



WATERBURY
Public Schools

Today's Students, Tomorrow's Leaders



Annual Report

2016-2017

Waterbury Public Schools Annual Report 2016-2017

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

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Dr. Kathleen M. Ouellette
Superintendent
Waterbury Public Schools

MESSAGE FROM THE SUPERINTENDENT Annual Report 2016-17

This Annual Report Summary presents highlights of the Waterbury Public Schools budget cycle and the many issues facing our school district. It serves to provide citizens with critical updates related to the adopted Board of Education FY 2016-17 budget.

The recommended FY 2016-17 budget submitted to the Board of Aldermen indicated that an increase over the FY 2015-16 budget would be required to maintain current programming and level of services for Waterbury Public Schools. The final FY 2016-17 Board of Education's appropriation was a recommended budget based on the Board of Aldermen's appropriation of a 1.7% increase over the prior year's budget and substantial support from the Alliance Grant. Based on then current revenue projections from state and federal sources, the Board of Education prioritized expenditures. Those items assigned the highest priority were included in the FY 2016-17 budget.

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

Significantly, in the early part of 2016-17, the district's Year Five Alliance District Grant Application was approved by the Connecticut State Department of Education (CSDE). The Alliance District Grant award was \$20,238,884 for operating support and reform initiatives consistent with the Waterbury Blueprint for Change (2012-2017). In December, 2016, the CSDE and the CT Office of Policy & Management reduced the Alliance district grant by \$250,000 per the Municipal Opportunities & Regional Efficiencies (MORE) lapse savings reduction. The new Alliance grant total for the 2016-17 year was \$19,988,884. These reforms included the continued transformation of the central office, providing unprecedented support to principals to improve their capacity for promoting improved teaching and learning. Focus Walks and job-embedded professional development, including coaching and modeling for principals and teachers, were conducted. Key personnel to the central office transformation process funded by the Alliance Grant included the Chief Academic Officer, four Instructional Leadership Directors (each to support a Network of district schools), and a Supervisor of Talent and Professional Development. In addition, the Alliance grant also funded Literacy Facilitators and a Math Supervisor; Behavior Technicians to intervene with student discipline matters; the Coordinator of School Safety and Security to assess and improve school safety; continued

comprehensive curriculum revision to align with the Common Core State Standards and Smarter Balanced Assessments; a district-wide Data Team; online learning opportunities to promote high school graduation; and support for Pre-K classrooms that include English Language Learners.

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

Academic reform in the core content areas continued this year with a universal system for reading intervention; Middle School Literacy Facilitators in grades six to eight; the implementation of common goals in Math for grades K-12 focused on Standards for Mathematical Practices; and continued alignment of Math curriculum with State Core Standards. Curriculum updates have occurred in a wide range of content areas and grade levels, including (but not limited to: business, family consumer science, music, art, and social studies. All schools are now connected via a universal cataloguing system (Destiny). All teachers and administrators correspond through and use Google applications through the Waterbury Public Schools drive.

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

Student assessment data for 2016-17 reveal: On mCLASS reading assessments, 63.1% of our students improved by a category or remained at benchmark since the fall testing window. On i-Ready diagnostic math assessments, progress towards targeted growth averaged 118% school year's growth up from 66% last year with 61% of students meeting individual growth targets. Overall 83% of kindergarten and grade one students met or exceeded fluency standards, 63% of Algebra 1 students overall met the criteria for growth in Performance Tasks in math.

Additionally, during the 2016-17 school year a concerted effort to reduce chronic absenteeism in the district yielded a 0.8% reduction, even with new legislation defining in-school suspension as an absence. The biggest reductions were in sixth, and twelfth grades. Across the district, there were 850 fewer student suspensions over the previous school year.

In 2016-17, Waterbury Public Schools successfully administered its third district wide SAT Day, during which all high school students (grades 9-12) and middle school eighth graders were assigned to participate in an SAT, PSAT, or PSAT 8/9 exam. These tests are essential for admission to college. In addition, over 200 students (206) from Waterbury middle and high schools who are interested in

STEM and manufacturing careers attended the STEM/ Manufacturing Expo this year, interacting with personnel and owners of local manufacturing and technology firms and exploring rapidly growing Science, Technology, Engineering, and Mathematics (STEM) careers. Significantly, the district graduation rate has increased by 10.7% in the last five years, with a 4.1% annual increase in 2015-2016 alone.” (2016-2017 data is not yet available.)

The district also held an Invention Convention for elementary school students in grades two to five. Over 686 students from fourteen elementary schools participated at their schools as part of the Extended School Hours Program. The top student inventions from each school then qualified to compete at the District Invention Convention, attended by 136 students. Fifty-three students advanced to the Connecticut Invention Convention at Quinnipiac University and one student advanced this year to the finals in Washington, DC.

We are proud that also in 2016-17, the Waterbury Career Academy (High School) opened its grade 12 for students, having opened initially to grade 9 students only in 2013-2014, to grade 9 and 10 students only in 2014-15, and to grades 9 through 11 in 2015-16. The Waterbury Career Academy opened for all grades, 9 through 12, in 2016-17, and had their first graduating class in June 2017.

Furthermore, in 2016-17, the Walsh Elementary School Turnaround Plan moved into its third year of full implementation and elevated from a Turnaround rating to a Focus rating. Additionally, the district began year two of implementation of the approved Turnaround Plan for Crosby High School. The Crosby Plan calls for four theme-based academies that will focus on 21st century skills and serve as pathways to college and careers: Freshman Academy, Entrepreneurship (business focus), STEAM (Science, Technology, Engineering, Arts and Mathematics), and Public Safety.

At the end of the 2016-17 fiscal year, the District began preparations for an Alliance District Grant application to be submitted to the Connecticut State Department of Education for 2017-18. The grant budget request is expected to include funding requests for continued central office staff and staff function changes; literacy facilitators, math coaches; Pre-K teachers and teaching assistants; mental health and school security initiatives; online learning; curricular resources; mCLASS assessments; and implementation of a high school credit/college credit program with Naugatuck Valley Community College (NVCC) and the Waterbury Career Academy (WCA).

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

The *Family and Community Engagement (FACE) Center* in the Chase Building, 236 Grand Street, Waterbury, across the street from City Hall welcomed families and community members as partners in the education of all of Waterbury’s students, and provided a one-stop location for information about the Waterbury Public Schools and community resources. Providing resources to help parents/caregivers become fully engaged in their child’s education is a primary focus of the center.

The *FACE Center* is a family-friendly space with books and toys to engage young children while their parents obtain school system information. In the Family Room at the center there are four computers for parent/caregiver use to access student grades and attendance records, as well as additional resources.

In preparing the 2017-18 budget, my staff was, once again, cognizant of the economic hardships that we all face. Like all school systems across the state and around the country, we are challenged to identify the resources needed to continue to provide all students with the best possible educational services. We have and will continue to advocate on behalf of our schools so that they can provide the necessary programs and services to empower every student to reach his/her full potential.

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

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

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

Respectfully submitted,



Dr. Kathleen M. Ouellette

Central Office Staff

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

Kathleen M. Ouellette, Ed.D.
Robert Brenker, Interim
Darren Schwartz
Steven Strand
Melissa Baldwin
Wendy Owen
Robert Brenker
Mary Ann Marold
Pamela Baim
Michelle Baker
Noreen Buckley
Paul Whyte
Jahana Hayes

Talent and Professional Development Supervisor

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

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

Special Education Supervisors

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

Subject Supervisors

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

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

School Readiness
Adult Education
Family Intake Center

Karen Rainville
Antonio Musto
Charlotte Shocki

School Principals

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

North End Middle School
Wallace Middle School
West Side Middle School

Waterbury Arts Magnet Middle and High School

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

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

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

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

Mrs. Lauren Elias

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

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

Waterbury 2016-2017 Board of Education

Elizabeth C. Brown, President
Felix M. Rodriguez, Vice President

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

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

The Vision:

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

Mission Statement:

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

Waterbury Public Schools Blueprint for Change



“Moving Forward For Student Success.”

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

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

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

Improving Student Achievement



We have seen an increase in graduation rates in our high schools. Waterbury Career Academy had 100% graduation of its first class. We also saw an increase in the number of 9th grade students finishing the year on track. Recuperative Academy helped students off track for graduation (over aged and under credited) to earn more credits to be on track. Collaboration efforts with NVCC and Gear UP continued to provide wrap-around support for students, as we identify interventions to promote progress graduation and college and career readiness. All secondary schools participated in the 3rd annual district wide SAT day, in which every student, grades 8-12, were engaged in College Board Prep Material and Assessment: Grade 8 PSAT, Grade 9 PSAT, Grade 10 PSAT, Grade 11 PSAT, and Grade 12 SAT. This will further promote district goals to support college and career readiness.

We noted a decrease in chronic absenteeism, decrease in student arrests, decrease in suspensions in the district, and decrease in K-2 suspensions. We offered an increased level of proactive counseling for students.

We saw an increase in the Reading mCLASS measurement.

The cohort of students enrolled at the comprehensive Middle Schools from September 2016 to May 2017 increased their ability to read closely and analytically to comprehend a wide range of literary and informational text assessed by district benchmark assessments.

There was an increase in student test scores on the Smarter Balanced Assessment in mathematics, and an increase in the Math i-Ready measurement. All elementary schools averaged more than one school year's growth based on end-of-year i-Ready testing and significantly reduced the percentage of students performing more than one grade level behind in mathematics. In addition, all elementary schools exceeded the national median for growth with two elementary schools also exceeding the national average in performance.

The Talented and Gifted program was redesigned for elementary schools.

Early Childhood programs were restructured to better serve our students. One-hundred percent of School Readiness slots were filled.

The Crosby and Walsh Turnaround initiatives have been approved for a 5th year. Wilby staff held initial discussions around developing career pathways to support college and career readiness goals.

Improving Student Achievement (continued)



Enrollment

As of October 1st the total enrollment was 18,901.

COMPETITIVE GRANTS AWARDED to Waterbury, 2016-2017

As of June, 2017, the total of grants prepared by the Grant Writer in whole or in part, and awarded to Waterbury Public Schools during 2016-17 exceeded \$30.3 million, including \$22,608,466 for Alliance District and Priority School District grants, and \$7,774,890 for the Carl D. Perkins Grant and all competitive grants. Grants sought by the Grant Writer for Waterbury Public Schools during the 2016-17 fiscal year total \$5,989,539, for the Carl D. Perkins Grant and all other grants. These grants included multiple government grant applications and a number of foundation grants for school programs. Additionally, the Grant Writer facilitated consideration by district leaders of numerous grant funded projects in which Waterbury teachers and students were invited to participate by other organizations.

- Governor Dannel Malloy held a briefing on the school-based diversion initiative here in Waterbury at Wallace Middle School earlier this year to congratulate Wallace Middle School on its outstanding statistics of a 55% reduction in school based referrals. According to the Governor's press release, school-based court referrals in participating schools declined by 21 percent, with "behavioral health service referrals to Emergency Mobile Psychiatric Services (EMPS) increasing by 24 percent, surpassing the statewide average by 15 percentage points and 14 percentage points, respectively. Among the schools that adopted the program early in the school year, results are even more impressive, with a 33 percent drop in referrals to the juvenile court system and a 42 percent increase in referrals to mobile crisis interventions."
- On the 2016 Connecticut Physical Fitness Assessment (CPFA), 52.4% of all grade 4,6,8,10 students met or exceeded the Health Standard on all four test items – slightly above the state average for all districts.
- We are continuing to move forward with transitioning to "Power School" as our student information management system. We have recently set up accounts for all staff on "PowerSource," a training and support site for Power School. Each employee received an email with information on how to activate his or her account.
- One hundred fifty Crosby High School students were honored for their acceptances to college during the school's second annual College Acceptance Day. Family and fellow students cheered them on during a ceremony held in the school's gym, followed by a reception in the cafeteria.
- Gilmartin School kicked off a new initiative called Wingman this year. The Wingman Program for Schools is a youth leadership program where students are encouraged to help shape school climate. Student leaders are trained to help peers to increase empathy and compassion while combatting the root causes of rejection, exclusion and isolation. The program is part of Dylan's Wings of Change, a foundation that was established to honor Dylan Hockley, one of the young victims of Sandy Hook. The kick-off featured guest speaker Eddie Slowikowski.

Operations / Finance / Budget

Budget and Finance

- Continued to control costs and achieve a year end budget surplus for consecutive years of a minimal budget.
- Prepared consecutive years of a minimal growth operating budget with little proposed negative effect on educational programs offered to our students.
- Received a completely “clean” audit report void of any findings or comments.
- Participated in the implementation of the District’s fifth “Alliance Grant”, and development of the assumption of a sixth.
- Assisted in the preparation and oversight of operational and capital Turnaround grants for Crosby High and Walsh Elementary Schools.
- Implemented several technology improvement grant programs. Participated in the implementation of the Alliance bond grant for building and grounds improvement.

Operations

We are in the fourth year of Security enhancements within each of our schools resulting from two State School Security grant awards, an Alliance Grant and an expected Bond Funded grant received by the City of Waterbury.

School Construction

- An official Ribbon-Cutting Ceremony and Dedication for the Kennedy High School Athletic Fields and Addition occurred on Saturday, October 15, beginning at 10:00 a.m. in the auxiliary gym. The event also celebrated the naming of the Charles Donato Field.
- Completed installation of replacement Tennis Courts at Crosby with school colors.
- Completed installation of replacement Tennis Courts at Wilby with school colors.
- Extensive concrete sidewalk demolition & new poured concrete walks installed at Wilby/North End Middle School (NEMS).
- New drain installed at NEMS front entrance – new concrete steps with new railings.
- Paved Chase School parking lot in entirety with new bus lanes and parking spots painted.
- Paved major portions of parking lot & drives at NEMS/Wilby.
- Paved major portion of Crosby main drive and complete concrete repair of front steps with railing.
- NORESCO project well begun - highlights up to this point include: major LED re-lamping initiative district wide complete interior/exterior; boiler demolition complete at WSMS, Chase School, Sprague school; TRV (thermostatic radiator valves) installation completed district wide; BERT plug load controls installed district wide; and weatherization initiatives (insulation on pipes, door sweeps, etc.) complete district wide.
- New Crosby track completed.
- New roof installed at WSMS complete with roof anchors for tradesmen safety.
- Crosby main office renovation underway.
- Locker replacement completed at WSMS, Kennedy, Wilby, NEMS, & Crosby – locks included.
- Kennedy gym painted.
- Bucks Hill School gym painted.
- Crosby pool drained and repaired.
- Wilby pool drained and repaired.
- Safe room installation (State Street, Wallace, Tinker, Generali) with finger magnetic locks replicated from Gengras review.
- Maloney Magnet School equipped with new playground.
- Wilson School equipped with new playground and paved sidewalk at rear.
- Comprehensive SDS training with ALL employees – brought into compliance.
- New American with Disabilities Act (ADA) door and ramp for wheel chair access to Chase School.
- New walk for ADA access to classroom at Bucks Hill.

Hiring / Personnel

In fiscal year 2016-2017 the office of Education Personnel supervised the recruitment, selection and appointment of one hundred forty two highly qualified teachers and ten administrators. They replaced staff that resigned, retired, were non-renewed or were promoted to higher positions. The average salary level for new teachers was \$52,385 and \$105,930 for administrators. Both of the average salaries fell within budget.

As part of the district's recruitment efforts, there were several new initiatives which occurred this year. First, our marketing materials were updated to reflect the diversity within our district. Along with this was the creation of a link on our website focused on minority teacher recruitment with information and resources for those interested in pursuing career opportunities in Waterbury. Our diverse recruitment team participated in numerous career day fairs and held on-site interviews within Connecticut and out of state. While attending these fairs, information was also shared on becoming a substitute teacher in our district for those applicants whose certification was pending. Waterbury also held its own citywide recruitment fair in October at the Waterbury Career Academy. This fair was open to the public and there were district officials present to interview for education positions. Our data has proven that many of our newly hired teachers have worked as substitute teachers in the district before being hired, thus creating a pipeline. Partnerships have established with several universities with the goal of channeling their students into student teaching programs here within the district while completing their graduate work and applying for certification. Approximately **24%** of teachers hired during 2016-2017 were minority, which represents a **26% increase** over the previous year of **16.9%**.

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

Relevant Salary Data for Teachers Hired During 2016-2017

The average starting salary for teachers hired during 2016-2017 was \$52,385. This was determined by years of experience and content/shortage area. Those in shortage areas negotiated/demanded higher steps. The budgeted salary for new teachers was within budget.

Education Level of Teachers Hired During 2016-2017

Degree Held	Number of New Teachers
Bachelors	42
Masters	73
6 th Year	22
Doctorate	5

2016-2017 TEACHER HIRES BY RACE/ETHNICITY

Race/Ethnicity	# of Hires
Asian	5
American Indian	1
Hispanic	9
Black/African American	12
Two or More	7
White/Caucasian	<u>108</u>
Total	142

Approximately **24%** of teachers hired during 2016-2017 were minority, which represents a **26% increase** over the previous year of **16.9%**.

