclusion for our Special Needs population. Our special needs students spend a maximum amount of time with their non-disabled peers

Goals for 2009-2010

We will continue to work on the four School Improvement Goals.
We will revise our School Improvement Plan after analyzing our data.
CMT improvement will once again be our primary focus.
We would like to improve our CMT scores, integrate arts into our curriculum, and raise responsible and successful future citizens.

II. Highlights-

Our Extended Day Grant provided us with an After School Enrichment Program.

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Our TPTA –After School Program was an academic program providing assistance to students in grade three.

Haskin’s Laboratory Literacy Initiative 2008-2009 was extended to our kindergarten and second grades this year addressing the phonemic awareness needs taught to all grade one students.

Our science fair was a huge success. It included all third, fourth, and fifth grade students.

Science Fair Family Night was held to assist the families with the projects

We also held a Kindergarten Orientation on May 29, 2009.

We held a “Field Day” to promote healthy living and the parents were invited to participate.

We held two CMT reading/math nights to explain to parents what the test was about and to stress the importance of the test.

We had two family literacy nights and one CMT night where students, parents, siblings, and staff families came together to enjoy some community spirit.

Strengths of the Educational Program

Parental Involvement is a strength at Generali School. Children need consistent effort both at home and at school. Parental involvement is important to the success of the students. We have a “Parent Friendly School” where parents are welcomed and encouraged to come in often. Parents volunteer for in-school assistance.

Our professional staff is a strength. M. M. Generali has a motivated and experienced staff of teachers and paraprofessionals. The prime goal of instruction is to enhance student learning. Instruction is given fully utilizing all aspects of the curriculum. The staff was involved in Positive Behavior Support Training from SERC. Two school-wide positive behavior programs are utilized at the school. The parents are also notified daily of their child’s behavior by a color chart calendar that must be signed daily as part of the calendar. A positive, safe environment promotes excellent instruction. Many teachers take professional courses. All are involved in professional development. Teaching practices that incorporate cross discipline learning are utilized in class. We encourage the development of a culture that supports traditions and responsible behaviors. The “Student of the Month” awards provide recognition for personal accomplishment.

Another strength of M. M. 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.

Statistical Data

a. Awards

Superintendent’s Recognition Award	1
Student of the Month	270
Perfect Attendance	4
Good Citizenship	26
Effort	26
Math	27
Language Arts	27
Reading	27
Social Studies	27
Science	27
Spelling	28
Penmanship	5
Art	26
Library	26
Instrumental Music	26
Physical Education	26
Henry Capozzi Memorial	2
M. M. Generali Award	1
Highest Academic Achievement Award	2
City of Waterbury Gettysburg Address Contest	1
First Place	5
Principal’s Award	5
Vice-Principal’s Award	4

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Grade 5 United States Department of Education Awards for:

Excellence	5
Achievement	0
Citizenship	0

b. Number of Students transferred in and out:

Within the system:	in:	48	out:	57
Outside the system:	in	39	out:	39

JOHN G. GILMARTIN SCHOOL ANNUAL REPORT
Dr. Donald R. Burzler, Principal

I. Goals:

a. Implement Our School Improvement Plan (SIP) for 2008-2009

Analysis of the 2008 Connecticut Mastery Test (CMT) results indicated that our students made Adequately Yearly Progress (AYP) in the areas of reading, mathematics, and writing. Reading comprehension continues to be an area that needs attention and therefore remained the major focus of our improvement plan for 2008-2009. Our goal is to maintain strong performance in mathematics and writing and improve student performance in the area of reading. To enhance reading comprehension in this area we have designated comprehension strategies from the Nancy Boyle's text "Constructing Meaning." Professional Development was geared toward the training and implementation of these strategies. Our literacy coach conducted several workshops training teachers in the use of these teaching strategies geared toward improving student reading comprehension. Our School Improvement Team established protocols to ensure that teachers are including these strategies in their plans as well as implementing them in their classroom instruction. Our Extended School Hours (ESH) program once again included students who would benefit from intensive targeted instruction in the area of reading. To further enhance our reading program a Power Hour was continued for grades two and three and established at the first grade level. This program utilizes resource personnel in a coordinated instructional effort to improve the reading skills of our first, second, and third grade students.

A second area of emphasis for the 2008-2009 school year was the school-wide implementation of a Positive Behavior Support (PBS) program. The purpose of this program is to reduce the number of office disciplinary referrals and the number of out-of-school suspensions. In addition to a comprehensive teacher's manual for our school, behavioral procedures were established for classroom, before-school, playground, and cafeteria behavior. Rewards were used to acknowledge students who demonstrated positive behaviors. Consequences were established and closely monitored for students who did not practice these positive behaviors. Our school PBS Team conducted extensive training and provided implementation support for the program. The team also continued to monitor the program throughout the school year. Based upon this program, office disciplinary referrals were reduced by 38% and out-of-school-suspensions were reduced by 26% when compared to the same nine month period in the last school year. This far exceeded our goal of a five percent reduction in both areas.

b. Implementation of our School Improvement Plan (SIP) for 2009-2010

Prior to the 2008-2009 school year, a three year School Improvement Plan was developed for Gilmartin School based upon analysis of student performance on the 2008 Connecticut Mastery Test (CMT) as well as other district formative and summative measures of student achievement. With the assistance of a District Improvement Team during the 2008-2009 school year our plan was refined to specifically target the improvement of reading comprehension. A major emphasis of this plan for the 2009-2010 school year will be to carry out the plan as modified. The function of the School Improvement Plan Team will be to use data to assess the implementation of the plan and its impact on student reading. A school-wide Positive Behavioral Support (PBS) program was

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implemented with great success during the 2008-2009 school year. The challenge for the 2009-2010 school year will be to continue the program and build upon the significant success achieved in the first year of the program.

II. Highlights from 2008-2009:

Analysis of student performance on the Connecticut Mastery Test (CMT) indicated that we achieved Adequately Yearly Progress (AYP) in the areas of reading, mathematics, and writing. This provided us with a strong student skill background upon which to establish and implement our School Improvement Plan (SIP) for the 2008-2009 school year. Teachers enthusiastically embraced the SIP and readily implemented the strategies and procedures into their classroom instruction. Examination of lesson plans as well as formal and informal observation indicated that these strategies enhanced the teaching of reading comprehension in our classrooms.

The implementation of a comprehensive Positive Behavior Support (PBS) program throughout Gilmartin School had a major impact on student behavior. There was a significant reduction in office disciplinary referrals as well as out-of-school suspensions that far exceeded our goal of a five percent reduction in these areas. This greatly enhanced the safety of our students as well as providing them with a more productive and positive learning environment.

A significant event during the 2008-2009 school year was our move over Winter Break from the Wyoming avenue school site to the St. Margaret's School site on Willow Street. This move involved extensive preparation and cooperation from all staff. All staff members were willing to put forth the massive amounts of time and energy beyond the normal requirements of their positions to make the move a success. While this presented a major distraction for our students and their involvement in the learning process, the hard work and dedication of the staff served to minimize these issues and maintain a productive academic setting.

III. Strengths of the Educational Program

The level of experience of the Gilmartin staff and their cooperative attitudes toward addressing issues contributes to an excellent learning environment. As demonstrated in this school year, the staff embraced our School Improvement Plan as well as the Positive Behavior Support program. This was done in the face of the enormous challenge of moving the entire school site to a new location mid-year. Not only was this successfully accomplished, but it was done with minimal disruption to student learning. Ultimately the entire staff at Gilmartin School is dedicated to providing the best possible education for each of our students.

Gilmartin School provides a small academic setting that families find favorable. Students have consistently made Adequate Yearly Progress (AYP) on the Connecticut Mastery Test (CMT), making Gilmartin one of the few sites in Waterbury that has always received No Child Left Behind students from "failing" schools. This coupled with the small neighborhood atmosphere, makes Gilmartin School a requested setting for overflow students from all over the city. The current challenge will be to transfer this environment to our temporary Willow Street site and make every effort to incorporate these concepts into planning for the new pre-kindergarten to grade eight facility scheduled to begin instruction back on Wyoming Avenue in the Fall of 2010.

IV. Statistical Data

Students Receiving Awards

One student received the Superintendent's Award for the 2008-2009 school year

Two students received academic awards at promotion:

The Helen E. Flaherty Award

The John G. Gilmartin Award

Student Transfers:

Within System	62 in	37 out
Outside System	1 in	22 out

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HOPEVILLE SCHOOL Annual Report Maria Moulthrop, Principal

I Goals

a) **Hopeville School's goals for the 2008-2009 school years** reflected the district and the school improvement plan. We collected baseline data in the goals addressing student achievement in literacy, and numeracy, providing a safe and secure teaching environment, and increase in parent involvement in the educational process. Data analysis from formative and summative assessments have driven instruction and implementation of flexible teaching groups throughout the Hopeville School curriculum. At grade level meetings, assessments (CMT, DRP, Writing Samples, Signatures, Trophies, and Open ended guided reading questions), student portfolio reviews, classroom performance, and grade level exit criteria's are analyzed and instructional practices are modified to meet the student's instructional needs.

b) **Hopeville School goals for the 2009-2010 school year** will continue in the improvement of academic achievement in literacy and numeracy, parental involvement in the educational process and a safe and secure teaching environment. Upon the receipt of the spring 2009 CMT's, 2008-2009 suspension data, and end of the year parent and student climate survey, analysis will begin by student, class and grade level, results will then drive Hopeville Schools instruction and school improvement plan objectives. Instructional and assessment trends will be analyzed and the information incorporated into our data analysis, which will be reflected in the instructional strategies and materials utilized to reinforce, re-teach and teach students.

Hopeville School's highlights for the 2008-2009 school year included literacy activities for parents and students, after school programs for students in grades 2-5 that contained a CMT focus, and numeracy activities for parents and students. These included small group instruction, computer classes for parents and students that were held at the end of the school day for the convenience of the parents, and multicultural activities that reflect the many customs, countries and foods that the Hopeville students and families represent. Other highlights: the integration of community and private sponsors of activities into the curriculum, maintenance of a safe teaching environment through school based programs such as Lesson 1 skills for life, positive behavior celebrations, school-wide behavior plan, individual and classroom behavior plans, and student recognition activities like student of the month. Parent participation in the classrooms and special events such as parent initiated event called "A Taste of Hopeville" is just one example of parent participation in the school; attendance at PTO and environmental committee meetings continues to improve.

Hopeville School's strengths lie with the dedication of the staff and support personnel. Hopeville School's curriculum incorporates the district COW, CT frameworks, and Best Practices. Over the past several years, four additional research based programs have been integrated within the core curriculum, Direct Instruction, Saxon Math, Empowering Writers, and Lesson 1 Skills for Life. These programs have incorporated additional reinforcement and instruction of skills and strategies through the implementation of materials that are appropriate for a Bilingual Center. In addition, practices such as guided reading, flexible grouping, educational centers, and individualized/modified academic and behavioral plans encourage success. During the 2009-2010 school year we will include a focused infusion of vocabulary development at each grade level. Through a teacher initiative, Hopeville School provides an organized recess, in which teachers and students have learned games that are fun, safe and controlled. Through the opportunities that are available through the organized recess students are able to choose their activity and they are actively engaged throughout the recess period.

IV. Statistical Data

Number of students transferred

Within system in 88 out 90

Outside system in 107 out 63

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KINGSBURY SCHOOL Annual Report **Pamela K. Baim, Principal**

I. Goals

A. Accomplishment on 2008 –09 Goals

Goal 1: Kingsbury School will attain high achievement for all students in literacy and numeracy.

DRA Proficiency Scores

<u>Winter</u>	<u>Spring</u>
Grade 1- 11.3%	8.6%
Grade 2- 34.8%	37.8%
Grade 3- 27%	35.6%

Grade 1's scores decreased by almost 3 percentage points. Our grade level team addressed this and new strategies will be in place for the 2009-2010 school year. Grade 2 had a 3% rise in their scores followed by a grade 3 upward trend of almost 9 percentage points. Positive growth was found in both grades 2 and 3.

B. Goals for 2009 – 10

Goal 1: Kingsbury School will attain high achievement in literacy and numeracy for all students.

Our Math CMT scores for the 2006-2007 school year were 66.9%. Those scores rose to 70.9% schoolwide in the 2007-2008 school year. Reading however, fell slightly from 45.2% in 2006-2007 school year to 44.5% in 2008-2009. Our teachers immediately addressed these scores at common planning time where CFAs were developed addressing our weaknesses.

II. Highlights

A supplemental curriculum committee was organized and represented by teachers in grade levels 3-5. They implemented a set of supplemental reading comprehension resources used for whole and small group instruction that are aligned with state grade level expectations and CMT objectives for Harcourt grades 3-5. All teachers are now meeting with two to three small groups per 90 minute block based on formative assessment data in grade K-5. Administrators will be able to check on this through walk-throughs and the use of a small group matrix designed to show which students are being seen per area of need. During grade level time pre and post common formative assessments were created to assess and differentiate skills in Harcourt. Resources have also been targeted by this committee to supplement the curriculum. Books with short texts were ordered to assist with CFAs and small group instruction. Degrees of Reading Power practice were added to each Harcourt selection. Professional Development was also given on how to use these resources and strategic "thinks –a-loud"s. Poetry was added to every Harcourt selection to build fluency, familiarize students with the genre and to teach author's craft.

III. Strengths

An area of strength for Kingsbury School was our reduction in the number of suspensions.

In the 2007-2008 school year our number of suspensions were 97. For 2008-2009 school year that figure was drastically reduced to 57. We are proud to say at Kingsbury, students behave well. Classrooms and hallways remain calm, orderly places where students recognize the high expectations of their teachers. Behavior management is directed under the guidelines of our Positive Behavior Support system. Recess activities are grouped according to stations and are well organized.

Programs and initiatives have been implemented to address low scores. A supplemental reading curriculum was established under a new committee made up of key members of the staff. Binders for grades 2-5 were made up for the classrooms which include activities for small flexible groupings. Formative assessments were made by all

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teachers during common planning time for small group instruction. The Kingsbury staff was termed exemplar by the EDIT committee from central office for the work they have done in this area.

IV. Statistical Data and Awards

Students of the Month	240
Fifth Grade Awards for Presidential Certificates	22
Michael Mobilio Math Award	1
Diana Colon ESL Award.....	1
Number of students transferred into Kingsbury	
Within System	97
Outside of System	76
Total	173

MALONEY INTERDISTRICT MAGNET SCHOOL Annual Report

Maryann Thompson, Principal

I. GOALS

A. Accomplishment of Goals Based on School Improvement Plan

During the 2008-2009 school year our goals focused on: 1.) literacy and numeracy achievement, 2.) a safe and secure teaching and learning environment for students and 3.) an environment that ensures parents are actively engaged in the educational process. Our 2009 CMT scores for grades 3-5 were not available at the time of this report.