Partners In Education

Family and Community Involvement

BOOST! Implemented

The four pre-kindergarten - 8th grade schools (Carrington, Duggan, Gilmartin and Reed) and Bridge to Success, with its 90 community partners, worked together to establish a Boost! Program at the four schools this year. The program helps assure that needed services are identified, with the intent that one or more community service providers may already be offering some of the needed services and additional students could be added from one of the four schools. These types of services are generally known as "wraparound" services. The goal is to ensure students are ready for school, read well by third grade, and ultimately graduate from high school on time.

3rd Annual Parent Conference

The third annual Parent and Community Leadership Conference was held on Friday, May 26th, at Naugatuck Valley Community College. The event included continental breakfast, music provided by the WAMS Jazz Band, and informative displays on best practices in family engagement, along with workshops of interest to parents. The keynote speaker was Jahana Hayes, 2016 National Teacher of the Year. The program concluded with lunch, followed by an awards ceremony honoring parent volunteers.

100th Anniversary Celebrated

Kingsbury School celebrated its 100th anniversary with events at both the school and Fulton Park. Activities at the school included a fashion show with students as models. Afterwards, the Berkley Knights Drill team led a parade of families to Fulton Park, where they enjoyed hot dogs and chips, a 100th anniversary cake, and visits with representatives from several local community organizations. Two of Waterbury's mounted police stopped by and allowed children to pet the horses. State Senator Joan Hartley read a proclamation from the State Legislature, and Kingsbury Principal Erik Brown announced that the school newspaper would be officially renamed The Kingsbury Pape, in honor of one of Kingsbury's graduates who is publisher of the Waterbury Republican-American newspaper.

Family and Community Engagement Center (FACE) , Room 106, Chase Building

The new Family and Community Engagement Center (FACE) officially opened on July 28, 2016 with a Ribbon cutting. The FACE Center is a one-stop location for families and community members looking for information on the Waterbury Public Schools or resources that are available in the community for Waterbury area families. One of the goals of the center will be to help parents become fully engaged in their child's education. The Center will work closely with schools and parent liaisons to assure that all parents feel welcome in their own schools and know whom to contact if any questions arise.

Research indicates that engagement in schools not only helps improve student academic outcomes but is also linked to improved behavior, attendance, graduation and college enrollment rates.

During the 2016-2017 school year the FACE Center handled 1,170 phone calls, 533 visits, 568 situations, 125 reauthorizations and 55 special permission cases. The total data collected by the FACE Center for the 2016-2017 school year showed a total of 2451 contacts.

FACE Center staff coordinated the Dalio Foundation Coat distribution with the high schools and Mr. Darren Schwartz, with 1,089 beautiful new coats distributed to our high school students in the fall of 2016.

The FACE Center coordinated the collection of \$4,581 for MDA, \$3,109 for Autism Speaks and \$2,453 for Mayor O'Leary's Kids Marathon. That is \$10,143 for charitable causes through the FACE Center.

School and Staff Awards and Honors

Five of our teachers at North End Middle School were awarded 70 Chromebooks, one computer cart, and four charging stations with \$980 in funding awarded through Google's Donors Choose Project. With Donors Choose, teachers are able to write in with an explanation of what specific materials they need to help improve their classroom or help students' academic experience. The five teachers are: Adriana Diliberto, Lucille Spinelli, Kara Poulter, Jessica Traver, and Lana Elder. The Chromebook project ties in nicely with the district's implementation of Google Classroom and will help create classroom activities and drive student research.

Maria Stasaitis, North End Middle School, has received the Connecticut Association for Reading Research's 2017 Wirth-Santoro Award for Outstanding Literacy Research in the state of Connecticut for her work "Student Cognitive Complexity in Argumentative Writing when Collaborating on Classroom Blogs." She will share some of her research findings at a CARR meeting on Saturday, April 29th at Angelo's on Main, Rockledge Golf Course, West Hartford.

Six Waterbury teachers have received grants under the private Fund for Teachers program. Each teacher received money to carry out a special project or trip over the summer. This year 211 teachers in Connecticut will receive funding after submitting successful proposals to the foundation. The six Waterbury teachers are:

- Michelle Bramble (Reed) will be studying air and space navigational systems in Washington, D.C.
- Thomas Currier (West Side Middle School) will be studying coastal national parks in Maine
- Jennifer Magnavice (Wallace Middle School) will be travelling to Alaska to view the glaciers and animal life.
- Rachel Rodriguez (Driggs) will be attending the International Literacy Conference in Orlando
- Sonja Selenica (Chase) will be travelling to Albania, Macedonia and Kosovo to learn more about schools and culture in those countries. She will be accompanied by Marian Giskin (also from Chase School)

Two of our staff at Duggan Elementary School were among those honored May 24th at an awards banquet at Waterbury Hospital. Duggan school nurse Jennifer Voity saved the life of a kindergarten student who went into sudden cardiac arrest during lunch. She received a Lifesaving Award. She was assisted in her efforts by school Parent Liaison Tina St. Pierre. Other first responders from the fire department, police department and emergency medical services also received awards at the event.

Jillian Cipriano, a teacher at Driggs School, was invited to run in the New York City Marathon. A veteran of five half marathons, one marathon, and numerous 5ks, she made the effort as a fundraiser for the Eric Trump Foundation, which fundraises for St. Jude Children's Research Hospital among others.

School and Staff Awards and Honors, continued

The Greater Waterbury branch of the NAACP's 74th annual Freedom Fund Awards Luncheon was held on October 22, 2016 at the Courtyard by Marriott. Several Waterbury educators were being honored this year, including:

- Jacqueline Newsome Butler, Waterbury Adult Education
- Shernett Evans-Foster, Chase Elementary School
- Talisha Foy, Gilmartin School
- Jade Lee Gopie, Crosby High School
- Jahana Hayes, Kennedy High School
- Adela Jorge, Bilingual/ESOL Education
- Mary Ann Marold, FACE Center
- Cassandra Fann Pierce, Kennedy High School
- Anita Watkins, Wilby High School

Joseph Gorman, Supervisor of Health and Physical Education, received a 100 Plus Award from the CT Coalition Against Domestic Violence on behalf of the Waterbury Public Schools. This is a result of the school district's partnership with Safe Haven International, which provides our students with instruction on teen dating violence, internet safety, healthy relationships, and anti-bullying strategies.

Lori Laudisi, the district's Elementary Human Growth and Development Health Specialist, is one of ten educators from Connecticut and Massachusetts chosen for the 'Local Heroes Award' by the Ronald McDonald House Charities Foundation in recognition of her hard work and dedication to advance the lives of children. The award ceremony was held at the Connecticut Association of Schools annual dinner at the Aqua Turf in Southington on November 30th. She received a plaque and a \$1000 school grant, which she is donating to Washington School.

Ivan Hernandez, Carrington School, has been selected as the Rivera Memorial Foundation's Inspiring Educator Award recipient. Ivan was honored on Thursday, April 20th at La Bella Vista.

Anita Watkins, a teacher at Wilby High School, was nominated for the 2017 Great Educator Award by the Madre Latina Committee.

Walsh School Principal Ellen Paolino received an invitation from the Connecticut Association of Schools to present at the Connecticut Association of Schools (CAS) during a Community of Practice about the success the school has had this year. Mr. Earl Bidwell from CAS has shared with her that Desi Nesmith had reached out to him earlier this year and suggested Walsh present. According to Ms. Paolino, Mr. Bidwell commented on how impressed he has been with the progress Walsh has made, not only in the area of culture and climate, but academics as well. He felt other school administrators from around the state would benefit from hearing about Walsh's initiatives.

School and Staff

Awards and Honors, continued



2017-2018

WATERBURY TEACHER OF THE YEAR

Waterbury's newest Teacher of the Year is Yolanda Lee-Gorishti, a science teacher at Crosby High School.

Just a few of the highlights from her career:

- She has completed her coursework for a Ph.D.
- She teaches grade 9 Physical Science and grade 11 and 12 Human Biology.
- She has previously taught Biology and Meteorology and Astronomy.
- She is a professor of Anthropology at the University of Connecticut (2003 to present) and in the Earth Science Department at Southern Connecticut (2004 to present).
- She started Crosby's branch of the Science National Honor Society, and the organization is thriving.
- Students do community-service work, including tutoring other students at Crosby twice each week.
- She organized the STEM Fair at Crosby for the past four years. She supervises the Environmental Science Club at Crosby.
- She serves on the Science District Curriculum Committee and has helped write district assessments for science (mid-terms, final exam, and CFA's).

SCHOOL	TEACHER
Bucks Hill	Kristin Wheeler
Bucks Hill Pre-K	Mary Ann Dzinski
Bunker Hill	Sonya Fleming
Carrington	Carolyn Cancellaro
Chase	Laurie A. Moffo
W. Cross	Mary Lepper
Driggs	Karen Griffin
Duggan	Kathleen McKeeman
Generali	Kimberly Rusczyk Maffia
Gilmartin	Krista Zaccagnini
Hopeville	Melissa Parisi
Kingsbury	Lee DiBella
Maloney	Kazumi Yamashita-Iverson
Reed	Cindy Albizu
Regan	Blair Russell
Rotella	Ashley L. McLaren
Sprague	Debra Robinson
Tinker	Jennifer Dimech
Walsh	Ana Paris
Washington	Shannon Colby
Wilson	Ressie Parker
Enlightenment	Thomas Rund
State Street	Nancee Luciano
North End	Kim Collette
Wallace	Melissa Banks
West Side	Anne Olear
Crosby	Yolanda Lee-Gorishti
Kennedy	Marlena Scialla
Waterbury Arts Magnet	Cheryl N. Crossley
Waterbury Career Academy	Carly Lindley
Wilby	Stephanie LaBonte



Waterbury Teacher of the Year Yolanda Lee-Gorishti, flanked by Crosby High School Principal Jade Lee Gopie and School Superintendent Dr. Kathleen M. Ouellette.

2016-2017 Superintendent's Student Recognition Award Winners



BRIGHT FUTURES AWARDS

Bucks Hill PreK	Chloe Rivera
Bucks Hill PreK	Israelle Player

CERTIFICATES OF EXCELLENCE AWARDS

Elementary Schools

Bucks Hill	Zarah Bancud
Bunker Hill	Ediberto Tosado
Carrington	Devin Reach (5 th)
Carrington	Fabiola Murati (8 th)
Chase	Fredrecia Carter
W. Cross	Joel Appiah
Driggs	Brandin Colon
Duggan	Naomi Brooks (5 th)
Duggan	Iyanna Figueroa (8 th)
Generali	Anjahlianna D'Averso
Gilmartin	Devina Rawana (5 th)
Gilmartin	Noah Crespo (8 th)
Hopeville	Elisabeth Galicio - Galeno
Kingsbury	Jailyn Perreault
Maloney	Trevor Stellmach
Reed	Bobby Jordan (5 th)
Reed	Jennifer Bustillo (8 th)
Regan	Daniel Amankwa-Sarpong
Rotella	Hailey Auburn
Sprague	Emiley Ramos
Tinker	Alanna Brites
Walsh	Aniyiah Rose
Washington	Katelyn Thorpe
W. Wilson	Nyla Ridgeway

Middle and High Schools

North End	T'sheira Speight (6 th)
North End	Damean Pare (6 th)
North End	Brianna Bonilla (7 th)
North End	David Berdan (7 th)
North End	Lyric Goodman (8 th)
North End	Joseph Montijo (8 th)
Wallace	Jessica Coyt (6 th)
Wallace	Lanasia Gibson (6 th)
Wallace	Alexus Lowe (7 th)
Wallace	Peter Vaichus (7 th)
Wallace	Iyannakis Gonzalez (8 th)
Wallace	Angel Velasquez (8 th)

West Side
West Side
West Side
West Side
West Side
West Side
Waterbury Arts Magnet
Waterbury Arts Magnet
Waterbury Arts Magnet
Waterbury Arts Magnet
Enlightenment
State Street
Crosby
Crosby
Crosby
Crosby
Kennedy
Kennedy
Kennedy
Kennedy
Waterbury Career Academy
Waterbury Career Academy
Waterbury Career Academy
Waterbury Career Academy
Wilby
Wilby
Wilby
Wilby

Andrew Petro (8 th)
Nicole Nunez (8 th)
Maggie Calo (8 th)
Richard Corrente (8 th)
Johan Castillo (8 th)
Janaya Santos (8 th)
Viola Flowers (8 th)
Mateo Macias (8 th)
Michael Esposito (12 th)
Rebekah Ross (12 th)
Alex Diaz
Justin Tellado
Zachary Petrarca (9 th)
Abena Kuffour (10 th)
Ama Frimpong-Ansah (11 th)
Kenneth Finnegan (12 th)
Jalissa Robles (9 th)
Aaron Lamar (10 th)
Thanasi Dupi (11 th)
Talia Bairstow (12 th)
Caroline Pamplona (9 th)
Natalia Lammie (10 th)
Salma Gudaf (11 th)
Mercedez Patrick (12 th)
Atayah Perry (9 th)
Syniya March (10 th)
Mariangelis Negron (11 th)
Kasandra Mangual (12 th)

Adult Education

Waterbury Adult Education	Gabriel Hall
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Student Awards and Achievements

A Waterbury Career Academy student, Argenis Herrera, was selected as one of just 30 students in the nation chosen this year to be a Senate page. He will be spending four months in Washington, DC, where he will attend early morning classes in core subjects, then spend the bulk of the day working in the Senate, delivering correspondence and legislative materials within the Capitol and Senate office buildings, taking messages for senators, preparing the Chamber for Senate sessions, and carrying bills and amendments to the desk. Senate pages serve all Senators representing the same political party as their sponsoring senator, who was sponsored by U.S. Senator Christopher Murphy, a Democrat. He is the only Senate page from Connecticut.

Eight Waterbury students were presented with Dr. Martin Luther King, Jr. Community Service Awards and Crosby High School teacher Sean Mosley was presented with a Dr. Martin Luther King, Jr. Leadership Award during the second annual Dr. Martin Luther King, Jr. Youth Summit on Saturday, January 14, 2017. The event is sponsored by the Concerned Black Clergy Council of Waterbury and the Waterbury Public Schools. The students who received awards were: Ama Frimpong-Ansah (Crosby), Evelyn Lopez (Kennedy), Daivayannah Taylor (Enlightenment), Carolyn Kleinschmidt (Waterbury Arts Magnet), Breanna Madison (Waterbury Career Academy), Jayden Mobley (Wilby), Solmina Darko (Holy Cross) and Jasmine Williams (Sacred Heart).

Caleb Smith, a 5th grader at Rotella, was selected to go on to the National Invention Convention in Washington DC on June 3rd. We had 19 finalists compete at UCONN and we received two other awards, both to Caleb. It was a great experience for the students, and Waterbury was well represented.

Examples of Student / Staff Generosity

- Chase School's Jump Rope for Heart program raised \$3,475.00 for the American Heart Association.
- Maloney Magnet School's Jump Rope for Heart 2017 program raised \$3,300.00 for the American Heart Association (Running total of \$14,000+ over the past 3 years).
- North End Middle School continued its mission to "Be Kind", through its Kindness Club. The school raised money to help a city student affected by a house fire, collected over 3,000 canned goods for the local soup kitchen, and sang for residents at a nursing home among its many activities.
- Wallace Middle School held four casual dress days that raised just under four thousand dollars. Those funds were donated to The Leever Center for Cancer Research, the Wounded Warrior Project, The Connecticut Multiple Sclerosis Society and Autism Speaks.
- Kennedy High School: Members of the Key Club collect donations for UNICEF, Toys-for-Tots, and the American Cancer Society, as well as volunteering at Tinker School. The HOPE Club serves meals at the St. Vincent DePaul's Soup Kitchen, helps build homes through Habitat for Humanity, and raises money for the Ronald McDonald House. Student Council sponsors a Red Cross Blood Drive, raises money for Cystic Fibrosis, and supports a holiday can/food drive. DECA Club sponsors a "Fill-a-Bus" toy drive and holiday parties for elementary school students.
- Wilby students participated in many community service events including, but not limited to volunteer work at local Senior Centers, St. Vincent DePaul Church soup kitchen, Waterbury Baptist Ministries Christmas gift giveaways, the Kiwanis Club, Youth Health Services Corps; assisting teachers at Regan Elementary School, tutoring freshmen at Wilby High School, Brass City Harvest, American Cancer Society Relay for Life, American Red Cross Blood Drive, Fulton Park and Bunker Hill Earth Day/Clean Up, Unified Sports, Support Our Soldiers (SOS) project, and Autism Speaks.
- Waterbury schools presented a check for \$4,625.80 from a "Pink Out" to St. Mary's Hospital. In honor of Breast Cancer Awareness Month, employees were invited to wear pink on Friday, October 28th, and to donate to the hospital's The Women for Women organization, which provides free mammograms for women who are unable to afford one.