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

- alignment of instruction in K-5 to CMT objectives, district curriculum, and state standards
- teacher collaboration on CMT teams to analyze scores, identify areas of weakness/strength, and individualize instruction according to needs
- implementation of our K-5 writing plan
- kindergarten phonemic awareness program
- literacy and numeracy blocks
- DRP Swap in grades 3-5
- Guided Reading Program in grades 1-5
- EIP
- Inclusion model for special education students
- Implementation of a new reading program (grades 4 and 5)
- S.Q.U.I.R.T. yearlong at-home reading program (grades 3-5)
- MIMS at-home summer reading program (Pre-K – grade 4)
- School-wide SSR program in twelve week intervals
- Instructional reading tutors (2) to participate in guided reading in grades 1 and 2 and to provide additional small group instruction in grades 3-5
- TPTA
- After School Reading Intervention Program (grades 3-5)
- Direct Instruction Program (grades 1 and 2)
- Corrective Reading Program (grades 3-5)

The Language Arts teacher leader, Mathematics teacher leader and Writing teacher leader positions continue to be the driving force behind our Collaboration and Co-Teaching Program. These teachers concentrate on

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CMT objectives while they assist classroom teachers with direct student instruction, model exemplary teaching techniques, and provide the latest information about national, state, and local standards and teaching strategies. The teachers also instruct student in flexible groups based on CMT needs as well as through co-teaching models such as parallel, station, and alternative teaching.

The accomplishment of our School Improvement Plan goals were also met through the following student activities:

- The fourth annual Science Fair in June gave students in grades 4 and 5 the opportunity to present inventions that were creative and made a positive impact on society. Students demonstrated imagination and critical thinking.
- Our Sustained Silent Reading (SSR) programs involved all students in pre-k through grade 5. This activity, based on the research of Jim Trelease, improves reading and comprehension through daily silent reading. At the completion of each 12 week cycle, students received incentive rewards.
- Our annual Student Publishing Celebrations were held in grades two through five to celebrate the publishing of poems and books. The Writing Teacher Leader, in collaboration with the classroom teacher and the writer in residence, guided the students through the narrative writing process. Writing was read aloud to parents and peers in the programs.
- 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.
- Grade 1 Japanese Spring Festival in conjunction with Wilby High School students.
- International Education Student Conference brings together our 4th and 5th grade students with parents and community members who share their wealth of knowledge on cultures and diversity.
- Career Day for students in Kindergarten – grade 5.

During the 2008-2009 school year our goal to increase parental involvement was accomplished through the following initiatives:

- Our Parent Liaison has been very successful with continuing to maintain contact with parents, organizing parent activities and supporting all school initiatives.
- A Parent Lending Library was continued under the supervision of our Parent Liaison. The purpose of the library is to increase parental involvement in our school, to nurture a sense of partnership between school and home, and to offer parents information on topics involving health, education, child rearing, and child development. This knowledge will assist parents in dealing with problems and concerns and help them to make informed decisions regarding their children. The library offers books and videos in both English and Spanish. The library is open several days a week and offers flexible hours to accommodate varying schedules.
- Parent Information Board.
- Student/Parent Handbook.

Initiatives that contributed to increased parental involvement include:

- Welcome Back Social
- Parent Appreciation Dinner
- Reading is Magic Night
- Book Bingo Night
- CMT Parent Informational Luncheon
- Japanese Parent Visits
- Parent membership on Parent Advisory Committee
- Parent membership on Environmental School Committee
- Parent membership on School Improvement Plan
- Various curriculum informational workshops
- Parents as guest readers, presenters at International Conference, Career Day and chaperones

During the 2008-2009 school year our diversity goals to foster understanding and appreciation for cultural similarities and differences among students, parents, and staff were accomplished through the following:

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- 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 31% interdistrict enrollment. This was accomplished through a continued collaborative partnership with our participating school districts, an Interdistrict Advisory Committee, a comprehensive recruitment plan, a spring new student orientation, and a strong instructional program that encompasses innovative magnets.

- Consistently providing opportunities for students to validate and celebrate their uniqueness and abilities. Samples of such programs include:

Student of the Month Program
American Citizenship Award Program
Writer and Artist of the Week Program
Star Lunchers of the Week Program
Morning Announcer of the Day Program
Publishing Authors Celebration
Thompson's Shining Stars
B.U.G.S. Program
Forever Wave

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

Induction Ceremony
Operation of School Student Store
Host to American Citizenship Award Ceremony
Host to Orientations Day in May for New Students
Donation of over 200 toys to Family Service of Greater Waterbury during the Christmas season.
Monetary donation from sales profits they raised to a needy family in our school.
Food Drive
Donation to Student Scholarship Fund

This year's residency programs not only strengthened diversity but also enriched and supplemented our language arts and social studies curriculums. They are described as follows:

- During the grade 5 "Journey Into American Indian Territory" residency program with a cultural anthropologist, students experienced the lives of the Plains and Woodlands Indians. Through interactive group experiences, students learned about cooking, pottery, games and even constructed a longhouse and 50 foot tipi.

- Lou DelBianco, (artist/musician/storyteller), completed his third year-long residency program for grades PreK and Kindergarten. His workshops teach self-expression, improvisation and creative movement through skits based on the multicultural curriculum. For example, students studying Europe and medieval history performed fairy tales based on the story of King Arthur. Six week workshops for both grade levels culminated with performances of skits for parents.

- Author Stephen Swinburne was here in May to guide the grades 3 and 4 classes in writing poetry about nature. He worked with the students to create a "Writer's Tool Bag" filled with similes, metaphors, alliteration, fun words description and verbs which can be applied to writing, especially narrative story which is the focus in grade 4.

- Living Rhythms Residency with Bill Scheidts was a program for grades 1 and 2 students that introduced students to Caribbean culture through hands-on experience in music, dance and poetry.

- International Education Conference for grades 4 and 5 students in participation with the U.S. Department of Education International Week 2008 was held in November, 2008 in an effort to build international understanding and prepare students for a global environment.

B. Goals for 2009 – 2010

Our goals for the coming school year are to: (1.) focus on instructional improvement with an emphasis on improving our grades 3-5 CMT scores; (2.) foster an appreciation and acceptance for the similarities and differences among others; (3.) strengthen parental involvement while building a strong school community; and (4.) provide a safe and secure teaching and learning environment. To meet these goals we will:

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

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- Continue inclusion and EIP
- Continue to maintain CSDE requirements including a minimum 30% interdistrict enrollment.
- Continue to offer students a variety of multicultural programs and activities.
- Continue Parent Liaison Program
- Continue to strive to maintain NCLB requirements that all students meet AYP

II. HIGHLIGHTS OR ACCOMPLISHMENTS FOR THE 2008-2009 SCHOOL YEAR

We continued to meet the magnet school requirements set by the CSDE. The interdistrict enrollment for 2008-2009 was 31%.

We strive for our CMT scores will continue to be among the best in the city and our ERG.

Margarita Vargas was recognized as the Maloney Magnet School Teacher of the Year.

At the OOM competition in May, Maloney 3rd and 5th graders were the District Champions and the west division winners. Maloney 3rd and 5th graders also won the individual competition.

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.

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 Patrick Perugino and Jacqueline Laliberte both college bound graduates of Holy Cross High School and Kennedy High School respectively. We are proud to continue this special tradition and are grateful to the sponsors whose donations have made our scholarship fund a reality.

III. STRENGTHS OF THE EDUCATIONAL PROGRAM

Maloney Interdistrict Magnet School is completing its twelfth 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 both regular and bilingual classes for kindergarten through grade five. The school also offers a pre-school special education and developmental kindergarten for children with special needs. Students with hearing impairments are offered both a self-contained and regular education program staffed by specialized teachers and assistants.

The children benefit from a cooperative approach to classroom learning through collaborating on learning tasks and learning the importance of working with others in fair, considerate, and responsible ways. The teachers approach classroom management and discipline from an emphasis on intrinsic motivation rather than rewards and punishments. This assists each child to develop responsibility and competence in their speech and behavior, with an overall emphasis on critical thinking.

The school was involved in three residency programs this year that reflect our mission for diversity and our goals to improve student academic achievement.

Maloney offers the following programs to its students:

- Before and After School Program
- Japanese Language and Culture Program
- A 24 station computer lab with the Channel 8 computer weather system
- Science/Math technology
- A breakfast and lunch program
- All day kindergarten
- Pre-Kindergarten Program
- Hearing Impaired Program
- Bilingual Education
- Multicultural Curriculum

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- Developmental Guidance Program

The programs/activities are all closely coordinated with the Multicultural Curriculum and some benefit from assistance from parents and other community involvement.

Clear and Shared Focus – the school is moving forward under the principal’s guidance, with a vision to utilize staff capacity and create a collaborative professional environment where responsibility is shared for raising student achievement.

High Standards and Expectations for All – a culture of success pervades each classroom. Our entire school community takes pride in and celebrates student achievement. Teachers are expected to assure daily successful experiences for every child so that self-esteem grows from concrete academic accomplishments. The principal ensures all student expectations are clear: students are expected to achieve and behave.

The Science Technology program offers students in Grades 1 through 5 the unique opportunity to explore the wonders of science and technology while utilizing many process skills that are introduced in their regular classroom. Students begin original experimentation while given the opportunity to utilize problem-solving techniques in meaningful real life ways. The class is held one hour per week.

The Japanese Language and Culture Program offers students in Kindergarten through Grade 5 Japanese language instruction three times per week for 25 minutes. Pre-K instruction begins in January. Students are exposed to a variety of thematic units. Within these units, certain essential vocabulary, structures, and cultural topics are reviewed and expanded upon while giving new students a comfortable entry point. The program offers students many opportunities to experience Japanese culture through activities such as student and parent “Japanese Luncheon with Sensei”, student celebration of World Languages Week, Undokai Festival (Sports Day in Japan), and Japanese Spring Festival (a partnership with Wilby High School Life Management Students and Grade 1 students).

In addition, Maloney is a modern facility, with a clean, bright and cheerful atmosphere. It has state-of-the-art electronic capability, and the building is totally handicap accessible.

IV. STATISTICAL DATA

Students Receiving Awards:

Students of the Month – 300
Forever Wave Service - 7
American Citizenship Award – 30
Silas Bronson Library Poetry Contest –2
Fire Prevention Contest - 4
Science Fair – 32
Writer of the Month Award – 38
Artist of the Month Award – 38
Reader of the Month Award -38
Mathematician of the Month Award-38

Students Transferred In/Out Building

Within system
In – 82 Out - 83
Outside system
In – 54 Out - 38

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FRANK G. REGAN SCHOOL Annual Report **Dr. Patricia Frageau, Principal**

I. Assessment of Goals-2008 2009

A. Goal 1: To improve Connecticut Mastery Test scores.

After reviewing the analysis of our Mastery Test scores, the faculty came up with several strategies for improving the scores. These strategies include the following:

- Data driven decision-making, data teams
- 90 minute Language Arts block
- Common Planning time
- Common Formative assessment
- Professional learning communities
- Positive Behavioral support systems
- Create, Perform, and Respond incorporated into lesson plans
- Options materials
- Articulation meetings with staff
- Communication between 5th and 6th grades regarding CMT skills
- Monthly writing prompt
- Daily journal writing
- Time management skills for test taking
- Increase emphasis on writing/editing
- Parent education pamphlet on Mastery Test
- Utilize “Expect Great Things” Initiative
- Conduct a TPTA after school program
- 15 minutes of sustained silent reading daily
- DOL, DOM

The teachers at Regan are reinforcing the writing process by utilizing a monthly school-wide prompt. These writing samples are evaluated by the Rubrics used by the state. Daily journal writing is required for all students. Daily oral language and daily oral math is done in every class as a warm-up activity. Editing/revising exercises are also taught daily.

In-service training has been provided in the areas of writing, reading, mathematics, and test taking skills. 36 students attended the TPTA Program. The faculty is committed to providing a quality education for all students. This team has worked diligently to develop a prescriptive plan for improvement of instruction and to establish a framework that will enhance CMT results.

Goal 2: To implement School Improvement Plan (SIP)

- To increase parental involvement at Regan School.
- To establish school-wide expectations for all people in all settings and at all times
- Maintain Data Book
- To improve literacy and numeracy skills as measured by the CMTs
- To establish and maintain a safe school environment

Goal 3: To implement the TPTA After School Program.

The After School Programs were a tremendous success this year. The priority schools After School Program serviced 24 second and third grade students every Tuesday, and Wednesday. Highlights of the program include the following:

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- Computer Workshop – Children were taught Internet safety and instructed in the use of the computer as a reference resource. Search engines were used. A school web page was created by the students along with a parent volunteer.
- Talcott Mountain Science Center – Children participated in hands-on activities in the areas of:
 - Weather Instruments and Forecasting
 - Electromagnets
 - Lights and Laser.
- Math Enrichment – Mrs. Angurio presented activities based on number sense and operations through the use of the game Krypto.
- Miss Klem presented problem solving geometry activities using manipulative materials such as tangrams and pentominoes.
- The After School Program Dinner- The children and their families were invited to a pasta dinner. The children were presented with certificates and gifts.
- The Parent Connection Program met monthly. This program was for the parents and students in kindergarten and first grade. Its purpose was to teach parents how to teach their children at home.

B. Immediate and future goals for 2009 - 2010 school year are as follows:

1. To continue data driven decision-making by utilizing data teams and data walls to drive instruction
2. To revise and implement components of the Regan School Improvement Plan
3. To improve Connecticut Mastery Test scores.
4. To develop a school-wide student management plan (PBS).
5. To continue to implement goals set forth by Regan School Environmental Council.
6. To continue the following initiatives:
 - Parent Involvement initiatives
 - After school Program – Parent Connection School Council
 - Student of the Month/Lunch Bunch/Chess Club/Girl Scouts
 - Support PTA initiatives
 - EIP/Step by Step

II. Highlights of 2008-2009

Kindergarten/first grade Connection Program: The kindergarten/firstgrade Connection Program has been a huge success. With four teaching staff involved, we were able to give two workshops a month for both parents and students. Our kindergarten teacher, Miss Karen Gaudios and our reading teacher, Mrs. Kathy O’Leary, gave workshops on phonics, reading, language and math. 50% of our parents attended the workshops. The parents and children received projects to do during the month and would return with finished games and projects the following month. We hope to be able to continue this program again next year.

Title I initiatives under the Title I Grant: With the help of our Parent Liaison, we had many presentations and family nights for the students and their parents.

Extra Curricular Activities: CARES Committee, Student of the month, Lunch Bunch, Girl and Boy Scouts, After School Program, and School Council and the Bucks Hill Convalescent Center Friendship Program have been beneficial opportunities for students at Regan School . Also, Regan School has received extensive training on the Early Intervention and PBS Programs.

III. Strengths of the Educational Program at Regan School

Regan School delivers effective educational services to all children. Despite changing social conditions, the diverse population is well served by the professional teaching staff.

Improving student performance is the top priority of the educators at Regan School. This is continuously reflected in the implementation of “Expect Great Things.”