High School Graduation Statistics

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

	Number	Percent
Graduates	226	89%
Entering four-year college	79	31%
Entering two-year college	87	34%
Entering vocational training	8	3%
Entering workforce	27	10.6%
Entering military	9	3.5%
Entering continuing special education program	6	2.4%
Unemployed	0	0%
Not graduating	29	11%
Total Number of Seniors:	255	100%

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

	Number	Percent
Graduates	253	87.8%
Entering four-year college	93	32.3%
Entering two-year college	123	42.7%
Entering vocational training	12	4.2%
Entering workforce	18	6.3%
Entering military	6	2.1%
Entering continuing special education program	NA	NA%
Unemployed	1	0.3%
Not graduating	35	12.1%
Total Number of Seniors	288	100%

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

	Number	Percent
Graduates	110	98%
Entering four-year college	54	48%
Entering two-year college	37	33%
Entering vocational training	7	6%
Entering workforce	7	6%
Entering military	3	3%
Entering continuing special education program	2	2%
Unemployed	0	0%
Not graduating	2	2%
Total Number of Seniors:	112	100%

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

	Number	Percent
Graduates	201	100%
Entering four-year college	70	34.8%
Entering two-year college	92	45.7%
Entering vocational training	9	4.4%
Entering workforce	25	12.4%
Entering military	5	2.4%
Entering continuing special education program	0	0%
Unemployed	0	0%
Not graduating	0	0%
Total Number of Seniors:	201	100%



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

	Number	Percent
Graduates	237	94%
Entering four-year college	85	34%
Entering two-year college	108	43%
Entering vocational training	8	3%
Entering workforce	16	6%
Entering military	8	3%
Entering continuing special education program	11	4%
Unemployed	1	<1%
Not graduating	16	6%
Total Number of Seniors:	253	100%

ALTERNATIVE PROGRAMS:**Enlightenment Program and Excel Program*****High School Graduation Information ****

	Number	Percent
Graduates	14	82%
Entering four-year college	0	0%
Entering two-year college	2	11%
Entering vocational training	2	0%
Entering workforce	5	27%
Entering military	0	0%
Entering continuing special education program	0	0%
Unemployed	0	0%
Not graduating	4	22%
Total Number of Seniors:	18	100%

*Enlightenment

State Street Program***High School Graduation Information***

	Number	Percent
Graduates	3	16%
Entering four-year college	0	0%
Entering two-year college	2	11%
Entering vocational training	0	0%
Entering workforce	1	5%
Entering military	0	0%
Entering continuing special education program	0	0%
Unemployed	0	0%
Not graduating	16	84%
Total Number of Seniors:	19	100%

ADULT EDUCATION:***High School Graduation Information***

	Number	Percent
Graduates	209	85%
Entering four-year college	27	13%
Entering two-year college	77	37%
Entering vocational training	54	26%
Entering workforce	45	21%
Entering military	6	3%
Entering continuing special education program	0	0%
Unemployed	0	0%
Not graduating	36	15%
Total Number of Seniors:	245	100%



CENTRAL OFFICE

Darren Schwartz, Chief Academic Officer

I. GOALS**a. Accomplishment of Goals 2016-2017**

- Blueprint for Change, Goal 1, Objective 4 - Redesign and streamline the school improvement plan to align with district goals.
- Blueprint for Change, Goal 1, Objective 4 - Common monitoring for instructional data teams by instructional leadership directors.
- Blueprint for Change, Goal 1, Objective 5 - Supervisor of Talent and Professional Development hired and a strategic plan created for a long term strategic goal to hire and retain the highest quality educators.
- Blueprint for Change, Goal 2, Objective 1 - Curriculum councils continue to develop curricula with teachers from within Waterbury Public Schools.
- Blueprint for Change, Goal 2, Objective 2 - Assessments aligned to standards and are being used to monitor progress by teachers, administrators and instructional leadership directors.
- Blueprint for Change, Goal 2, Objective 3 - Technology grants secured in multiple schools to update hardware and programming.
- Blueprint for Change, Goal 3, Objective 1 - Districtwide chronic absenteeism tiered structure implemented in every school to continue to reduce absenteeism for the third year in a row.
- Blueprint for Change, Goal 3, Objective 2 - Family and Community Engagement Center designed and planned for using the Dual Capacity Framework to engage parents.
- Blueprint for Change, Goal 3, Objective 2 - Welcoming Walk-Through protocol implementation.
- Blueprint for Change, Goal 3, Objective 3 - Cultural responsiveness workshops for all administrators.

b. Goals for 2017-2018

Goal 1: Reduce K-2 suspension by 10%.

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

II. HIGHLIGHTS

- Increased graduation rates.
- Increase in student test scores on the Smarter Balanced Assessment in mathematics.
- Decrease in chronic absenteeism.
- Decrease in student arrests.
- Decrease in suspensions in the district.
- Decrease in K-2 suspensions.
- Increase in proactive counseling for students.
- Increase in the Reading mCLASS measurement.
- Increase in the Math i-Ready measurement.
- Talented and gifted redesigned for elementary school.
- Restructuring of Early Childhood programs to better serve our students.
- 100% of school readiness slots filled.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Directors provided administrators with differentiated support based on each administrator's individual needs as well as the strengths and needs of the schools or department. Internal communications have been streamlined by the Chief Academic Officer's newsletter. All of the data indicates that suspensions and arrests are down and academic achievement is up.

Curricula is being updated on a daily basis with teams of administrators and teachers. The strength of the educational program relies heavily on personnel. A renewed focus on providing the highest quality professional development for teachers and administrators is necessity moving forward.

CENTRAL OFFICE

Pamela Baim, Instructional Leadership Director

I. GOALS

a. *Accomplishment of Goals 2016-2017*

- Chase, Generali, Wilson, Carrington, Duggan, Gilmartin and Reed all scored above the district change for i-Ready.
- Chase, Generali, Kingsbury, Regan, Rotella, Wilson, Carrington and Duggan all scored above the district score for all schools in i-Ready.
- Duggan, Chase, Reed, all improved on their Lexia scores.
- Carrington, Duggan, Chase, Generali, Reed, Regan and Rotella all scored above the district overall school score in Lexia.

b. *Goals for 2017-2018*

Goal 1: To improve overall student performance at all of my 10 schools

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

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

Goal 4: To introduce Social Emotional Learning to my network.

II. HIGHLIGHTS

Attended Crucial Conversations Conference passing information on to my network.

Implementing the BOOST program to all of my PreK – 8 buildings.

Implementing the Wingman program to all of my PreK – 8 buildings.

Attending Waterbury Claim Review meetings monthly.

Attending Safe School Climate meetings monthly.

Member of the Executive Safety Committee.

Working with Harvey Hubbel and Gilmartin School overseeing a documentary that will be featuring 2 schools.

Overseeing the Invention Convention in all schools in my Network.

Overseeing the summer school program.

Overseeing a \$220,000 grant for iPads for two years for Gilmartin School.

Working with Joanne Freiberg from the State to guide us in our Social, Emotional Learning.

Overseeing the Extended School Year program.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Job embedded professional development given at all Network meetings.

Departmentalizing at certain schools for Math and English/Language Arts (ELA).

End of Year Survey for administrators results gone over with all.

After school component with Invention Convention that had a national winner

i-Ready usage improving Math.

Foundations utilized by primary grades greatly enhancing our ELA.

CENTRAL OFFICE

Wallace Middle School, West Side Middle School, North End Middle School
Alternative Programs- Enlightenment School, Special Education Program - State Street School,
Adult Education

Michelle Baker, Instructional Leadership Director

I. GOALS**a. *Accomplishment of Goals 2016-2017***

Our students at the Comprehensive Middle Schools improved their ability to read different forms of literature and make connections to text, ideas, and images. They need to identify textual evidence and use information to gain a better understanding of what they are reading. The cohort of students enrolled at the comprehensive Middle Schools from September 2016 to May 2017 increased their ability to read closely and analytically to comprehend a wide range of literary and informational text assessed by district benchmark assessments.

The cohort of students enrolled at the Comprehensive Middle Schools from September 2016 to May 2017 in one grade level 6, 7, & 8 of the schools choice increased their ability in mathematics by making sense of rich, complex problems and persevering in solving them, and providing evidence to communicate mathematical understanding.

b. *Goals for 2017-2018*

Professional Development Series to be developed and implemented monthly next school year in effective instruction and in Social Emotional Learning.

II. HIGHLIGHTS

- Chronic Absenteeism Focus in every school has resulted in a reduction in Chronic Absenteeism for the current school year from the 2016-2017 school year.
- All Comprehensive Middle School, principals, teachers, supervisors and ILD are working towards the same specific academic goals. Common goals have resulted in common professional development to identify strategies to improve effective feedback to teachers for improved instruction.
- All Comprehensive Middle Schools participated in FOCUS WALKS, Chronic Absenteeism Team Meetings and Principals Dashboard dives and as a result, Secondary Principals and Supervisors had opportunities to calibrate their observations and discuss best practice at their colleagues school.

III. STRENGTHS OF EDUCATIONAL PROGRAM

- All secondary schools participate in monthly FOCUS WALKS, and as a result, secondary principals and supervisors are calibrated as a group per state and Waterbury Public Schools evaluation plan.
 - Mathematics and Literacy coaches were deployed to ensure that coaching cycles were administered to all middle school teachers for the 2016-2017 school year.
 - Middle school leadership teams met monthly at each comprehensive middle school to monitor progress towards all school improvement goal of the 2016-2017.
-

CENTRAL OFFICE

Noreen E. Buckley, Instructional Leadership Director

I. GOALS**a. *Accomplishment of Goals 2016-2017***

Elementary Schools entered the 2016-2017 school year with Chronic Attendance Team in place and decreased chronic absences in all categories.

Successfully implemented processes and protocols around Chronic Absenteeism, Students, At-Risk academically and behaviorally.

All schools conducted monthly school safety committee meetings.

All schools implemented, monitored, and increased student usage of i-Ready mathematics in grades 2-5.

All schools continued to conduct weekly instructional data meetings to analyze student work, and outcomes in the area of English/Language Arts (ELA) and math.

b. *Goals for 2017/2018*

Reduce chronic absenteeism in all categories, severe, moderate, at risk.

Increase satisfactory absenteeism.

Continue to monitor monthly school safety committee minutes and meetings.

Identify specific domains within the instructional data team rubric to strengthen and include in the administrator evaluation.

Continue to monitor school usage of i-Ready mathematics.

Continue to monitor school usage of Lexia.

II. HIGHLIGHTS

Chronic Absenteeism initiative has resulted in improved awareness throughout the elementary schools.

All elementary principals, teachers and supervisors are working towards the same specific academic goals. Common goals have resulted in common professional development to identify strategies to improve graduation rates and improve 9th grade on track status for promotion.

III. STRENGTHS OF EDUCATIONAL PROGRAM

All administrators received professional development dedicated to identify specific school. Improvement strategies to be implemented in individual school improvement plans.

All administrators have participated and are scheduled to participate in training dedicated to Power School.

All elementary schools participated in the administration of Smarter Balance successfully.

All elementary schools received additional professional development dedicated to implementation of Lexia.

All elementary teachers received targeted professional development how to access various reports and data obtained from i-Ready to continue to use data driven decision making instruction.

All elementary schools implement CK3LI to support student learning in the area of ELA.

Two elementary schools have been identified to showcase in a documentary how children learn to read. Referral was made by Margie Gillis from Literacy How.

CENTRAL OFFICE

Paul Whyte, Instructional Leadership Director

I. GOALS**a. *Accomplishment of Goals 2016-2017***

- Waterbury Career Academy had 100% graduation of first class.
- Increased number of 9th grade students finishing on track.
- Successfully implemented processes and protocols around Chronic Absenteeism, Students, At-Risk academically and behaviorally.

b. *Goals for 2017/2018*

- Incorporate the use of PSAT data to improve college and career readiness through targeted intervention.
- Develop Dual Enrollment PELL program with local college.
- Reduce Chronic Absenteeism in the secondary schools.
- Increase districtwide use of KHAN Academy preparation tools.

II. HIGHLIGHTS

- Chronic Absenteeism initiative has resulted in improved awareness throughout the secondary schools.
- All secondary principals, teachers and supervisors are working towards the same specific academic goals. Common goals have resulted in common professional development to identify strategies to improve graduation rates and improve 9th grade on track status for promotion.

III. STRENGTHS OF EDUCATIONAL PROGRAM

- Crosby and Walsh Turnaround initiatives have been approved for a 5th year. Wilby held initial discussions around developing career pathways to support college and career readiness goals.
 - Collaboration efforts with NVCC and Gear UP continue to provide wrap-around support for students, as we identify interventions to promote progress graduation and college and career readiness.
 - Recuperative Academy helped students off track for graduation, over aged and under credited to earn more credits to be on track.
 - All secondary schools participate in 3rd annual district wide SAT day, in which every student, grades 8-12 will be engaged in College Board Prep Material and Assessment: Grade 8 PSAT, Grade 9 PSAT, Grade 10 PSAT, Grade 9, PSAT, Grade 10 PSAT, Grade PSAT 11, Grade 12 SAT. This will further promote district goals to support college and career readiness.
-

CENTRAL OFFICE

Steven Strand, Director of Teaching and Learning

I. GOALS**a. *Accomplishment of Goals 2016-2017***

Engaged in a systematic standards-based review, development, implementation and evaluation process. Identify and adopt school/district-wide vertical alignment of developmentally appropriate grade specific standards. Initiate the development of curricula

through the context of instructional learning cycles. Where applicable, develop performance tools to describe, in measurable terms, student performance.

Established a strategic plan for monitoring the implementation of standards-based, concept-driven curricula through the context of high functioning, data-driven instructional teams. Map and adopt teaming structures, standards, and feedback mechanisms – including district-wide common agenda format for instructional data teams. Implement instructional teaming standards for all team meetings; evaluate effectiveness of the teaming standards in relation to its implementation.

Tracked and evaluated measurable indicators of student achievement:

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

Implemented the organizational framework that ensures school-wide collaborative inquiry pertaining to defining standards of performance concerning adult practice through a process of reflection, research and calibration. Provided staff with on-going, responsive technical assistance and coaching. Supported understanding of, and competency in standards-based grading.

Google Apps for Education (GAFE):

- Provided professional development, tailored to the needs of each school and groups within each school, to develop knowledge of and skills using GAFE (Google App for Ed). Target groups will include administrators, teachers, secretaries, parent liaisons, and tutors.
- Administrators guided to use the WPS folder to maintain agendas and minutes for all school meetings, including IDTs for all content areas, school-wide Instructional Data Teams (IDT), staff meetings, PBIS/school climate, grade level meetings, school leadership, chronic absenteeism, governance councils, Scientific Research-Based Instruction (SRBI) teams.
- Administrators used new learning related to Google Apps to communicate with staff members, posting schedules and calendars of events for the school and maintaining a school parking lot for questions.
- Curriculum councils continued to use GAFE to create curriculum documents, as well as build a clearinghouse of instructional materials and resources to support the implementation of the curriculum.
- Teachers who became certified Google Educators served as point people alongside the English/Language Arts (ELA) and math facilitators to support the teachers and administrators in implementing GAFE at each building.
- Training and collaboration/coaching on using Google Classroom and Google Apps with students in the classroom was provided for interested teachers to create pilot classrooms.

b. Goals for 2017-2018

Goal 1: Continuation of curriculum management cycle processes.

Goal 2: Include introduction to Google Drive and setting up account and school Google Group membership during New Teacher Orientation. Continued tiered professional learning for all teachers and administrators on Google Drive and Apps (Classroom, Docs, Slides,

Sheets, Forms). Expanded instructional resources in WPS Google Drive folder for all content areas. Support Google Classroom use in secondary classrooms through peer-coaching with Google “point people” and facilitators.

II. HIGHLIGHTS

Devised K-12 Standards/Curriculum Maps.

Initiated revision process pertaining to iterative Units of Study.

Created instructional rubrics/sample exemplars.

Utilized common benchmark assessment process/protocol.

Expanded Google Apps for Educators as the primary communication source for the district.

III. STRENGTHS OF EDUCATIONAL PROGRAM

As always, powerful, equitable student learning continues to be the goal of our professional learning plan – i.e. providing all students, regardless of the challenges they face, the means to master challenging content and skills in subject-specific areas, developing habits of mind for further learning, and nurturing the preparedness which defines success relative to occupational futures and productive citizenship. We believe in continually building capacity so that our students have access to highly qualified and effective teachers. To that end, we accomplish this through our coaching cycles. Essentially, our strengths are derivative to the on-going, perpetual learning context from which we build from within- our teachers are our greatest resource.