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The reading teacher and special education staffs have worked to coordinate their teaching efforts with the classroom teachers to improve the performance of all Regan School students. Our teaching practices reflect the belief that each child must be educated according to their individual needs and abilities.

My expectations for the students and personnel are high. My vision is to continue to educate children effectively and to create an environment, which is safe and secure.

IV. Statistical Data:

Number of students receiving awards:
Superintendent Recognition Awards: 1
Writing Award: 24
Presidential Academic Improvement: 10
Presidential Excellence Awards: 10

Transfers as of May 1, 2000:
Transfers in 101.
Transfers out 98.

ROTALLE INTERDISTRICT MAGNET SCHOOL Annual Report Gina Calabrese, Principal

I. Goals

A. Accomplishment of Goals 2008-2009

According to results of the 2008 Connecticut Mastery Test, Rotella made AYP as a whole school in mathematics as well as in writing. For the first time, however, we did not make AYP, as a whole school, in reading. Also, Black, Hispanic, and Economically Disadvantaged (Free/Reduced Lunch) subgroups did not achieve AYP in reading. Notably, reading achievement decreased at each grade level, 3, 4, and 5, for White students, and for Full Price Lunch students. We believe that the downward trend in reading scores is indicative of our need to strengthen guided reading and differentiated instruction at each grade level. The Rotella School Improvement/Data Driven Decision-Making Team analyzes assessment results and recommends adjustments in instructional techniques. We continue to maintain a low student suspension rate by utilizing effective classroom management techniques, Positive Behavior Support (PBS), individual student behavior plans, and functional behavioral assessments. Our student attendance rate remains among the highest in the district. We have hosted a series of evening workshops for parents and families designed to inform them about academic programs and school district policies. The Rotella PTO offers numerous opportunities for parents, families and friends to actively participate in the life of the school.

B. Goals for 2009-2010

Rotella School Improvement Plan Goals for 2009-2010 are to achieve 76.9% whole school reading proficiency on the CMT in grades 3, 4, and 5 and 54.9% reading proficiency on the DRA in grades 1, 2, and 3; to achieve 97.0% mathematics proficiency on the CMT; to reduce the number of school suspensions by 7% as measured by district suspension data; to reduce truancy by 8% as measured by district attendance data; and to increase the involvement of families in the educational process by 7% as measured by strategic district surveys and participation in school and district meetings, workshops, and events.

II. Highlights from 2008-2009

Rotella was named a Magnet School of Excellence for 2008 by Magnet Schools of America, on April 21 at the MSA Conference, in Charlotte, North Carolina. Rotella was once again listed as one of ConnCAN's Top Ten elementary schools, ranking fourth in the state for having a high percentage of African-American students achieving scores within the goal range on the 2008 Connecticut Mastery Test, a level higher than the proficiency standard set by NCLB. This is the fourth year in a row Rotella has been named to this Top Ten list. For the sixth consecutive year, Rotella was awarded a combined grant from Capitol Regional Educational Services (CREC) Pupil Partners Program

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and Area Cooperative Educational Services (ACES). Our Supervising Vice-Principal and our Reading Specialists developed an after school “make-and-take” workshop about designing interdisciplinary learning centers to support guided reading. Fourteen Rotella students performed on stage at the Palace Theater with the Wizard of Oz National Tour. Our talented fourth and fifth graders also demonstrated swing and tap dancing at the very first Waterbury Public Schools’ Spring Language Arts Festival. Once again, Rotella’s third and fifth grade teams performed extremely well in the district’s annual Olympics of the Mind competition.

III. Strengths of Educational Program

Our students consistently achieve at high levels as evidenced by their performance on the Connecticut Mastery Test and other state and district assessments. Rotella Magnet School follows Waterbury’s Curriculum on the Wall, based on CSDE and USDE curriculum standards. By integrating the arts with all areas of the curriculum, we foster the acquisition of important life skills and modes of thinking that are intrinsic to high achievement. Students exercise visual-spatial abilities, reflective thinking, and self-criticism with the willingness to experiment and learn from mistakes, skills not measured by standardized tests. They are encouraged to see beyond initial perceptions and make accurate, detailed observations of elements in their environment; form mental images internally and use them to guide actions and solve problems; and make clear connections between their schoolwork and real life outside their classroom walls. Students learn to effectively manipulate and interact with the materials, media, and equipment used in the creation of various art forms. They also take field trips to local museums; attend local symphony and theatrical performances; gain an awareness of historical and cultural connections among bodies of artistic work; and master academic skills through thematic units that reference broad aesthetic concepts common to all cultures.

IV. Statistical Data

Students Receiving Awards

Three of our fifth graders participated in the annual Gettysburg Address Oratorical Contest. They did a wonderful job and received certificates for their work. At the annual Palette Awards Ceremony, 139 of our students received medals and trophies for integrated arts projects and performances that were entered in the annual Arts Fair. One of our fifth graders was selected by the district’s Reading Department to represent Rotella Magnet School based on her excellent response to a district-wide writing prompt. Her work was featured in the exhibit, Student Connections and Perceptions Related to Barack Obama, Forty-fourth President of the United States.

Number of Students Transferred

To date, 45 students transferred into Rotella Magnet School from within the Waterbury Public School district and one student transferred into another district public school. The number of students transferring into Rotella from outside the system was 27. Transfers to schools outside the system numbered 18.

SRAGUE ELEMENTARY SCHOOL - Annual Report

Donna W. Perreault, Principal

I. A. Accomplishment of Goals based on SIP

Our participation in Haskins’ Mastering Reading Instruction continued this year. Our external mentor worked with the kindergarten teachers, modeling in classrooms and helping gather data for review at grade level meetings. We also had the assistance of a Literacy Facilitator for more than half the school year. The Literacy Facilitator analyzed scores and participated in grade level meetings.

Students in grades 3, 4, & 5 continued to follow the district designed curriculum that focused on identified strands in math. The assessment results’ guided the instruction and their groupings of students. Teachers in grades K, 1 & 2 use Saxon math in their daily lessons. They also give quarterly district designed assessments that are closely examined. Two Math Coaches worked weekly to assist with materials or strategies to address strands.

Through our Positive Behavior Support plan, we expect students to be respectful, responsible and safe. Lesson plans for dismissal, the cafeteria, recess and hallways were explicitly taught and reviewed.

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Our Parent Liaison made calls to parents and helped them with requests for assistance with uniforms, medical attention and school supplies. Parents had invitations for activities by class, grade and whole school through the use of our monthly newsletter and the IRIS phone system.

B. Goals for 2009-2010

Haskins' Mastering Reading Instruction support will continue for our kindergarten teachers with an external mentor. The mentor will model, share and help analyze the data collected. Our school wide focus is on guided reading and the explicit teaching of reading. With our guided reading materials we will include more non-fiction stories in the content areas. We will continue to create the designated space for our shared leveled materials. Focus in numeracy will include continued support with Saxon Math for K-2 and the district designed curriculum/assessments for grades 3-5. Our Positive Behavior Support team will review the expectations and help teachers start off strong in making Sprague Eagles.

II. Highlights of 2008-2009

We held a CMT celebration in the fall and invited parents to attend. Each child received a certificate listing their level for the tests. In addition, we invited parents in the spring before testing to come and practice examples with their child. All classes participated in field trips, sponsored by the Parent-Teacher Association, the Bilingual Department and student contributions. They traveled to orchards, Mystic Aquarium, Mystic Seaport, the Mattatuck Museum and the Beardsley Zoo. We also had in-house visitors from CCSU Engineering students and their professor, Shakesperience Theatre and Zenobia Music. We had Field Day in the spring. We initiated monthly Parent Drop In Coffee Hours as an informal way to have parents come to school. They came to school and we provided coffee and refreshments along with some take home articles of interest. For one of our gatherings we went to the housing area and used their Community Room. Teachers have used the computer lab on a regular basis with their classes. We participated midway through the year in the Truancy Clinic and this helped make a difference for some of our students. There was also a Truancy After-School Program for twenty students.