CENTRAL OFFICE

Bilingual/ESOL Education

Adela Jorge-Nelson, Supervisor

I. GOALS

a. Accomplishment of Goals 2016-2017

The Bilingual/ESOL Education Department goals were accomplished by:

- Monitoring and updating policies and procedures following the Connecticut General Statutes (CGS), Section 10-17, including the identification, assessment, placement, transferring, and exiting of English Learners (ELs).
- Offering and providing services in accordance with state, local and federal mandates.
- Providing Language Transition Support Services (LTSS) to all students who have reached 30 months in the Bilingual Program.
- Completing LAS Links testing for all English Learners in the district as required by law.
- Maintaining and analyzing student data to ensure student academic success
- Assessing and monitoring curriculum implementation by Bilingual/ESOL. department staff by ensuring Introduction to CELP; LAS Links; and Content Area Curricula by conducting collaborative meetings, teacher training, walkthroughs, and monitoring student performance.
- Supporting the implementation of Sheltered Instruction to maintain and enhance Best Practices for all students.
- Working collaboratively with Instructional Leadership Directors, Content Supervisors, Principals, and teachers, to address needs of English Learners.

b. Goals for 2017-2018

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

Strengthen and expand partnerships.

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

Continue focus on academic language development: oral language, vocabulary development, and reading in the content areas for English Learners.

Provide on-going Professional Development to ensure that all procedures and strategies aimed at improving English Learners' academic outcomes are implemented.

Continue implementation of the Bilingual/ESOL Education Department's Vision and Mission.

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

II. HIGHLIGHTS

- The Bilingual/ESOL Education Department, in collaboration with the Supervisor of Early Childhood Education Program, and the Mayor's Office, celebrated the Annual District-wide Hispanic Heritage Month Celebration
- Administered Language Assessment Scale (LAS) Links to over 2,500 ELs as mandated by state and federal requirements
- Provided written translations of 148 documents and assisted with oral translations at 56 meetings and events
- Bilingual/ESOL Education Department Teacher (Melissa Parisi) received the Teacher of the year award for Hopeville School.

The Bilingual/ESOL Education Department provided the following Professional Development:	
August 25, 2016	LAS Links and CELP Standards Introduction
August 26, 2016	CELP: Introduction, Guiding Principles & Proficiency Levels
September 8, 2016	LAS Links & CELP Standards: Introduction
September 12, 2016	LAS Links & CELP Standards: Introduction
September 13, 2016	Finalizing the CELP Presentation High School
September 16, 2016	ESL/Bilingual Reading and Basic Skills Teachers Monthly Meeting
September 16, 2016	Module 1: Roles and Responsibilities
October 3, 2016	CELP Preparation
October 7, 2016	LAS Links & CELP Standards Introduction
October 14, 2016	Practice and Planning for ELs using the CELP Standards
October 28, 2016	Hispanic Heritage Celebration
November 4, 2016	ESL/Bilingual Reading and Basic Skills Teachers Monthly Meeting: Linguistic Supports
November 10, 2016	Writing Curriculum for Newcomers
November 17, 2016	Writing Curriculum for Newcomers
November 28, 2016	New Comers Curriculum
December 1, 2016	Writing Curriculum for Newcomers
December 2, 2016	ESL/Bilingual Reading and Basic Skills Teachers Monthly Meeting

December 7, 2016	Practice and Planning for ELs using the CELP Standards
December 8, 2016	Writing Curriculum for Newcomers
December 15, 2016	New Comers Curriculum
December 15, 2016	LAS Links Training
December 15, 2016	Writing Curriculum for Newcomers
December 16, 2016	Differentiation: Strategies for ELs
January 4, 2017	ESL Course Articulation
January 11, 2017	ESL Course Articulation
January 13, 2017	ESL/Bilingual Reading and Basic Skills Teachers Monthly Meeting
January 13, 2017	Strategies to Deliver Rigorous Instruction
January 25, 2017	ESL Course Articulation
February 1, 2017	Writing Curriculum for Newcomers
February 2, 2017	Differentiated Instruction for ELs: Introduction
February 8, 2017	ESL/Bilingual Reading and Basic Skills Teachers Monthly Meeting: Laws and Federal Requirements
February 8, 2017	Writing Curriculum for Newcomers
February 10, 2017	Promoting Academic Achievement Through Recognition
February 15, 2017	Using CELP Standards to Differentiate Instruction
February 15, 2017	Writing Curriculum for Newcomers
February 16, 2017	Differentiation Instruction for ELs
February 22, 2017	Writing Curriculum for Newcomers
February 27, 2017	Writing Curriculum for Newcomers
March 1, 2017	Writing Curriculum for Newcomers
March 2, 2017	Differentiated Instruction for ELs
March 3, 2017	ESL/Bilingual Reading and Basic Skills Teachers Monthly Meeting: Linguistic Supports
March 8, 2017	Writing Curriculum for Newcomers
March 13, 2017	Writing Curriculum for Newcomers
March 20, 2017	Writing Curriculum for Newcomers
March 22, 2017	Writing Curriculum for Newcomers
March 23, 2017	Differentiated Instruction Strategies
March 27, 2017	Writing Curriculum for Newcomers
March 29, 2017	Writing Curriculum for Newcomers
April 4, 2017	Writing Curriculum for Newcomers
April 5, 2017	Writing Curriculum for Newcomers
April 6, 2017	Differentiated Instruction Strategies
April 7, 2017	ESL/Bilingual Reading and Basic Skills Teachers Monthly Meeting: CELP, Coaching Guide and Immigration
April 17, 2017	Writing Curriculum for Newcomers
April 18, 2017	Writing Curriculum for Newcomers
April 20, 2017	Writing Curriculum for Newcomers
May 12, 2017	CELP
May 16, 17, 18, 2017	Writing Curriculum for Newcomers
May 23, 24, 25, 30, 2017	Writing Curriculum for Newcomers
May 23, 2017	Cultural Exchange
May 26, 2017	Parent Community Leadership Conference: Workshop on Immigration
June 1, 5, 6, 7, 8, 2017	Writing Curriculum for Newcomers
June 2, 2017	CELP
June 12, 13, 14, 15, 19, 2017	Writing Curriculum for Newcomers

Bilingual/ESOL Education Department staff attended the following Professional Development:	
September 1, 2016	IDT Training
September 9, 2016	ACES English Learner Council
September 19, 2016	ACES English Learner Council
September 20-21, 2016	US Department of Education National/Association for Family and Community Engagement
September 27, 2016	Practitioner Data Use for Teachers of ELs
September 29, 2016	Literacy Module on Phonemic Awareness
October 6, 2016	TEAM Training
October 7, 2016	CAPELL State-wide meeting
October 22, 2016	Conn TESOL Conference 2016
October 25, 2016	TEAM Training
October 27, 2016	Analyzing Classroom Instruction to better serve EL
October 28, 2016	Hispanic Heritage Celebration
October 31, 2016	No More Low Expectations for ELs
November 3, 2016	TEAM Training
November 3, 2016	Immigrant Children and Youth Grant Workshop
November 29, 30, 2016	TEAM Training
December 1, 2016	TEAM Training
December 2, 2016	CAPELL State-wide meeting snow date December 9th, 2016
December 5, 2016	ACES English Learner Council
January 9, 2017	Panelist CT Parent Power Community Conversation
February 3, 2017	CAPELL State-wide meeting
March 6, 2017	ACES English Learner Council
March 25, 2017	MABE's Sixth Annual Southern New England Dual Language Conference
May 3, 4, 2017	MALP Institute for Educators of SLIFE
May 5, 2017	CAPELL State-wide meeting
May 8, 2017	ACES English Learner Council
May 26, 2017	Parent Community Leadership Conference at NVCC
May 31, 2017	Unpacking the Coaching and Self-Reflection Tool

Parental Involvement workshops are provided to improve student attendance, behavior and academic performance. These workshops are a collaborative effort between the Bilingual Literacy Coach, Bilingual Social Worker, Bilingual Staff Developer, Bilingual Reading Teachers, Bilingual/ESL Teachers, Parent Liaisons, Students and Parents.		
Date	Title	Location
September 30, 2016	How to help with school work	Hopeville
October 21, 2016	Helping Your Child Succeed in School	Chase
February 24, 2017	The Story Elements	Chase
April 21, 2017	Adding & Subtracting using Dominoes	Chase
May 19, 2017	End of year celebration	Chase
June 12, 2017	End of year celebration	Wilby HS

III. STRENGTHS OF EDUCATIONAL PROGRAM

English Learners are identified, placed, and serviced in accordance with Connecticut General Statutes (CGS), Section 10-17 and federal mandates.

Provide translations in the two most common languages (Spanish and Albanian) of district-wide documents as well as of forms and letters for individual schools.

Student assessment and performance data is collected, analyzed and distributed to schools in order to drive instruction and monitor students' progress as well as reported through various federal, state, and local reports in coordination with the Technology, Research, Development and Testing Departments.

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

Continue evaluation and monitoring of teacher performance through the evaluation process designed and implemented by the district as well as through walkthroughs.

IV. Statistical Data (as of May 2017) for the School Year 2016-2017

The Bilingual/ESOL Education Department currently serves approximately 2651 English Learners (ELs). Under the state statutes, where a student who has reached the thirty-month maximum in the Bilingual Program, and has not met the requirements for English Mastery Standard, Language Transition Support Services (LTSS) are provided.

Language Transition Support Services (LTSS) were provided to approximately 471 students for the time frame noted, of which 147 became eligible for during the school year 2016-2017.

1319 students were serviced through ESL classes and approximately 735 students through the Bilingual Transitional Model. There were 126 ELs who did not receive direct services due to parental request but are monitored and tested annually per NCLB.

A total of 849 new incoming students were tested for English proficiency, of which 734 qualified for and accepted services. Of these, 325 received ESL services, 344 entered the Bilingual Program and 28 were serviced through LTSS.

201 students met the exit criteria for proficiency and exited the program for the school year 2016-2017.

CENTRAL OFFICE

Early Childhood Department

Patricia Conlon Moran, Supervisor

I. GOALS:

a. Accomplishment of Goals 2016-2017

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

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

1. Combined the offices of Early Childhood, School Readiness, and Pre-K Special Education into one location to ensure a more comprehensive collaborative system to support parents enrolling their children into a Pre-K within the city of Waterbury.
2. Coaches continued to provide on-going job embedded professional development tailored to the identified needs of teachers.
3. One coach targeted non-public sites to provide technical assistance within the community.
4. Continued targeted student support provided by Instructional Coaches in small group, intense intentional instruction focused on assisting English Language Learners and students in Tier III intervention.
5. Implementing federal and state initiatives and/or mandates:
 - Added two additional School Readiness classrooms, one at Walsh School and one at Sprague School to be able to offer Pre-K to more children. These classes were ½ day with an AM and a PM session.
 - School Readiness Grant: Bucks Hill Annex, Gilmartin School, Duggan School, Reed School, Carrington School, one classroom at Walsh School and one classroom at Sprague School.
 - Alliance Grant: Waterbury Career Academy and 2 classrooms at Sprague School and 1 classroom housed at Maloney.
 - Magnet Schools: Rotella and Maloney.
 - Title I: Bucks Hill, Bunker Hill, Driggs, Sprague, Walsh, Washington, Wendell Cross, Wilson.
 - Title IIA: professional development for all Pre-K teachers
6. Supporting Data teams
7. Continuing Data Teams/Professional Learning Communities
8. Implemented a new report card for Pre-K students

b. Goals for 2017-2018:

Ensure that all the procedures and strategies outlined in the District Blueprint for Change for Literacy is implemented. This will include:

Continued development of Data Teams/ Professional Learning Communities

Continued development of systems, procedures and forms that will be district-wide rather than in individual schools.

Continue developing the alignment and integration of the Connecticut Early Learning and Development Standards into our Pre – K curriculum.

Continued focus on oral language and vocabulary for all Pre – K students.

Focus on enhancing the rigor of instruction for all students.

Providing targeted professional development based on identified needs of teachers.

Continued Coach support to non-public sites to provide technical assistance within the community.

II. HIGHLIGHTS

1. Instructional Coaches provided job-embedded professional development by coaching and modeling research based instructional practices to meet the needs of individual teachers and/or grade level teams.
2. Instructional Coaches provided targeted student support to small groups with intense intentional instruction focused on assisting English Language Learners and students in Tier III intervention.
3. Implementation of Progress Reports that are aligned to the Connecticut Early Learning and Development Standards.
4. Implementing CFAs that correlate to the Progress Reports
5. Administering the PELI (Pre-K Early Literacy Indicators) Assessment in the fall, winter and spring.

6. Foundations (Phonological awareness and phonics program) was implemented with fidelity throughout all Pre-K classrooms.
7. Data teams are very strong and are implemented with fidelity
8. The Pre – K at Waterbury Career Academy continues to be an integral part of the Waterbury Career Academy community by having the students interact with the Pre – K students in an authentic manner.
9. Parent conferences were held twice during the year to inform parents about their child's progress.
10. Providing professional development for all Pre – K teachers : Pre-K: The New Frontier, Supporting Social Competence and Preventing Challenging Behavior in Young Children, Foundations training, and Pre-K Report Card.
11. Collaborating with School Readiness Council and other Pre – K providers throughout the city.
12. Gilmartin School received NAEYC Accreditation. Maloney Magnet School and Rotella School have applied for NAEYC Accreditation
13. The Early Literacy Grant from Liberty Bank allowed us to run a Pre-K summer program (Jump Start for Kindergarten).
14. Increased parental involvement through the development of Family Science Night was very well attended by families. The event was 5:00 – 6:30 PM, hands-on activities were conducted, supper was served and children were given books to take home.
15. Collaboration days were used to provide teachers time to meet as teams to reflect and improve best practices within their classrooms.

III. STRENGTHS OF EDUCATIONAL PROGRAM

There are many strengths in this department but the overarching one is that Pre-K is the foundation upon which a child's educational journey is built and the department is committed to providing the best researched based program that is possible. The coaches and the teachers are a team that is always striving to reach to higher heights. Pre-K sites are continuing to be professional learning communities which know how to analyze data and then adjust instructional strategies based on the data.

Our teachers realize that differentiating instruction for students is critical to ensure that all children are pushed to their highest level...students who need remediation as well as students who are gifted and talented. Teaching is differentiated at this level through hands-on application of skills in an authentic manner.

Finally, the Instructional Coaches providing on-going job embedded professional development tailored to the needs of individual teachers ensures that there is continuity among and between sites. The coaches were able to provide the support and modeling to teachers based on their identified needs to ensure that the Pre-K criteria as outlined in the Early Learning and Development Standards was implemented with fidelity.

CENTRAL OFFICE

English/Language Arts (ELA) Department
Dena Mortensen, Supervisor

I. GOALS

a. *Accomplishment of Goals 2016-2017*

Engaged in a systematic standards-based review, development, implementation and evaluation process under the direction of the director of teaching and learning.

- Identify and adopt district-wide vertical alignment of developmentally appropriate grade specific CT Core standards.

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

- Adopt teaming structures, standards, and feedback mechanisms – including use of district-wide common agenda format for instructional data teams.

Tracked and evaluated measurable indicators of student achievement.

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

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

- Provide staff with on-going, responsive technical assistance and coaching.
- Support understanding of, and competency in standards-based grading.

Google Apps for Education (GAFE):

- Provide differentiated professional development for teachers.
- Add to the clearinghouse of instructional materials and resources to support the implementation of the curriculum.

Organized a Reading Degree/Certification Program in Waterbury in Conjunction with Southern CT State University

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

- Provide ongoing training and support for teachers through Professional Development (PD) days and Instructional Data Team (IDT).
- Revise Kindergarten report card in conjunction with assessment changes.

b. Goals for 2017-2018

Goal 1: Curriculum - Implement Foundations in Grade 3, and continuation of curriculum management cycle processes.

Focus:

- Complete and implement Grade 5 ELA/SS
- Develop Grades 11-12 English
- Revise Grades 6-10
- Support implementation with coaching cycles

Goal 2: Google - Expanded instructional resources in WPS Google Drive folder for the English Department.

Goal 3: SRBI - Expand the current SRBI model to Grade 7, and begin a viable SRBI model in Grades 9-12.

II. HIGHLIGHTS

- Created ELA units of study for Grades 6-10 including assessment and scoring tools (rubrics).
- Expanded instructional resources available on Google Drive.
- Systematized SRBI K-6.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Powerful, equitable student learning continues to be the goal of our professional learning plan; i.e., providing all students, regardless of the challenges they face, the means to master challenging content and skills in subject-specific areas, developing habits of mind for further learning, and nurturing the preparedness which defines success relative to occupational futures and productive citizenship. We believe in continually building capacity so that our students have access to highly qualified and effective teachers. To that end, we accomplish this through our coaching cycles. Essentially, our strengths are derivative to the on-going, perpetual learning context from which we build from within: our teachers are our greatest resource.

CENTRAL OFFICE

Health and Physical Education Department
Joseph R. Gorman, Supervisor

I. GOALS**a. *Accomplishment of Goals 2016-2017***

Achievement Area # 1: Student Performance: *Our 2016-2017 student performance goal was to continue to improve upon, or at least closely replicate the record district performance level (46.3%) achieved on the 2015 Connecticut Physical Fitness Assessment (CPFA).*

Exceeded: On the 2016 Connecticut Physical Fitness Assessment (CPFA), 52.4% of all grade 4,6,8,10 students met or exceeded the Health Standard on all four test items – slightly above the state average for all districts.

Achievement Area # 2: Staff Development: Our 2016-2017 Professional Development goal was to continuously improve instruction through methods training, fidelity to curriculum implementation, and collaborative teacher participation in ongoing curriculum research, development, and application.

Met: Continued staff research, training and integration of standards-based Elementary, Middle and High School Health, Physical Education and Wellness Curricula. Conducted full day professional development with all high school and middle school staff with National Teacher Hall of Fame inductee Deborah Tackmann on project-based health instruction. Training was professionally filmed, converted to DVD format, reproduced and distributed to all teachers as a permanent reference resource.

Achievement Area # 3: Grants Management (2):

Maintain responsible stewardship and accountability for all current grant programs.

Met: Successfully administered seventh (7th) year implementation of the Support for Pregnant and Parenting Teens Grant. Successfully administered second year implementation of the Healthy School Communities for Successful Students (HSCSS) Grant. Continued funding for Health instructional materials relevant to the PK-12 District

Health and Wellness curriculum through the Mayor's Task Force Against Substance Abuse Grant, in collaboration with Central Naugatuck Valley Regional Action Council. Funded the K-5 intramural tennis programs at Driggs, Washington, Walsh and Wendell Cross through grant funding supplied by the USTA New England and USTA CT grants.

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

Met: Applied for the eighth (8th) year of the \$175,000 Support for Pregnant and Parenting Teens (SPPT) Grant (\$1.52M to date 2010 – 2017). Successfully applied for one (1) Support for Pregnant and Parenting Teens Mini-Grant totaling \$8,668 for summer youth employment and intergenerational programs. Successfully applied for the fourth (4th) year implementation of the \$3,000 Healthy School Communities for Successful Students (HSCSS) Grant. Successfully applied for the Mayor's Task Force Against Substance Abuse \$8,973 grant through the NVRAC / DMHAS. Funds support the Waterbury Youth Council, the Mayor's Forum on Opioid Addiction, and Health Education curricula. Won companion \$2,500.00 program grants (\$5K total) from the Connecticut and New England United States Tennis Association (USTA). Sustained K-5 intramural tennis programs at Walsh, Washington, Tinker and Wendell Cross Spring 2017.

Achievement Area # 4: Athletics: Our 2016-2017 athletics goal was to sustain and grow athletic programs to empower increased student participation in athletics.

Met: Sustained K-5 intramural tennis programs at Wendell Cross, Washington, Tinker and Walsh Schools. Unified Sports programs expanded to include Wallace and West Side Middle Schools. Updated the Interscholastic Athletics Academic Eligibility policy. Collaboratively drafted with the Athletic Directors a new Coaching Evaluation system. Completed implementation of year-round full-time athletic trainers for all interscholastic high school teams throughout SY 2016-2017 with Select Physical Therapy Group. Sustained annual arrangement with StayWell Health Center to provide in-school sports physicals at all schools four times per year at zero (\$0) cost to the district. Sustained collaborative process for rehabilitation of football equipment to comply with state regulations whereby all HS programs pool their resources to leverage costs. Consulted on the athletic and tennis facilities renovations at Wilby HS and Crosby HS

b. Goals for 2017-2018

Goal 1: Successfully implement the revised (2017) HPE 842 Recreational and Lifetime Wellness Skills curriculum with Grade 10 students at all high schools. Our 2017-2018 student performance goal is to continue to improve, or at least maintain close proximity to the district's record performance levels on the 2016 Connecticut Physical Fitness Assessment (CPFA).

Goal 2: Successfully recruit at least three (3) district schools to begin implementing active classroom strategies to support academic instruction. Our 2017-2018 Professional Development goal is to continuously improve Health and Physical Education instruction through standards and methods training, fidelity to curriculum implementation, collaborative teacher participation in ongoing curriculum research, development, application and integration.

Goal 3: Conduct full day Mental Health First Aid training with all secondary Health and Physical Education teachers. Our 2017 -2018 Grants management goals is to continue responsible stewardship and accountability for all current grant programs, and to seize opportunities to secure new funding sources to advance student, school and community health and wellness.

Goal 4: Secure Board approval for new coaching evaluation system and implement with all coaches in all sports through the athletic directors, principals, and human resources department. Our 2017-2018 athletics goal is to continue to facilitate and empower the efforts of principals, athletic directors and coaches with programs and initiatives that increase student participation and generate qualitative outcomes for students-athletes.

II. HIGHLIGHTS

- On the 2016 Connecticut Physical Fitness Assessment (CPFA), 52.4% of all grade 4,6,8,10 students met or exceeded the Health Standard on all four test items – slightly above the state average for all districts.
- Mayor O’Leary’s Kids Marathon – 2600 youth ran in the final event on June 1, 2017.
- Department Supervisor represented the Waterbury Public Schools at the Connecticut Association for Health, Physical Education, Recreation and Dance (CTAHPERD) state conference November 2016.
- Department Supervisor represented the Waterbury Public Schools at the SHAPE America National Convention in Boston, Massachusetts March 2017.
- 1500 students from 12 schools attended the Spring Fun 102 College and Career Fair and hockey game at Webster bank Arena in Bridgeport April 1, 2017.
- HPE 842 Recreational and Lifetime Wellness Skills curriculum completely redesigned, revised for transition to grade 10 students in SY 2017-2018.
- Launched the “Building A Healthy Future” anti-obesity initiative in collaboration with the School Health and Wellness Council, WPS Food Services and the Waterbury Board of Health.
- Supervisor Joe Gorman elected Vice President of the Connecticut Association of Administrators of Health and Physical Education (CAAHPE) March 2017.
- Coordinated the district Save A Life Tour – Distracted Driving program at Crosby, Kennedy, Wilby, Waterbury Arts Magnet and Career Academy high schools at no cost to the district.
- Facilitated district-wide PK – Gr. 2 pediatric eye screening program with Lion’s Club International / KidSight USA resulting in 3,489 screenings and 672 eye treatment referrals (at zero cost to the district).
- Driggs Physical Education teacher Tim Mete conducted Fun and Fitness workshops with students and parents for the Martin Luther King Day community event at the Waterbury Career Academy January 2017.
- Facilitated the “Every Smile Counts” survey in collaboration with district principals and the Connecticut Department of Public Health.
- Department Supervisor represented the Waterbury Public Schools at the 25th annual Connecticut Association of Schools Elementary Leadership Conference - January 2017.
- Reviewed and updated the District Wellness Policy in collaboration with the School Health and Wellness Council September 2016 - June 2017.
- Coordinated Lifeguard re-certification with secondary staff – November 2016.
- Represented WPS on the Waterbury Regional Opioid Task Force workgroup.
- Represented WPS on the Greater Waterbury Health Improvement Project Healthy Lifestyles workgroup.
- Represented WPS on the Bridge to Success Positive Youth Development workgroup
- Maintained operational capabilities of all 42 automated external defibrillator (AED) units throughout the district.
- Coordinated prescription drug abuse prevention training for all department staff in collaboration with the CVS Pharmacy October 2016.
- Coordinated glucagon administration training for all department staff in collaboration with the School Health and Wellness Council and the School Medical Advisor December 2016.

- Coordinated HPV vaccination / adolescent cancer prevention training for all department staff in collaboration with the Southwest Area Health Education Council (SW AHEC) January 2017.
- Ongoing consultations with principals and teachers throughout the district re: effective integrations of active classroom instructional strategies and methodology
- Waterbury's Wellness Policy selected for use as an exemplary training model by the Connecticut State Department of Public Health and CSDE – March 2017.
- Chase School Jump Rope for Heart program raised \$3,475.00 for the American Heart Association.
- Maloney School Jump Rope for Heart 2017 program raised \$3,300.00 for the American Heart Association (Running total of \$14,000+ over the past 3 years).
- Elementary Health Specialist Lori Laudisi was awarded the Ronald McDonald Charity Award as a local hero for untiring work as a distinguished educator of young people. She donated her \$1,000 award to Special Olympics.

III. STRENGTHS OF EDUCATIONAL PROGRAM

The strengths of the Health and Physical Education Department have not and will not change in any significant way in the foreseeable future. Our primary strengths continue to be our people, our evolving program, and our shared commitment to seek continuous improvements that benefit our kids physically, academically and socially within and beyond our own instructional environments. The blending of Physical Education with Health and Wellness instruction at all levels has addressed a long-term student need for our learners, and continues to evolve positively. The curriculum revision processes for High School, Middle School and Elementary Health and Physical Education have been, and continue to be products of ongoing teacher collaboration. Revisions are standards-based, teacher-generated and directed, and are advised by direct feedback from the students themselves. The rate of teacher ownership is high because they recognize that they are designed and developed by their colleagues. High School students continue to participate in the design and execution of their own self-directed Fitness Plans in HPE 840 in order to personalize their educational experience. Staff participation in developing alternatives to the traditional physical education program continues to demonstrate genuine responsiveness to the needs of all students at all levels, particularly this year with the full integration of HPE 842 – Recreational and Lifetime Wellness Skills at the high schools. The ongoing direction and supervision of prevention services and grants management by the department of Health and Physical Education will continue to serve the interests of the district, and all its students. Elementary Physical Education teachers administer a content area that is exceptionally attractive to the vast majority of children. We intentionally capitalize on this interest to advance cross-disciplinary learning and character development through the medium of movement / creative play, and we strive to steadily replicate this concept ever more effectively upward into the middle and high school levels. Data Driven Decision Making (DDDM) advises Health and Physical Education instruction and continues as the embraced norm within the Department. Department staff is actively engaged in both the academic and extracurricular life of their schools through their participation in committees, special events, coaching assignments, and other roles of leadership within their respective Professional Learning Communities. As such, they are connected to the school improvement planning process, and utilize this knowledge in designing effective instructional improvements.

CENTRAL OFFICE

Mathematics Department
Janet Frenis, Supervisor

I. GOALS**a. Accomplishment of Goals 2016-2017**

In the 2016-2017 school-year, the average scale score gain on end-of-year diagnostic testing in math rose from 16 points in 2015-16 to 28 points utilizing i-Ready data to diagnose student needs and to provide targeted intervention, including small group instruction, in grades two through five.

In the 2016-2017 school-year, the Mathematics Department established a curriculum committee that created performance tasks and rubrics to measure student's problem solving abilities. This goal focused on increasing high school students' abilities to persevere in solving rich, complex mathematical problems through classroom instruction and problem solving opportunities as well as frequent monitoring of formative assessments. Students showed significant improvement by the end of the year. The Mathematics Department Curriculum Council also created common mid-term and final examinations for Algebra I, Algebra II, and Geometry. Teachers were provided with professional development designed to promote effective instructional practice aligned with goals, the CCT Rubric, Connecticut Core Standards and district curriculum and assessments. Curriculum work will continue in the 2017-2018 school year.

b. Goals for 2017-2018

Goal 1: Increase performance in identified content areas by grade in middle school. The Mathematics Department will focus on instructional strategies and progress monitoring so that students will meet these goals. In addition, the curriculum council will be expanded to include middle school teachers in the process of curriculum revision and assessment alignment.

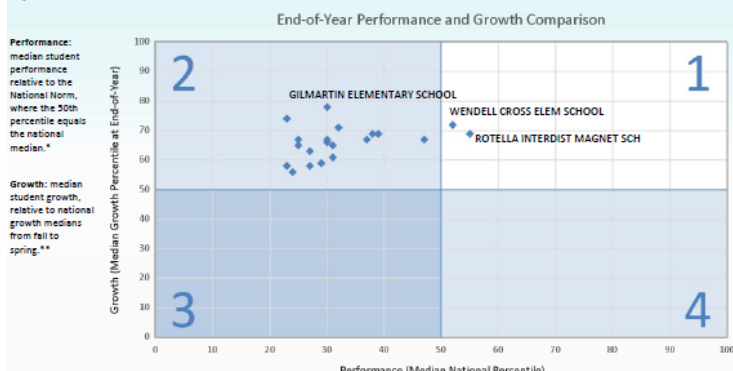
Goal 2: Increase the percentage of students on grade level in mathematics in grades 2-5 using i-Ready diagnostic testing as a growth measure.

II. HIGHLIGHTS

All elementary schools averaged more than one school year's growth based on end of year i-Ready testing and significantly reduced the percentage of students performing more than one grade level behind in mathematics. In addition, all elementary schools exceeded the national median for growth with two elementary schools also exceeding the national average in performance.

Performance and Growth by School

Comparison of median student performance and median growth percentile at 30 weeks by school.



III. STRENGTHS OF EDUCATIONAL PROGRAM

We supported teachers and administrators as they encouraged student development of key cognitive processes such as problem-solving, abstract thinking, communication, representation and evaluation, engaging students to apply mathematics. We continue to work with students, teachers, administrators and families to provide rigorous academic learning that is developmentally appropriate and aligned to standards.

CENTRAL OFFICE

Science and Technology Department
John Reed, Supervisor

I. GOALS**a. *Accomplishment of Goals for 2016-17***

This past year both Science and Tech Ed made significant progress in writing new standards-based curricula. The Science Council met on a twice-weekly basis to create middle school curricula aligned with the Next Generation Science Standards. The Tech Ed Council met on the same schedule to work on curricula aligned with the State CTE Standards and Competencies. A draft Chemical Hygiene Plan was written and circulated for review.

b. *Goals for 2017-2018*

Goal 1: The middle school NGSS-aligned Science curricula will be completed, and the elementary science curricula initiated. The Tech Ed curricula in the five CTE topic areas will be completed.

Goal 2: The Chemical Hygiene Plan will be finalized and implemented in middle and high school science facilities.

II. HIGHLIGHTS

Over 600 students participated in the Invention Convention as part of the Extended School Hours program. School level conventions and a district convention were held, and fifty Waterbury students went on to State level conventions. One student was selected to attend the National Invention Convention in Washington DC.

III. STRENGTHS OF EDUCATIONAL PROGRAM

The expertise and dedication of our Science and Tech Ed teachers was on display throughout the year in our curriculum councils. The ingenuity of our elementary students shown through in their successful participation in the Invention Convention.

SPECIAL EDUCATION AND PUPIL PERSONNEL

Melissa Baldwin, Interim Director of Special Education

Wendy Owen, Administrator of Pupil Personnel

Roberta Abell, Lisa Brown, Denise Carr, Robert Delaney, Lisa Higgins (Interim), Monica O'Neal, Melina Rodriguez, Amy Simms, Sharon Walsh, Supervisors of Special Education

Dunia Rodrigues, Data Manager, and Elaine Skoronski, Grant Coordinator

I. GOALS**a. *Accomplishment of Goals 2016-2017***

Special Education and Pupil Personnel Department continues to monitor and analyze required Connecticut State Department Education SPP indicators with a focus on significant disproportionality summary report data published May, 2016 related to suspensions.

The Special Education and Pupil Personnel Department developed a plan to provide training and professional development on Seclusion and Restraint to all school staff per PA 15-141, legislation requiring a plan to be implemented not later than 7/1/2017. **Update:** Restraint and seclusion is no longer required for all school staff per regulations. The Special Education and Pupil Personnel Department will continue to monitor legislation and plan accordingly.

The Special Education and Pupil Personnel Department implemented Social Skills Curriculum SuperFlex in all elementary BDLC classrooms.

The Special Education and Pupil Personnel Department created a district-wide crisis plan and protocol to be utilized by the crisis team.

Paraprofessional development was offered during the 2016-2017 school year based on student and district needs and legislative updates.

The Special Education and Pupil Personnel Department continues to explore worksites and expand options for college / career readiness. This year the department has partnered with the Northwest Region Workforce Investment to provide our students with paid/unpaid internships, and opportunities to participate in earning certificates at institutes of higher education (e.g. NVCC).

The Special Education and Pupil Personnel Department continues to support and train pupil personnel staff on mental health issues and cultural sensitivity to promote a positive School Climate and Culture.

The Special Education and Pupil Personnel Department will develop procedures for monitors out of district placements. At the onset of the current school year, there were 82 special education students out placed in Out-of-District placements; of the 82 students, 18 were returned to district programs.

The Special Education and Pupil Personnel Department will coordinate with the content area supervisors in implementing reading and math curriculum to support students receiving specialized services.