III. Strengths of the educational program

Our first grade teachers continue to apply their knowledge of literacy to make data driven decisions regarding their students. Their assessments are prescriptive with students' academic growth in mind. Kindergarten teachers benefited this year from the external Haskins mentor to improve their reading instruction. The ESL teachers, Special Education, Basic Skills, Reading, Speech & Language teachers and the specials' teachers support the classroom teachers regularly. The staff integrates social, behavioral, and academic goals into daily lessons utilizing supplemental materials to expand skills for mastery in content areas. The Literacy Facilitator was a Sprague School teacher who is familiar with our students. She was in the building weekly to provide help for teachers and students also. In addition to the numeracy and literacy goals in our educational program, the staff took responsibility for planning family events at Sprague. From our 9th First Day Celebration to the Harvest Celebration, we had families participate in activities. We substituted nightly PTA meetings for the morning Parent Drop in Coffee Hours. After school programs are popular with snacks and transportation offered at the second, third, fourth and fifth grade levels. We also participated in a successful Truancy After School program with students from all grade levels.

IV. Statistical Data

Student Body	386	(Kindergarten - Grade 5)
	86	Pre-Kindergarten
	472	Total Student Body

	Within System	Outside System	Total
Transfers in	122	78	= 200 in
Transfers out	36	32	= 68 out

Awards

- Three fifth graders represented Sprague School in The Gettysburg Address speech contest
- One Fifth grader receives the Superintendent's Recognition Award

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Other Recognition Awards

- Two teams from Sprague School, one at the fifth grade level and one at the third grade level, participated in the Olympics of the Mind competition.
- Student of the Month – student from each class is recognized monthly for effort, citizenship, behavior or academic achievement.
- P.R.O. (People Respecting Others) Award – approximately 130 students earned this award for having respectful behavior for the entire school year
- Through Positive Behavior Support, we had staff honoring each other and during 4 months of this year, a teacher won a special parking place for a week along with a gift certificate for a token gift.
- We celebrated our custodial staff with Custodian Appreciation Day in June. We celebrated our nursing staff and teachers in May; and our secretary in April.
- A veteran teacher was named Teacher of the Year at Sprague School.
- We have a School Council with student representation from grades 3, 4, & 5. The fifth graders have helped the third and fourth graders with how to work in groups and how to follow guidelines for committee members.
- 50 students earned a trip to Wilby High School for Positive Behavior Support field day activities. 50 additional students earned a trip to Quassy Amusement Park for Positive Behavior Support activities. Each of these students had no office referrals and demonstrated appropriate behavior in the classroom and other areas of school for the entire year. They are Sprague Eagles and follow our expectations of being respectful, responsible and safe.
- Four of our fifth graders will be attending the Middle School Academic Accelerated Program at North End Middle School.

B.W. TINKER SCHOOL Annual Report

Lauren Elias, Principal

I. GOALS

I have set goals for our school to increase student achievement, community involvement and improve the educational environment.

The first goal was to attain high academic achievement in Literacy. We have implemented an Academic Enrichment period at Tinker School this year. This takes place every Tuesday and Thursday in grades Kindergarten through grade 5 for 30 minutes a day. Students are grouped according to their DRA scores and receive enrichment lessons in comprehension and fluency. This period involves all staff including paraprofessionals, reading teacher, ESL teacher, and RR teachers. We also included this in our School Improvement Plan. Team meetings were used to look at data from assessments such as DRA, DIBELS, Trophies/ Storytown, DSA and CFAs. Students were moved throughout the year as determined by looking at data.

The second goal was to attain high academic achievement in Numeracy. Teachers in grades K- 2 used the Saxon math as a supplemental math program. Teachers used district-wide assessments to continually monitor and assess student achievement and further teaching needs in numeracy. Data is fed into the computer and results are used to drive instruction. Kindergarten teachers monitored achievement through Kindergarten exit criteria constantly throughout the year. Team meetings were used to discuss student work, planning of units and further needs.

The third goal of the year was to provide a safe and secure teaching and learning environment. The overall number of suspensions at Tinker School decreased from 61 last year to 47 this year. We also decreased the number of Special Education students being suspended from 13 students last year to 10 this year. EIPs were started on students that were identified with behavior issues and Behavior Intervention Plans were done. We also did FBAs for students that were more serious. A Bully Program was once again offered to students in grade 5 by the police department. We utilized our school counselor one day a week that also helped in delivering lessons to the students and following up on issues. PBS was also instituted this year and made a positive impact on student behavior.

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The fourth goal was to ensure that parents are actively engaged in the educational process. Our Parent Liaison was successful in setting up many parent program that offered information and tips to parents on issues of CMTs, Reading, Math, Bullying, English as a Second Language in schools, and truancy. We held one Open House in the fall which served as an informational night for parents. We held Kindergarten Open House, Student of the Month ceremonies, PBS celebration ceremonies, Lunch With Your Child, PTA monthly meetings, Family Nights, 9th Annual School Musical, involved parents in field trips and assisting with in-school rewards. We also used the IRIS phone system to inform parents of student absences and school events.

Upcoming Goals For 2009- 2010

The **goals** for the upcoming 2009- 2010 school year are as follows:

- To further reduce the number of suspensions in the school
- To continue to attain high academic achievement in Literacy by expanding the Academic Enrichment period to five days a week for 45 minutes a day.
- To continue to attain high academic achievement in Numeracy.
- To expand and strengthen the PBS at Tinker School.

Highlights Of This Year At Tinker School

These were the three highlights of the year:

PBS- Tinker School changed our mascot to the “Tinker Tigers”, implemented ROARS (Respectful, Organized, Academic, Responsible, and Safe), conducted monthly PBS assemblies to reward students for positive behavior, used tickets when a child was caught “being good”, held monthly staff PBS committee meetings to plan events and rewards, and held a Terrific Tinker Tiger party for all students that had earned rewards throughout the year.

“Seussical the Musical”- Our ninth annual school play that Tinker School put on was performed on April 24, 2009. This involved over 80 students from grades 1-5 and special education and was attended by over 600 spectators at Rotella School. Any student that tried out was given a part and it allowed students to use talents other than academics. This was voluntarily done as an after-school program from Monday- Friday.

Olympics of the Mind- Both our third and fifth grade teams placed first, gold medals, in the west division at this year’s competition.

Strengths Of Tinker School’s Educational Program

I feel that our strengths at Tinker School are many but I would select the following as the most important:

PARENTAL INVOLVEMENT- Our parental involvement was expanded this year to offer many extra programs to Tinker School students and their families. Parental involvement spreads out throughout the entire school from fundraising, school activities, Pasta Dinner, picture day, school picnics, Bingo, Valentine’s Sweetheart Dance, field trip support, and in many other ways. Parent volunteers were always present in the classrooms, on school trips and at school functions and this made a definite difference in their child’s educational success. Parents and the community truly take ownership for Tinker School and are proud that their children attend it. Our Parent Liaison was also instrumental in involving parents this year through educational programs after-school, during the day and at night.

THE STAFF- The staff at Tinker School goes above and beyond for the good of the school and the students. They are truly dedicated to each student and committed to their successful achievement. They have all risen to the challenge of the new programs implemented throughout the school and are very interested upholding the excellence of Tinker School. We are fortunate to have teachers that volunteer, are involved with extra-curricular activities and have the students’ interest at heart. This also includes office staff, custodians, paraprofessionals, cafeteria staff- everyone works for the good of the school!

Statistical Data

Students receiving awards

- 105 students were recognized and received certificates for participation in the 2008 Governor’s Summer Reading Challenge.
- Six students from the 5th grade were selected to attend the CAS Leadership Conference at NVCTC on January 21, 2009.
- Two fifth grade students were honored at the CAS Second Annual Elementary Schools Arts Festival for art and music on February 3, 2009.

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- One student in our fifth grade class received the Superintendent's Award at KHS on May 21, 2009.
- 97 students received awards for achieving Goal on the Grade 3 and 4 CMT's. Three students in each of the fourth, and fifth grades, were given special plaques for the highest scores in each of the CMT areas.
- The 2009 Gold Presidential Award was given to 9 fifth graders and the Silver award was given to 18 fifth graders.
- Two students participated in the Spring Language Arts Festival on April 29, 2009
- 8 students were honored for perfect attendance this school year.

Number of student transfer

Within the system: **45** transferred in and **50** transferred out

Outside the system: **45** transferred in and **59** transferred out

WALSH SCHOOL Annual Report

Erik Brown, Principal

Goals

A. We have just been taking the time to celebrate our recent successes. Walsh school students have made unbelievable growth on the LAS Links test, DIBELS, DRA and Math Assessments in all grades. Seventeen percent of our ELL students demonstrated mastery on the LAS Links and as a result, have been exited from the program. Fifty percent of the ELL students passed the LAS Links federal test. We presented two awards to two fourth grade students who improved five levels on their DRA's and both with special needs. We also recognized two students in the fourth grade for scoring a six on the seventh grade level of the DRA's. We have two in the transitional first grade who scored a twenty. The math assessments in the third and fourth grade have demonstrated significant improvement for those students on goal and proficient. It is Walsh School's goal to maintain growth on school based and District Assessments.

B. Walsh School has successfully implemented a "morning sponge" as a means to unify common formative assessments. Morning sponge is the mini-lesson that serves as the pre-test for post reading assessments. Teachers will drive curriculum and assess student comprehension daily. It is Walsh School's goal to expand on this approach of using data, determining strengths and weaknesses adjusting instruction. With infrastructure in place, Walsh School will identify students and organize them homogeneously to improve specified skills as Tier III groups. Ongoing analysis of data and flexible grouping will support school wide teaching and learning.

Highlights

Walsh School has made a conscious effort to celebrate diverse cultures. Throughout the school year, community leaders of different cultural and gender backgrounds join us for Morning Meeting to share information. In addition, Walsh School's Media center is updated to include literature for students to connect both culture and gender. Walsh School also provides a strong English Language Learner and English as a Second Language Program to support students who are learning English. Students have the opportunity to apply to the Waterbury Arts Magnet School, Rotella and Maloney Inter-district Schools. To support student achievement, Walsh School offers classes to its primary Spanish speaking parents to teach them English. This has proved beneficial. These activities have increased instructional time, curbed negative behaviors and created another teaching moment as it drew the school together on one accord. Walsh School has hosted many events including: School-wide Spelling Bees, Community Day and Block Party, Read-A-Loud activities, Award ceremonies, math and reading night. The school's science night included an urban / suburban exchange featuring the Robotics' teams in both Waterbury middle schools and Nonnewaug High School.

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Strengths

Walsh School prides itself on its parent involvement and community relations. As evidenced by survey results, students like coming to school and feel their teachers help and support them. The school planning and management team is where teachers, parents and community meet with the principal to establish those goals and events that support the school's mission. Some of the agencies that work directly with Walsh School include: The Department of Children and Families, Police Department, Waterbury Community Center, local religious organizations, Probation Court, Supplemental Educational Services conducting after school and Saturday programs and an extended team with service agencies which support Walsh families social, emotional and psychological well being.

Our parents lead an empowerment group for the girls called FEMALE in the fourth and fifth grade. A parent organizes Boy Scouts, cultural events, picnics and the 5th grade prom with the principal serving as liaison. Community and staff are united and support student achievement.

All of these initiatives and relationships come together every morning at the school's morning meeting. The Pledge of Allegiance, affirmation of the school's mission statement, morning announcements, student recognition and guest speakers including staff, parents and community leaders regularly give encouraging words to the students. This event strengthens the school by setting the tone for the day.

Statistical Data:

Walsh School's parent organization facilitates a weekly award ceremony to recognize student achievement both academically and socially. Character, Improvement and Scholastic awards are granted regularly throughout the year. Parents and teachers, under the direction of our Parent Liaison recognize strengths.

Students Receiving Awards (by type, number issued)
Character Award – 540
Participation Award – 540
Improvement Award – 540
Perfect Attendance – Between 7 and 17 per class (27) per month

Developmental Reading Assessment (DRA) 2008-2009 Report:

The DRA was administered from April 27, 2009-May 22, 2009. 105 students were tested in Kindergarten (100%). The results of the Kindergarten showed 6.7% proficient, 72.4 basic and 21% substantially deficient 96 students were tested in first grade (100%). First grade results showed 12.5% proficient, 53.1% basic, and 34.4% substantially deficient. 76 students were tested in Second grade (97.4%). Second grade results showed 43.4% proficient, 31.6% basic, 26.3% substantially deficient 85 students were tested in third grade (98.8%). Third Grade results showed 31.8% proficient, 37.6% basic, and 30.6% substantially deficient. 86 students were tested in fourth grade (97.7%). Fourth grade results showed 11.6% proficient, 16.3% basic, and 72.1% substantially deficient. 74 students were tested in fifth grade (100%). Fifth grade results showed 17.6% proficient, 17.6% basic, and 64.9% substantially deficient.

Overall, 522 students were tested, which was 99.1% of the student body. 211 students tested substantially deficient (40.4%). 210 students scored in the basic range (40.2%), and 102 students were proficient (19.5%). Although the substantially deficient percentage is higher than the average rate, Walsh School demonstrates significant growth on all district wide assessments. One attribute to Walsh School's recent improvement can directly be related to celebrating the small successes in closing the achievement gap.

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WASHINGTON SCHOOL Annual Report Roxanne Augelli, Principal

I Goals

- A. The accomplishment of the “immediate” 2008-2009 goal has been:
1. The goal of embracing the philosophy of high expectations, the unconditional belief and commitment that all students will master complex and challenging content skills/learning strategies has been achieved. The CommPACT processes of developing a collaborative culture, in alignment with Professional Learning Communities, has been completely embedded in the Washington school community. Through consistent cadre work, data has been collected, analyzed and implemented to support change in instruction. The data and collaborative culture has led to a change in reading series (Mondo), delivery (RTI groups) and assessment (school developed benchmarks.)
 2. A focused effort to improve family and community relationships has proven fruitful for Washington School. Parents have been included in major decision making through increased teacher contact, parent survey, and increased parent participation on cadre work. The school leadership team has incorporated 2 community members as part of the team, as well as including representation from 15 members of our business community in our Fall Kick-Off.
- B. Goals for the 2009-2010 school year:
- Our goal as a CommPACT school is to build capacity within our school community. Through cadre work, data team will be developed to analyze, interpret, and develop corrective plans in the areas of literacy, behavior and parent involvement. Professional Development will incorporate the expertise of external facilitators to establish internal facilitators. (UConn-CommPACT external facilitator, Mondo external facilitator, webinars and CALI training)