The Special Education and Pupil Personnel Department hosted a table at the annual Back to School Rally at Library Park. Providing literature and information to parents on such topics as Procedural Safeguards, Transition and Section 504.

All graduating 12th grade students have a post-secondary plan.

b. Goals for 2017-2018

Special Education and Pupil Personnel Department will continue to monitor and analyze required Connecticut State Department Education SPP indicators with a focus on significant disproportionality summary report data published May, 2016 related to suspensions.

The Special Education and Pupil Personnel Department will continue to monitor student attendance data that will assist in the implementation of systems and strategies to assure students access their education.

The Special Education and Pupil Personnel Department will continue to provide training and professional development on Seclusion and Restraint to relevant school staff.

Paraprofessional development will be offered during the 2017-2018 school year based on student and district needs and legislative updates. Training to include Mental Health First Aid, Workplace First Aid/CPR, etc.

The Special Education and Pupil Personnel Department will continue to support and train pupil personnel staff on mental health issues and cultural sensitivity to promote a positive School Climate and Culture; training regarding Cognitive Behavioral Therapy for trauma, LGBTQTA laws and sensitivity and Restorative Practices will be provided.

The Special Education and Pupil Personnel Department will continue to monitor out of district placements.

The Special Education and Pupil Personnel Department will continue to hold quarterly meetings for School Psychologists, Social Workers, School Counselors, BDLC Teachers and Speech Language Pathologists to review any new policies, procedures, and best practices.

The Special Education Department will monitor the percent of students planned for the Alternate Assessment.

The Special Education and Pupil Personnel Department will increase knowledge and collaboration around SLD/Dyslexia with regards to resources for diagnosing and providing relevant, appropriate services.

The Special Education and Pupil Personnel Department will increase accessibility and technological resources for special education teams.

The Special Education and Pupil Personnel Department will increase accessibility and provide professional development of resource for Assistive Technology, including Bookshare.

The Special Education and Pupil Personnel Department will create a template for continuum of services and curriculum for students with intellectual disabilities.

Pupil Personnel will continue to ensure that all graduating 12th grade students have a post-secondary plan aligned to their Student Success Plan.

II. HIGHLIGHTS

Four Special Education and Pupil Personnel Department staff members received Teacher of the Year awards in their buildings.

The Special Education and Pupil Personnel Department will develop procedures to monitor out-of-district placements. At the onset of the current school year, there were 82 special education students out placed in Out-of-District placements - of the 82 students, 18 were returned to district programs.

Over the course of the 2016-2017 school year, 21 sessions of crisis and support team training were given to 197 staff members as a means to comply with Seclusion & Restraint regulations.

The Confidential Rapid Response Team met monthly to review DCF 136 forms, verified acts labeled Bullying and Student Safety Support Intervention Plans.

NAMI conducted mental health presentations to Enlightenment and State Street staff.

Staff from State Street and Enlightenment School attended Restorative Practices training conducted by the CSDE.

This year our Medicaid Department submitted electronic Time Studies, provided Service Provider and Administrative staffing lists, and completed Statistics and Penetration Data. All of this information was submitted to the State of Connecticut Department of Social Services when requested approximately 3-4 times per year. The Medicaid Department also selected three Medicaid audits to review our provider's records. In addition, the Medicaid Department provided training at Professional Development to providers on completing Medicaid paperwork for audits and record keeping.

The Data Team transitioned to PowerSchool Special Education IEP program seamlessly. In addition, to be timely and accurate in all special education state data reports, the department submitted testing accommodations with no errors.

The Preschool Bucks Hill Annex, in addition to Carrington and Duggan, maintain National Association for the Education of Young People (NAEYC) accreditation. Gilmartin School achieved initial NAEYC accreditation this school year.

In August of 2016 the Office of Early Childhood opened. The School Readiness Office along with the Early Childhood Office merged with the special education preschool team at the Bucks Hill Annex to provide a more central location for parents and to align our services in one building for our school system and community. During this transition our Early Intervening Services (EIS) and Playgroup Sessions conducted out of the Bucks Hill Annex transitioned to the Office of Early Childhood.

Naugatuck Valley Community College (NVCC) Waterbury Public Schools Transition Program: The Waterbury Transition Program at NVCC culminated this academic year on June 14, 2017 with the presentation of high school diplomas to the 11 students in the program. Students were from Crosby, Kennedy, Wilby, and WAMS. Students audited classes both semesters. In all students audited First Year Experience, Art History, Math, English, and Criminal Justice classes.

The students began their community based worksites on October 2, 2016. Students volunteered one day per week at the following locations: Children's Community School, Brass City Charter School, the East End Senior, Walsh Elementary School, Wendell Cross

Elementary School and the Hispanic Coalition. A new worksite was added this year: the Central Vehicle Maintenance Garage. One student was placed there the entire school year.

Open House was held on September 14, 2016 and September 21, 2016 in the afternoon and the evening to accommodate working parents. In regard to Adult Transition Services, 6 out of 11 students are connected with DORS for the supports and accommodations that they may access in the future. Additionally, these students have completed the intake workshops for the Level Up summer employment program.

The diploma presentation on June 14, 2017 had an estimated 25 to 30 parents and honored guests in attendance including the Dean of Admissions, Dean Gager. Six students were accepted to NVCC for Fall 2017, student will attend Porter and Chester Institute for Electrician training, one student attending Belle Academy for cosmetology, and three students are looking at competitive employment.

III. STRENGTHS OF EDUCATIONAL PROGRAM

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

Pupil Personnel:

The Pupil Personal Department is committed to providing a safe, secure environment that promotes learning and college and career readiness. The Pupil Personnel Department heads the Safe School Climate Committee (SSCC) and Confidential Rapid Response Teams. The SSCC is in the process of revising progressive intervention and discipline, embedding Restorative Practices. WYS staff conducted a presentation for all secondary administrators on the Juvenile Review Board and referral. In addition, the district's Safe School Climate forms are in the process of revision in collaboration with the CSDE. The Pupil Personnel Department is a representative on the Tiered Levels of Intervention team, DMC, Health and Wellness Committee, Opioid Workgroup, SPPT Grant and Sensitivity Taskforce. Pupil Personnel works collaboratively with the Health Department on creation and revision of policies.

Professional development has been provided to Attendance Counselors and Behavior Technicians. Behavior Technicians submit monthly data on the interventions and interaction with students. Attendance counselor logs have been revised to track additional data and are submitted and reviewed monthly. In addition, several Attendance forms were reviewed and news forms developed. Tiered levels of intervention were drafted and presented to staff at the OEC to address preschool attendance. The Waterbury Youth Service Contract for truancy referrals was presented to the Board of Education and Board of Alderman in June for approval. Meetings have been held with school counselors, with a focus on high school. School Counselors have been provided with professional development on such topics as Sexting, Sexual Abuse Awareness and Prevention and Engaging Families of Students with Mental Health Needs. All 12th grade students have post-secondary plans upon graduation. NVCC conducted onsite application processing and acceptance. High School Counselors attended an informational breakfast at UCONN to promote the Waterbury campus. Parent presentations were conducted on Naviance, financial aid, scholarship information and job searching strategies. To establish districtwide consistency, a High School Program of Study template was created to be utilized by all high school counselors to document student meetings, credits earned, student interests and needed courses/notes.

The Pupil Personnel Department is in the process of revising 70 proposed Advisory sessions for the 2017-2018 school year as well as developing a districtwide template for implementation of Naviance for Student Success Plans.

Pupil Personnel has distributed information to administrators via the Chief Academic Officer's newsletter on topics such as In and Out of School Suspension Guidelines, Sexual Abuse Awareness staff and Parent PowerPoint presentations, ED166, High School Program of Study, revised Expulsion Procedures, Section 504, NAMI Mental Health Staff presentations and Restorative Practices training dates.

Student Support Services

The Special Education and Pupil Service Department continues to provide a variety of support services in areas such as Speech and Language, Occupational and Physical Therapy, Assistive technology, Psychology, Social Work and Nursing Services. The District actively seeks out new ideas for improvement and expansion of its programming and implements trainings and supports in any area that benefits students with disabilities in the district. The Supervisors of Special Education continue to meet weekly to discuss issues that arise within The Special Education and Pupil Personnel Department. These meetings are led by the Director of Special Education.

School Psychologists promote educationally and psychologically healthy environments for all children and youth by implementing research-based, effective programs that prevent problems, enhance independence and promote optimal learning. Within the district, we meet quarterly to discuss district initiatives and focus on compliance with the relevant SPP indicators of the CSDE Annual Performance Review, such as the Evaluation Timeline (Indicator 11). All school psychologists act as liaisons to the Special Education team and assist staff at the building levels.

Over 40 School Social Workers promote and support healthy development in all children to attain their maximum potential. During the 2016-2017 school year, the School Social Workers have supported students and staff through the district wide crisis team 7 times totaling over 203 hours of counseling supports. The school social workers have also worked collaboratively with community service providers to address the mental health needs of our students and families. Through attendance at school and community events as well as professional development, the school social workers have increased their ongoing commitment to address the social/emotional needs of our students.

Specialized Programs:

The department continues to maintain specialized programs within the district, which greatly minimizes the need for out placing students. The department continues to monitor and make programmatic changes to the Behavioral Disorder Learning Center (BDLC) programs at the elementary, middle and high school level to support the academic, emotional, behavioral and transitional needs of students. Data-driven decision making has led to the incorporation and revision of Behavior Intervention Plans, safety plans, Functional Behavior assessments, check in/check out, individual and/or group counseling, and consultation with various school support staff. In addition, all students in the BDLC classrooms have access to Scientific Research Based Interventions to address both academic and behavioral needs. Students are exposed to grade level curriculum via the implementation of their IEP goals and objectives, which are directly aligned with the Common CORE state standards.

The Waterbury Special Education Department oversees Out-of-District placements and all Waterbury nexus students placed in foster homes outside of the Waterbury Schools. For the 2016-2017 School Year, we currently have 82 special education, one 504 student, and three regular education students in out of district placements. There are currently nine students placed out by DCF, one student placed out by DDS, five students placed out by the Court, three students placed by insurance providers, and 68 students placed out by the

WBOE. In the foster out caseload, there were 23 students that transferred in and out for the following reasons: 13 students changed nexus status, five students entered a Waterbury district school, one student was placed in an out of district placement, one student went AWOL, one student went to adult education, and two students went to State Street School. These students attend schools in the town where their current foster home placement is located. This caseload fluctuates throughout the school year. During the 2016-2017 school year, there are 15 students currently placed out due to foster care placements. We have 10 students placed by Waterbury in other district school programs, such as vocational programs.

One student went to adult education. Eight students graduated with diplomas. During the school year, eight students came in from other districts. Our office also continues to maintain records for students placed in USDII facilities as well as a variety of statewide detention centers such as New Haven and Bridgeport. Their cases are re-opened with the Waterbury Public Schools upon their return from these facilities.

Waterbury Public Schools adheres to the guidelines for transition in accordance with state and federal laws. All birth to three transition planning and placement meetings are held at the Office of Early Childhood which opened in August of 2016 to provide parents and families with a central location and continuum of services. From July of 2016 to June 1, 2017, there were approximately 157 birth to three referrals. The total number of referrals for the school year is approximately 214 children which include all preschool children in various settings (playgroup, classroom, and transfers-in). Due to the growing needs of our preschool population, Co-Taught Pre-K 4 year-old classrooms at Reed, Gilmartin, Duggan, Wendell Cross, Wilson, Bucks Hill Main, and Carrington increased seat capacity for special education from eight seats to nine seats providing 63 seats for 4-year old students. The Bucks Hill Annex opened two additional 4-year old full day classrooms allowing for a total number of 27 seats (4-year old half and full day seats). In addition, the Bucks Hill Annex opened two additional self-contained classrooms to support birth to three, transfer-in, and newly identified children.

In the summer of 2016, the ABA (Applied Behavioral Analysis) program district wide (Preschool through 21), piloted a new curriculum. The curriculum, Teach Town, provides teacher-led ABA instruction in the areas of vocabulary, listening skills, social-emotional development, independence, academic, and cognitive skills. The curriculum was purchased for the 2016-2017 school year and yielded 1,211 lessons mastered. In addition to the implementation of the program this school year, the ABA Therapists and Teachers were provided professional development at the beginning of the year as well as a site visit by a Board Certified Behavior Analyst from Teach Town in the spring of 2017 for best programmatic practices. The curriculum will be continued for the 2017-2018 school year with a focus on social skills preschool through 21. An additional BCBA (Board Certified Behavior Analyst) was hired for the 2016-2017 school year to support the district wide ABA programs.

OFFICE OF COMPETITIVE GRANTS

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

I. GOALS**a. *Accomplishment of Goals 2016-2017***

The Competitive Grants Writer researched and evaluated grant opportunities to assist Waterbury schools with reaching the *WPS Blueprint for Change* goals. The Grant Writer aggressively pursued funding, drafting and submitting grant applications developed in collaboration with district personnel and community-based partners. She designed the applications to secure monies to facilitate: providing all students with quality school principals and teachers who deliver rigorous and effective instruction; ensuring all students equal access to quality curriculum aligned to common core state standards; providing all students with a positive school climate; and/or ensuring that all students who enter grade 9 graduate on time prepared to enter colleges or careers of their choice (Goals, *WPS Blueprint for Change, 2012-2017*).

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

Grants awarded during 2016-17 to Waterbury Public Schools from applications prepared, in whole or in part by the Grant Writer, included USF (e-rate) Discounts; foundation grants for school programs including Robotics, Primary Mental Health Grant; three (five year) 21st Century Community Learning Centers Afterschool Program grants; Support for Pregnant and Parenting Teens; Young Parents Program; Low-Performing Schools Bond Funded Grants (13); an Alliance Schools Bond-Funded School Building Improvements grant for 15 schools (Round 1); four (4) Improving Student Achievement in Low-Performing Schools (1003(a)) grants; the Carl D. Perkins Grant; and the Alliance District/Priority School District Consolidated Grant (Year 5).

b. *Goals for 2017-2018*

Goal 1: Continue to aggressively pursue competitive grants that assist the district in accomplishing school reform Initiatives.

Goal 2: Continue to assist teachers and administrators to develop the ability to pursue grants for their schools, through workshops, technical assistance sessions, consultations, and/or newsletters.

Goal 3: Continue to actively pursue opportunities to collaborate on grants with other school districts, other educational entities, universities, businesses, community collaboratives, and community-based and/or faith-based organizations.

II. HIGHLIGHTS

As of June, 2017, the total of grants prepared by the Grant Writer in whole or in part, and awarded to Waterbury Public Schools during 2016-17 exceeded \$30.3 million, including \$22,608,466 for Alliance District and Priority School District grants, and \$7,774,890 for the Carl D. Perkins Grant and all competitive grants. Grants sought by the Grant Writer for Waterbury Public Schools during the 2016-17 fiscal year total \$5,989,539, for the Carl D. Perkins Grant and all other grants. These grants included multiple government grant

applications and a number of foundation grants for school programs. Additionally, the Grant Writer facilitated consideration by district leaders of numerous grant funded projects in which Waterbury teachers and students were invited to participate by other organizations.

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

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

III. STRENGTHS OF EDUCATIONAL PROGRAM

Competitive Grants, and other grants prepared by the Competitive Grant Writer, continue to fund programs to support District priorities related to improving student achievement in literacy, math, science, and other subjects; to providing a safe/healthy school environment; and to assuring high school students graduate ready for college and careers of their choice. Through the use of USF Discounts obtained this year Waterbury has received substantial discounts for telephone service for the Education Department.

The Grant Writer has brought her expertise to bear in the development and preparation of many competitive grants, the WPS Alliance District/Priority School District Consolidated Grant Application, and the Carl D. Perkins Grant, all for the benefit of the district and its more than 19,000 students. The continued pursuit and acquisition of grants by the Competitive Grants Writer will afford Waterbury teachers/administrators and students additional resources to improve teaching and learning with the expected outcome of improved student achievement. In so doing, the Competitive Grants Office will continue to help Waterbury Public Schools to achieve its strategic goals, and accomplish its mission of providing *all* students with opportunities "to maximize their skills and talents."

COMPUTER TECHNOLOGY CENTER

Management, Information, and Technology
Will Zhuta, Supervisor

Mission Statement:

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

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

I. GOALS**a. *Accomplishment of Goals 2016-2017***

Network

- Update all XP Machines to Windows 7 and/or decommission.
- Started to replace fiber, edge routers, switches, smartboards and legacy PC's in schools.
- New Storage Area Network (SAN).
- Research Command and Control Security Center for Superintendent Conference Room.