II Highlights of the 2008-2009 school program

- A. Character-in-Action program: Students raised items and money for numerous charitable causes. This initiative raised awareness, compassion and financial support for charity.
- B. Family/Student Engagement Activities:
- Back-to-School Picnic
 - Kindergarten Orientation
 - Monthly Bingo Night/Student of the Month
 - Hispanic Heritage Night
 - Fall Kick-Off at CommPACT
 - Winter Carnival
 - Smoke House - simulated house fire that taught children how to safely exit a burning building
 - Shakesperience Theater Production – *Alice in Wonderland*
 - Daily CMTmotivators/ perfect attendance reward party/CMT Celebration
 - Third grade Author’s Tea
 - Science Fair
 - Family Cultural Dinner
 - Fun Day –Family Fun Day
 - Polar Express
 - Holiday Shopping Store
 - Creation of Wolf Bucks and Wolf Den Store
 - Soldier presentation describing service to our country
 - 4th & 5th Grade Dress Code Adherence Dance, “*A Night in the City*”
 - Student Council
 - One School/One Book *Rosa Parks Story*
- C. Community/School: The persistent pursuit of community members resulted in several exciting endeavors:
- Talented Art Class

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- Food Drive
- Gift Packs for Soldiers
- Christmas Angel
- Reading Night – *Direction Connection*
- Community Officer – presentations on gangs
- Energy Conservation presented by C L & P
- Spring & Winter Concerts
- Visiting Author
- Maritime Aquarium of Norwalk

III. The Strengths of the Educational Program at Washington School

- Pro-active team (parent liaison, social worker and attendance counselor) to increase attendance and parent involvement and decrease behavior issues, parenting classes, home visits and the implementation of a “parent resource center”, including a job coach.
- A staff committed to the experimentation and discovery of programs by designing, testing and implementing evidence based practices as a result of communicating about and reflecting upon the school’s challenges.
- PBS Development. All staff, family, and students experienced behavioral expectations through a “stations” experience. A wolf pledge, wolf bucks and Wolf’s Den (store) support the reinforcement of meeting expectations.
- Teachers pursue a variety of avenues to provide students with life experiences that they may not otherwise have an
- opportunity to enjoy by applying for grants, providing for community service activities and taking students to destinations such as the Norwalk Maritime Aquarium, a tour of the State Capital, The Cultural Center as well as hands on exploration of ocean/sea life and compositions of Washington School Constitution.
- School and staff commitment to inclusive practices is further demonstrated by involvement in Special Olympics by coaching, fundraising and establishing unified partners.

Statistical Data

Number of students who achieved honor roll status (first and second honors for all marking periods.) = 16
Total number of students selected by their teachers as Student of the Month. (Sept. - May) = 170 students.
Students who received special awards at the grade 5 promotion ceremony:

Presidential Award for Academic Excellence	<u>3</u>
Presidential Award for Academic Achievement	<u>13</u>
Superintendent’s Award	<u>1</u>
Memorial Award	<u>6</u>

2. Number of students transferred in and out of the school during the 2007/2008 school year as of June 1, 2008.

Within System In: 72
 Out: 79

Outside the System In: 7
 Out: 30

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WOODROW WILSON ELEMENTARY SCHOOL Annual Report **Dr. Susie Da Silva, Principal**

I. GOALS

2008-2009 Goals:

W. Wilson students will attain high academic achievement for all students in literacy and numeracy;

Accomplishments of the above goals are as follows:

- Improvement can be found in the areas of Numeracy and Literacy as evidenced on the CMT. Wilson had improvements in achievement in both areas. Wilson evidenced statistically significant and practically significant increases. In fact, Wilson made Safe Harbor this past school year.
- Through our Family Resource Center we have expanded our outreach to families and are engaging them in meaningful parental involvement. We have had an increase of over 50% in familial participation in various evening events held at Wilson School. Our parent surveys indicate a high level of satisfaction with the school in a myriad of ways.
- Out-of-school suspensions continue to decrease as well as truancy. The number of students with 18 or more absences in grades K-5 has decreased significantly. This was as a result of teacher and attendance counselor follow-up, as well as a strict adherence to the attendance policy.

2009-2010 Goals:

Woodrow Wilson's two major goals, will remain the same for the 2009-2010 school

The school's data team is expecting to continue to look at student data and work at a more granular level over the summer when current data can be compared, most specifically, on the strand of **summarizing**. The school will then revise and refine its improvement plan based on a granular look at data as well as the revised district plan. The goals listed below continue to be the focus of the work at Wilson School's Data Driven Decision Making (DDDM) Team. Wilson School was selected as a "Demonstration School" last year by both the Connecticut State Department of Education and the Waterbury Public Schools. We will continue to work with our data coach and executive coach.

W. Wilson students will attain high academic achievement for all students in literacy and numeracy

II. HIGHLIGHTS

Safe Harbor!

Wilson school made Safe Harbor this school year, thus, keeping the school on a "hold" status with the Connecticut State Department of Education.

Demonstration School

Wilson School has been touted as a school likely to succeed. As a Demonstration School, we focused on improving the work of our building level data team, but also expanding into the "instructional level data teams".

Parental Involvement

Woodrow Wilson continues to take great pride in the level of parental involvement it has been able to achieve. The teachers and staff have taken great pride in developing both family and academic activities that have engaged many of our families. We have developed a deeper understanding of what "meaningful involvement" really is!

Staff Collaboration

Woodrow Wilson School has developed a professional learning community. We are reaching to be at the forefront of PLC's. Our data and PBS team are working very hard and are making the gains expected. Staff collaborates before, during and after the school day. The staff communicates via email and by telephone. W.Wilson has had over 97% staff involvement in every evening and after-school meeting with or without compensation.

Early Intervention/Special Education

Woodrow Wilson School's EIP team is high functioning. The team is comprised of a myriad of educational experts: ESL, SPED, social worker, psychologist, reading teacher, a primary classroom teacher and an intermediate classroom teacher. The team meets every "E" day beginning at 1:00pm. The EIP team communicates with the staff in a very timely and organized manner. We strive to reduce the number of students being referred for Special Education., by reducing gaps early in a child's education.

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III. STRENGTHS

We continue to refine ourselves as a school and as a community of learners. We strive to increase the instructional implementation to 80% or more, as well as striving for successful implementation. The strength of the educational program at W. Wilson School is the fact that teachers and staff are dedicated to increasing student achievement. The culture and climate for professional learning has changed significantly over the past two years, Wilson is developing into an environment where professionals learn with and from each other to benefit all children. At W. Wilson School the ownership over student learning is the responsibility of everyone....and everyone believes in creating an environment where "Every Child has the Right to Learn!" The district is committed to supporting Wilson students.

Another strength is Wilson School's implementation of the "Positive Behavior Supports" in the 2009-2010 school year. This new outlook looks at behavior on a more granular level, emphasizing positives as opposed to negatives. We have refined our system for the upcoming school year, to emphasize a more positive aspect, even when students make a "poor choice".

IV. STATISTICAL DATA

Transfers:

Number of students transferred in and out of Wilson School:

1. Within System (In) 83 (Out)202
2. Outside System (In) 94 (Out) 38

Awards/Honors

The following are the awards distributed to students at W. Wilson School:

Student of the Month.....204students
Superintendent's Award..... 1 student
Wilson Veterans..... 9 students
5th grade Honors..... 7 students
Perfect Attendance (5th grade)..... 3 students
Olympics of the Mind..... 12 students

North Division Bronze Medal Winner