Student Information Systems (SIS)

- Start implementation of new SIS.
- Perform Fit-Gap Analysis to determine what components "Fit" within the scope of the project and identify any "GAP's" – needed solutions.
- Create student accounts for Google Docs – for all students.
- Developing new Principal and Central Office Dashboards.
- High School Scheduling Analysis.
- Reduced the number of teachers needed in the High School.
- Efficient teacher schedules.
- Increased the average class size.

Security

- Forced Users to change their password to a "Strong password" every 90 Days- to further reduce compromises.

Policy

- New 5 Year Technology Plan.

b. *Goals for 2017-2018*

Support and Service

- Increase transparency and open communication to all levels of the Organization.
- Clearly define and meet expectations.
- Effective Professional Development for All Staff on the new SIS "PowerSchool."
- Improve "Customer Satisfaction."

IT Governance

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

Effectively manage and maintain control of IT assets

- Manage and maintain inventories.
 - Evaluate Inventory control system.
- Standardize Tech Purchases (market check periodically)
 - Pre-bid PC, Printer and Smartboard device to ensure consistency in pricing, models, specifications and all technology meets district standards set by my office.

Implement measures to secure Information Technology

- LAN, WAN, Wireless
 - Encryption
 - Monitoring network traffic traversing network
- Desktop Security policy – Strong Passwords
- Communicate awareness, training, prevention
 - Website
 - Email blasts
 - Training

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

- Malware
- Power Outages
- Social Engineering
- Denial of Service (DOS)
- Distributed Denial of Service (DDOS)
- Intruder

Vulnerabilities - weaknesses in design, implementation, operation or internal control

- Unpatched system
- Weak passwords
- Lack of protections- anti-virus, malware, unlocked doors

Exploits - known way an attacker can leverage a vulnerability to cause harm

- Gaining sensitive information via social engineering attack

Intrusion Protection and intrusion Detection Systems

- Hardware or Software devices that work to detect (IDS) cyber security intrusion or prevent (IPS) by matching known malicious network traffic.
- Properly tuned systems will thwart attacks before they make it to the server.
- IDS- will detect anomalous activity, generate an alert and capture a packet for further analysis.

Develop and Maintain Disaster Recovery Plan

- Data Loss Prevention- Software that tries to prevent sensitive or proprietary info from leaving the organization (i.e. SS# via email).
- Backup plan- physically separated where information is stored and servers are hosted - duplicating every piece of hardware (if possible).

Manage and maintain data integrity and availability

- Backup and restore procedures.

Maintain and improve Wide Area Network /Local Area Network Architecture

- Replace the Fiber between Data Closets to OM3/4.
Increase transmission speed.
Support online testing, increase bandwidth demand.
B.Y.O.D. initiatives.
Infrastructure backbone that can handle future growth.
Support 25,000 devices that traverse the network.

Print Management System

- Research solutions.
- Develop Request for Proposal and evaluate Vendor Solutions.
- Plan, Execute and Monitor implementation.

S.W.O.T. ANALYSIS

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

Network

- Upgrade Wireless Access Points.
- Replace Smartboards.
- Upgrade Network Infrastructure.

- Replace Legacy Voicemail System.
- Update SharePoint Server.
- Upgrade Mail Server.

Student Information Systems

- Implement PowerSchool.
- DashBoard Redesign.

Security

- Implement Asset Management Software- Inventory Control.
- Evaluate connections for the Police Department to the School Network to access camera video feeds.

Policy

- Develop Social Media Policy.
- Develop New Disaster Recovery Plan.

II. RESPONSIBILITIES AND STRENGTHS

IT Planning

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

Network Services

- Infrastructure
- Network Design
- Network Integration
- Network Security
- Telecommunications

Print and Email Operations

- Document Analysis
- Print Services
- Email services

Security and Surveillance

- Door Locks
- Badges
- Panic Systems
- Alarms
- Camera's
- NVR's

Service Management

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

Project Management

- Planning and Discovery
- Organizing
- Implementation
- Controlling

Technology Infrastructure

- System Administration
- Server Administration
- Database Administration
- Infrastructure Administration/ Architect
 - LAN Architecture
 - WAN Architecture
 - VLAN's

Security Network Manager

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

District Technology Support Team Building Tech Support/Support Services Manager

- Building Techs

Operational Management

- Device Security and Access
- Configuration Management
 - Standards and Backups
- Log Review (Firewall, Servers, Switches, Appliances)
 - Audit
 - Critical Alerts
 - System Alerts
- Disaster Recovery
 - Identify Critical Components

Student Management

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

Computer Repair and Maintenance

- More than 25,000 on site computer repairs, network issue and service calls.
- Install, repair and maintain printers and faxes in the district.
- Order and install parts for computer repairs.
- Backup and restore documents on PC's.
- In-house monitor repair.
- Technical support for school administrative and teaching staff.
- Inventory of the district equipment.
- Warranty repair.
- Network infrastructure maintenance and repair.

Wireless Support <ul style="list-style-type: none"> • Controllers • Access Points • Laptops • Tablets • Printers • Mobile Devices 	Security <ul style="list-style-type: none"> • Doors • Badges • Panic Systems • Camera's 	Vendor Support <ul style="list-style-type: none"> • Service Level Agreements • Maintenance • Warranty • Scope of Services
Software Support <ul style="list-style-type: none"> • SIS • Assessment • Testing • Google Docs • Google Classroom • Email • MS Office • Student Learning • Content Specific 	Database Support <ul style="list-style-type: none"> • DB2 • SQL • Access 	Data Backup <ul style="list-style-type: none"> • Servers • Desktops Evault AS400
Internet Support <ul style="list-style-type: none"> • Connectivity • Filtering • E-Rate • Vendor 	Web Filtering <ul style="list-style-type: none"> • CIPA Compliance • Block Requests • Access Requests • Monitoring 	Desktop/Server Security <ul style="list-style-type: none"> • Anti-Virus • Malware • Spyware
Email <ul style="list-style-type: none"> • Server maintenance • Spam Filtering • Phishing • Staff Accounts • Student Accounts • Archiving • Restoring • Security 	VM Support <ul style="list-style-type: none"> • Servers • Infrastructure • Updates • Patches • SAN Connectivity • Database integrity • Connectivity 	Cisco IOS Support <ul style="list-style-type: none"> • Firewalls • Source Fire • Switches • Controllers • VOIP • Access Points • VPN

FOI Requests <ul style="list-style-type: none"> • Litigation • Document Creation/Retrieval • Reports • Review 	SIS Support <ul style="list-style-type: none"> • Student Demographics • Discipline <ul style="list-style-type: none"> ◦ State Reporting ◦ Local Reporting • Transcripts <ul style="list-style-type: none"> ◦ Naviance • Attendance <ul style="list-style-type: none"> ◦ Attendance Counselors ◦ Attendance Call Automation • Scheduling <ul style="list-style-type: none"> ◦ Student/Staff • Teacher Grade Book <ul style="list-style-type: none"> ◦ Assignments ◦ Grading ◦ Report Cards ◦ Progress Reports • State Reporting <ul style="list-style-type: none"> ◦ Students ◦ Course/Grades ◦ Homeless 	Web Site <ul style="list-style-type: none"> • Vendor SLA • Content • District Site
Internet of Things <ul style="list-style-type: none"> • HVAC • Lighting • Bell Schedules 	Data Warehouse/Business Intelligence <ul style="list-style-type: none"> • Data Migration • Support • Dashboards • Reporting • Analysis 	

EDUCATION PERSONNEL

Robert Brenker, Director of Personnel Board of Education

II. HIGHLIGHTS

In fiscal year 2016-2017 the office of Education Personnel supervised the recruitment, selection and appointment of one hundred forty two (142) highly qualified teachers and ten (10) administrators. They replaced staff that resigned, retired, were non-renewed or were promoted to higher positions. The average salary level for new teachers was \$52,385 and \$105,930 for administrators. Both of the average salaries fell within budget.

Each new teacher was partnered with a trained and certified mentor teacher through an enhanced mentoring program known as TEAM. Numerous mentor teachers were recruited, trained and certified through district initiatives and incentives. New Teacher Orientation acclimates new hires to proper school procedures from Attendance Policy to proper use of Social Media. Additionally, class management and special education procedures and

policies are included in the three day orientation. Feedback from attendees has been positive regarding the New Teacher Orientation process. The number of non-renewal recommendations from building Administrators and Supervisors has decreased the last four school years, and we believe this is a reflection of the New Teacher Orientation and the expectations which are clearly defined.

We had an increase in employee paid sick time for the 2016-2017 school year from the previous year. The number of FMLA approved leaves in 2015-2016 were 147 FMLA, and in 2016-2017 that number was 171, a 16.35% increase from the previous year.

Under direction of the Superintendent and the Chief Operating Officer, the Director of Personnel completed investigations into allegations of misconduct, both on and off the job, by Education employees. The investigations resulted in disciplinary actions, including suspensions and terminations of Education employees. The number of grievances for 2016-2017 totaled 20, an increase from the previous year which was 13.

We received one (1) new CHRO/EEOC complaint this year.

As part of the district's recruitment efforts, there were several new initiatives which occurred this year. First, our marketing materials were updated to reflect the diversity within our district. Along with this was the creation of a link on our website focused on minority teacher recruitment with information and resources for those interested in pursuing career opportunities in Waterbury. Our diverse recruitment team participated in numerous career day fairs and held on-site interviews within Connecticut and out of state. While attending these fairs, information was also shared on becoming a substitute teacher in our district for those applicants whose certification was pending. Waterbury also held its own citywide recruitment fair in October at the Waterbury Career Academy. This fair was open to the public and there were district officials present to interview for education positions. Our data has proven that many of our newly hired teachers have worked as substitute teachers in the district before being hired, thus creating a pipeline. Partnerships have established with several universities with the goal of channeling their students into student teaching programs here within the district while completing their graduate work and applying for certification. Approximately **24%** of teachers hired during 2016-2017 were minority, which represents a **26% increase** over the previous year of **16.9%**.

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

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

The YES club is active at six schools: four high schools plus Gilmartin and Reed (preK-8th grade). The advisors were trained using funds from the grant and all attended the YES club conference at Central CT State University.

This school year the City of Waterbury partnered with the RELAY Graduate School of Education. In partnership with statewide public school districts, RELAY has established a presence in Connecticut by offering high quality professional development programming to aspiring, mostly minority, educators. Recently, RELAY has been approved to offer an alternate route certification program for both aspiring and current, non-certified school staff.

Successful completion of coursework leads to an Initial Educator Certificate in Connecticut. RELAY prepares educators for success in the classroom through rigorous instruction both in-person and online, unparalleled opportunities for practice, and authentic assessment. The City of Waterbury Board of Education currently has mentored six diverse educators from the RELAY Program.

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

2016-2017 Teacher Hires by Subject Area

School/Dept.	GR./SUBJECT	# of NEW TEACHERS
Districtwide	SOCIAL PSYCHOLOGIST	1
Elementary	1,2,3 MATH	1
Elementary	ART	3
Elementary	BDLC	1
Elementary	BILINGUAL GR K & GR 4	2
Elementary	GUIDANCE	1
Elementary	Grades Pre-K through 5	33
Elementary	LIBRARY MEDIA	2
Elementary	MUSIC	2
Elementary	PHYS. ED	1
Elementary	PRE-K	4
Elementary	PSYCHOLOGIST	3
Elementary	SPECIAL ED	8
Elementary	SPEECH LANG PATH.	2
High School	ALLIED HEALTH	2
High School	BUSINESS	3
High School	CHEMISTRY	1
High School	ENGLISH LANG ARTS	2
High School	FAMILY CONS. SCIENCE	1
High School	HUMAN SERVICES	2
High School	HEALTH & PHYS ED	3
High School	MATH	5
High School	MUSIC	1
High School	PSYCHOLOGIST	1
High School	SCIENCE	2
High School	SOCIAL STUDIES	1
High School	SPECIAL ED	5
High School	SPEECH LANG PATH.	1
High School	TECH ED	7
High School	TESOL	1
High School	WORLD LANGUAGE	2
Middle School	ART	2
Middle School	BILINGUAL - MATH	1

Middle School	COMPUTER	3
Middle School	ENGLISH LANG ARTS	10
Middle School	FAMILY CONS. SCIENCE	2
Middle School	MATH	3
Middle School	READING/LANG ART	1
Middle School	GUIDANCE	2
Middle School	PHYS. ED	2
Middle School	SCIENCE	4
Middle School	SOCIAL STUDIES	3
Middle School	SPECIAL ED	4
Middle School	WORLD LANGUAGE	1
TOTAL		142

Teachers Hired With Durational Permits (DSAP)

In certain circumstances, the Connecticut Department of Education, Bureau of Teacher Certification will issue temporary teaching certificates in subject areas where a school district is experiencing a shortage of suitable certified candidates. In order to qualify for a DSAP the applicant must: (1) successfully complete all three components of the Praxis I teacher examination or qualify for a waiver; (2) certify, through official transcripts, that he or she has successfully completed certain required undergraduate and/or graduate coursework in the content area for which the DSAP is sought; and (3) demonstrate that he or she is enrolled in a teacher preparation program to complete the remaining coursework and/or testing for teacher certification and new as of 7/1/06 DSAP candidates must pass the Praxis II in their content area. Furthermore, a school district must "sponsor" a DSAP applicant by demonstrating that no suitable certified applicants in the subject area could be hired despite reasonable recruiting efforts.

For 2016-2017, thirteen new teachers were hired through the DSAP. This represented 9.1% of all new teachers hired in 2016-2017. DSAP teachers were hired in the content areas listed below.

Certification Area

Number of DSAPs

2016-2017

Art	1
Bilingual (Math, Pre-K, & Social Studies	3
Biology	1
Library Media Specialist	1
Special Ed	5
World Language	2
Total	13

Percent **(9.1%)** of new teachers

Relevant Salary Data for Teachers Hired During 2016-2017

The average starting salary for teachers hired during 2016-2017 was \$52,385. This was determined by years of experience and content/shortage area. Those in shortage areas negotiated/demanded higher steps. The budgeted salary for new teachers was within budget.

Education Level of Teachers Hired During 2016-2017

Degree Held	Number of New Teachers
Bachelors	42
Masters	73
6 th Year	22
Doctorate	5

2016-2017 TEACHER HIRES BY RACE/ETHNICITY

Race/Ethnicity	# of Hires
Asian	5
American Indian	1
Hispanic	9
Black/African American	12
Two or More	7
White/Caucasian	<u>108</u>
Total	142

Approximately **24%** of teachers hired during 2016-2017 were minority, which represents a **26% increase** over the previous year of **16.9%**.

2016-2017 Teacher Resignations/Deaths

<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
Chase	Spec Ed.	7/5/16
NEMS	ELA	7/6/16
Sprague	Speech Pathologist	7/8/16
WSMS	Gr. 6 ELA	7/12/16
WSMS	Social Studies	7/25/16
NEMS	Science	7/27/16
WSMS	Special Ed.	7/28/16
Reed	LMS	7/28/16
Wallace	ELA	7/29/16
Bunker Hill	Art	8/2/16
WMS	ELA Gr. 6	8/3/16
WMS	Special Ed.	8/3/16
Tinker	Kindergarten	8/5/16
Tinker	Phycologist	8/5/16
Sprague	Gr. 4	8/8/16
Wilby	Freshman English	8/10/16
Wilby	Math	8/10/16
WMS	Art	8/11/16
WCA	Health Tech	8/12/16
Hopeville	Math Coach	8/15/16

Driggs	Literacy	8/15/16
Bucks Hill	Gr. 5	8/16/16
Wilby	Special Ed.	8/16/16
NEMS	General Science	8/17/16
Crosby	Business	8/17/16
Regan	Gr. 4	8/18/16
Crosby	Business	8/18/16
Kingsbury	Kindergarten	8/20/16
Crosby	ELA	8/22/16
WCA	Tech Ed-Manufacturing	8/22/16
Crosby	World Lang.-Spanish	8/22/16
Wilby	Tech Ed	8/23/16
NEMS	ELA	8/24/16
WMS	Gr. 6 Math	8/25/16
Wilby	Math	8/25/16
Central Office	Talent & Prof Dev Spvr	9/1/16
NEMS	Spanish Teacher	9/20/16
WCA	Human Services	9/27/16
Driggs	Special Ed.	9/30/16
District	School Psychologist	10/1/16
WCA	English Teacher	10/7/16
WMS	Guidance	10/14/16
Bucks Hill	SPED Pre-K	10/14/16
Wilby	Math	10/14/16
Crosby	Science	10/28/16
Duggan	K-8 Tech Ed Computer	10/31/16
Wilby	Special Ed.	10/31/16
Crosby	English Gr. 9	11/4/16
Crosby	School Psychologist	11/18/16
Chase	Gr. 2	11/18/16
District	School Psychologist	11/18/16
Bunker Hill	Gr. 5	11/21/16
Gilmartin	Gr 7 & 8 Math	11/22/16
Tinker	Gr. 5	11/23/16
Reed	Gr. 7 ELA	12/19/16
Kingsbury	Phys Ed.	1/2/17
NEMS	Special Ed.	1/5/17
Non-Public	Special Ed.	1/13/17
WCA	Information Tech.	1/24/17
Maloney	Grade 4	1/30/17
Wilby	History	3/31/17
Enlightenment	Social Studies	4/14/17
WCA	Information Tech.	5/12/17
Reed	Science-Grades 7 & 8	5/19/17

WCA	Spanish	5/20/17
WAMS	Speech Pathologist	6/21/17
Wilby	Special Ed.	6/21/17
Gilmartin	Gr. 5	6/23/17
Wilby	Special Ed.	6/30/17
WMS	Gr. 7 Math	6/30/17
WMS	ELA	6/30/17
Carrington	Gr. 2	6/30/17
Bunker Hill	Library Media	6/30/17
Carrington	Library Media	6/30/17
Wilby	English	6/30/17
WSMS	FCS	6/30/17
Crosby	Science	6/30/17
W. Wilson	Gr. 4	6/30/17
Wilby	Math	6/30/17
Reed	Music	6/30/17
WMS	Social Worker	6/30/17
WSMS	Social Worker	6/30/17
Gilmartin	Gr. 3	6/30/17
Crosby	Special Ed.	6/30/17
Bucks Hill	Grade 2	6/30/17
Bunker Hill	Art	6/30/17
Wallace	Math	6/21/17
Wallace	School Counselor	6/30/17
Tinker	Kindergarten	8/1/17
Kingsbury	Music	8/1/17
Kennedy	English	11/28/16
Tinker	Gr. 4	11/28/16
WSMS	Social Studies	12/3/2016
TOTAL: Resignations (90) / Deaths (3)		

2016-2017 Teacher Retirements/Non-Renewals

<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
Washington	Principal	7/1/16
Rotella	Gr. 5	7/1/16
NEMS	Art	7/1/16
Crosby	Math	7/1/16
Kennedy	Health/PE	7/1/16
WSMS	General Science	7/1/16
Kennedy	Family Consumer Science	7/1/16

Gilmartin	Speech/Lang. Pathologists	7/1/16
Rotella	Library Media Spec.	7/1/16
Wilby	Tech Ed.	7/1/16
NEMS	Sped.	7/1/16
Kennedy	Social Studies	7/1/16
NEMS	Tech Ed.	7/1/16
Washington	Gr. 1	8/1/16
Sprague	SVP	8/12/16
Crosby	Family Consumer Science	8/1/16
Kennedy	Business Teacher	9/1/16
Tinker	Gr. 4	12/1/16
W. Cross	Gr. 1	2/1/17
Kennedy	Special Ed.	3/3/17
Crosby	Business 9-12	6/30/17
Crosby	Allied Health	6/30/17
Hopeville	Gr. 2	6/30/17
Crosby	Talented and Gifted	6/30/17
WSMS	Math	6/30/17
Maloney	Gr. 1	6/30/17
North End	Special Ed. Grades 6-8	7/1/17
Kennedy	Technology	7/1/17
Rotella	Special Ed.	7/1/17
Tinker	Music	7/1/17
Wilby	Vice Principal	8/1/17
Wilby	ROTC 9-12	8/1/17
WCA	Allied Health	8/31/17
Wilby	Science 11-12	11/1/17
TOTAL: 34		

ADMINISTRATOR HIRING**2016-2017**

Ten (10) administrative vacancies occurred for 2016-2017 as a result of retirements, resignations, transfers, promotions and expansion positions. All of these vacancies have been filled with qualified staff.

07/26/2016	PM-PROMO	Lori	Kramarz-Eldridge
08/03/2016	PM-PROMO	Kelly	Pinho
08/03/2016	PM-PROMO	Maureen	Wilson
08/03/2016	PM-PROMO	Shernett	Evans-Foster
08/04/2016	PM-PROMO	Jennifer	Dwyer
08/10/2016	LATERALTRS	Talisha	Foy
08/13/2016	LATERALTRS	Stephanie	Carpentieri
09/02/2016	PM-PROMO	Lori	Peck
01/13/2017	PM-PROMO	Jahana	Hayes
03/17/2017	POS-TRANSF	Wendy	Santarsiero-Owen

The Office of Education Personnel -

The Office of Education Personnel hired a Senior Human Resource Generalist, and an HR Data Entry Clerk just prior to the start of the 2016-2017 school year. Also, an HR Assistant during the 2016-2017 school year. We remain focused on our goals of cross training staff, infusing technology into daily operations and continuing to serve the staff, students and parents of Waterbury Public Schools.

EDUCATIONAL GRANTS DEPARTMENT

Linda Riddick Barron, Supervisor

I. GOALS

a. *Accomplishment of Goals 2016-2017*

We accomplished the goal to implement the new changes in the Every Student Succeeds Act (ESSA) for McKinney Vento homeless families. We were able to identify McKinney Vento Pre-Kindergarten students during the 2016-2017 school year and will continue annually. To comply with the McKinney Vento legislation, the homeless status is now included on the registration forms for both the Early Childhood Center and the registration form at every high school. The communication regarding ESSA implementation as it relates to Title I funds was accomplished with handouts from state workshops and federal guidelines. The new law was discussed at the monthly parent liaison meetings, the Title I Annual Meeting held in October for families in both public and private schools, at the Principals Forum and at various community meetings. We also accomplished integrating components of the Dual Capacity Framework into the 2016-2018 parent involvement grant budget narrative. The schools continued working with existing community partners and on their capacity to increase parent involvement and family engagement. The final school calendar was also handed out to the parent liaisons for distribution to their respective community partners in hopes of putting valuable school information in locations where parents frequent.

b. *Goals for 2017-2018*

Goal 1: Using parent involvement funds, develop a uniform set of Title I ESSA legislation and family engagement information on each school website.

Goal 2: Integrate the monitoring and usage of the translator kits that were purchased with Priority School funds at events for families in the elementary schools with Bilingual Centers. This will align with the State Department of Education's School Improvement goal on English Language Proficiency.

II. HIGHLIGHTS

With the hiring of the Liaison to the Homeless, the district's identification of eligible students and utilization of transportation has increased tremendously. An updated list of the McKinney Vento students is given to the Parent Liaisons monthly as they are usually the direct connection from the school to the families and are able to provide information for those students identified and in need of assistance. The training we received from the State Department of Education helped the department increase identification and provides more support with early childhood. Thanks to the efficiency and monitoring by the new Liaison to the Homeless, every high school registration form now includes McKinney Vento status on the checklist. The Early Childhood Center registration form also has been revised to include McKinney Vento to the checklist. At our back to school professional development in August

2016, administrators received valuable information via a video on the life of a child who is homeless in conjunction with the Waterbury Youth staff and Homeless Committee Chairperson. The McKinney Vento cart was also displayed during this day of professional development to display the wealth of information that has been available at each school for all staff. An explanation of a one-page magnet explaining the rights of a family and the responsibilities of the district was also discussed.

Another highlight was using the Dual Capacity Framework to increase the attendance of the parent liaisons at the Friday Café. The Café is a state wide morning discussion and networking series for people who work at the intersection of families and learning. Attendance increased, and the information learned was shared with colleagues throughout the school year. A record number attended the Café Camp in May.

III. STRENGTHS OF EDUCATIONAL PROGRAM

The strength of my department is still in the method of communication used when explaining the legislation, particularly the new ESSA law, whether through meetings, forums, emails, phone calls or in-person. The kindness of the office staff is very helpful to the many departments, both public and private, who need assistance in completing a narrative, in understanding monthly balance reports, differentiating the details needed per line items or the many tasks involved in placing orders. Entering requisitions in Lawson or seeking the required invoice for payment is an ongoing task and strength other departments and private schools depend on heavily from my staff. The strength is also in staff that tirelessly helps homeless families with local and out of district school transportation, school uniforms, and book bags for various grade levels and school supplies for their school age children. When temporary situations such as a fire or permanent situations such as eviction has left a family homeless, we have seen an increase in awareness and support of McKinney Vento school staff thanks to the efforts from the Educational Grants Department. Providing information to other departments and private schools in a language that is easy to understand remains our strength. As the new ESSA law is implemented fully next year, we will strengthen our translation for better understanding to other departments, families and the community.

FAMILY AND COMMUNITY ENGAGEMENT (FACE) CENTER

Mary Ann Marold, Education Liaison to Government, Business and Community

I. GOALS

a. *Accomplishment of Goals 2016-2017*

We accomplished the grand opening of the FACE Center on July 28, 2016 with a Ribbon cutting. During the 2016-2017 school year the FACE Center handled 1,170 phone calls, 533 visits, 568 situations, 125 reauthorizations and 55 special permission cases. The total data collected by the FACE Center for the 2016-2017 school year showed a total of 2451 contacts.

b. *Goals for 2017-2018*

Goal 1: Implement a workshop and training program at the FACE Center for parents, e.g., Power School, ESL, Job Connections.

Goal 2: Integrate the positive welcoming effects the FACE Center has had on the Chase Building and its community involvement, e.g., Community Day (Kennedy High School), Community Day (Crosby High School), 100th Birthday Celebration (Kingsbury School).

II. HIGHLIGHTS

We at the FACE Center coordinated the Dalio Foundation Coat distribution with the high schools and Mr. Darren Schwartz, with 1,089 beautiful new coats distributed to our high school students in the fall of 2016.

The FACE Center coordinated the collection of \$4,581 for MDA, \$3,109 for Autism Speaks and \$2,453 for Mayor O'Leary's Kids Marathon. That is \$10,143 for charitable causes through the FACE Center.

In addition the FACE Center was the Parade Coordinator for the Gathering 2016 in Library Park. Each Waterbury Public School was a participant in the parade on September 24, 2016.

III. STRENGTHS OF EDUCATIONAL PROGRAM

The Family and Community Engagement (FACE) Center is a one-stop location for families and community members looking for information on the Waterbury Public Schools or on resources that are available in the community for Waterbury area families. The FACE Center works with families: linking parents, principals, teachers, school staff and the community to available resources while ensuring accurate information and quality assistance for all. The FACE Center seeks to welcome families and community members as partners in creating a collaborative positive school environment that will inspire our diverse community and thus educate and support our students.

FOOD SERVICE DEPARTMENT

Linda Franzese, Food Service Director

I. GOALS

a. Accomplishment of Goals 2016-2017

We were able to successfully expand the Supper Program from four to fifteen sites and approximately 9,500 meals per month. The expansion of this program has brought an increase to the number of at-risk children being served much needed meals.

The number of meals that we are serving continues to increase due, in large part, to the success of CEP (Community Eligibility Provision). The number of meals served is out-pacing the increase in student population which means more students are taking of advantage of this program and that we are serving more children that need meals. We successfully completed another year in the Fresh Fruit and Vegetable Program which helps us introduce a variety of healthy choices that the students would not normally have a chance to try.

We continue to conduct taste tests at different schools. These have been an invaluable tool in helping us cater our meals to the tastes of the students and to increase participation among our student population.

b. Goals for 2017-2018

During the next school the biggest project will be the implementation of our new computer system. At the end of this school year we went out to bid for an updated Point of Service (POS) system that will be a vast improvement over our current system. Harris School Systems won the Request for Proposal (RFP) for the replacement and will be supplying the district with software that will help us track student participation and inventory, and to assist in menu planning. All of these services were promised but did not perform as expected with our current system so an RFP was conducted. The implementation will take place over the summer and training will be conducted prior to the first day of school. We are also going to continue to increase our choices and encourage student participation. We also look forward to the continued expansion of the Supper Program.

II. HIGHLIGHTS

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

RESEARCH, DEVELOPMENT, AND STUDENT TESTING

Tara Battistoni, Supervisor

I. GOALS**a. Accomplishment of Goals 2016-2017**

- Continued communication of the state's next generation accountability model metrics to district staff, including discussion of the new growth indicator, via numerous meetings and presentations.
- Worked with the Computer Technology Center (CTC) to revise the electronic test accommodations form for English Learners (EL), 504, and general education students, reducing manual data entry by the department.
- Worked with the special education department to revise their electronic test accommodations form for students, including creating a new data file for upload to the testing platform.
- Met with Principals and Instructional Leadership Directors (ILDs) regularly to monitor progress of current assessment data, including all accountability measures.
- Required late registration form, signed by the appropriate Principal or Supervisor, for late student test registration.
- Visited a sample of schools during testing to ensure secure and valid test administration.
- Began work with CTC to adjust data warehouse for new accountability metrics
- Worked collaboratively with schools and other departments to ensure accuracy of data.
- Required schools to complete and submit SAT attendance rosters on test day.
- Disseminated all test data for incoming students in the fall to target instruction and improve accountability results.
- Calculated starting accountability scores based on current students.

b. Goals for 2017-2018

Goal 1: Continue to work jointly with CTC to adjust data warehouse for new accountability metrics.

Goal 2: Meet with Principals regularly to monitor progress of current assessment data.

Goal 3: Work collaboratively with schools and other departments to ensure accuracy of data.

Goal 4: Visit a sample of schools during testing to ensure secure and valid test administration.

Goal 5: Require schools to complete and submit SAT attendance rosters on test day.

Goal 6: Disseminate all test data for incoming students in the fall to target instruction and improve accountability results.

Goal 7: Calculate starting accountability scores based on current students.

Goal 8: Convert district testing repository from Microsoft Office SharePoint to Google Drive.

II. HIGHLIGHTS

- Worked with district and state department personnel to create Bilingual, BDLC, and Scope programs in the comprehensive middle schools, now separate entities for all purposes including accountability.
- Created master test schedule compiling all 30 unique Smarter Balanced, CMT, and CAPT building schedules.
- Conducted/analyzed/disseminated data for the Kindergarten Inventory, mCLASS, SAT, Smarter Balanced, CMT/CAPT, and the next generation accountability model.
- Provided granular mCLASS composite score differences for students in special education to the Director, as their significant growth is not typically captured in achievement level reports.
- Fulfilled continuous ad hoc requests from other departments, including submission for the Perkins Grant.
- Compiled district and school participation rates immediately following Smarter Balanced and CMT/CAPT testing.
- Successfully obtained a 99.5% participation rate in ELA and 99.4% participation rate in math for district Smarter Balanced testing out of 8,723 students (federal target is 95.0%).
- Successfully obtained a 98.6% participation rate in science for district CMT/CAPT testing out of 4,129 students (federal target is 95.0%).
- Identified students scoring in the top 5% nationally on the Smarter Balanced assessment for enrollment in the gifted program.
- Completed a study of students in grade 2 using standup desks and active classroom techniques for instruction.

III. STRENGTHS OF EDUCATIONAL PROGRAM

- Relationships established with all school principals and departments.
- Contacts established at CSDE and other district and regional offices.
- Expert statistical analysis – ability to merge several multifaceted data files to analyze the performance of a cohort of students over time; ability to replicate complex calculations by CSDE including accountability measures.
- Recognized by CSDE as a leader in the field – selected to represent Connecticut at multiple committees/meetings for feedback regarding new state initiatives; member of the Connecticut Comprehensive Assessment Advisory Committee and the Accountability Advisory Group to revamp state-wide testing including school, district, and state accountability reports.
- Experience with many years of standardized test administration.
- Accuracy of information and attention to detail.
- Established as an objective resource for data in the district.

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- Knowledge of amendable Every Student Succeeds Act (ESSA) legislation and how it impacts and will change the future of student testing.
 - Collaborative work with other departments to ensure accuracy of all student data
 - Commitment to monitoring and improving the achievement of all students across all subgroups.
-

SCHOOL BUSINESS OFFICE

Doreen Biolo, Chief Financial Officer

II. HIGHLIGHTS**Budget and Finance**

- Continued to control costs and achieve a year end budget surplus for consecutive years of a minimal budget.
 - Prepared consecutive years of a minimal growth operating budget with little proposed negative effect on educational programs offered to our students.
 - Received a completely “clean” audit report void of any findings or comments.
 - Participated in the implementation of the District’s fifth “Alliance Grant”, and development of the assumption of a sixth.
 - Assisted in the preparation and oversight of operational and capital Turnaround grants for Crosby High and Walsh Elementary Schools.
 - Implemented several technology improvement grant programs.
 - Participated in the implementation of the Alliance bond grant for building and grounds improvement.
-

SCHOOL INSPECTOR’S OFFICE

Shannon Sullivan, Inspector of School Buildings

II. HIGHLIGHTS

- Completed installation of replacement Tennis Courts at Crosby with school colors.
- Completed installation of replacement Tennis Courts at Wilby with school colors.
- Extensive concrete sidewalk demolition & new poured concrete walks installed at Wilby/North End Middle School (NEMS).
- New drain installed at NEMS front entrance – new concrete steps with new railings.
- Paved Chase school parking lot in entirety with new bus lanes and parking spots painted.
- Paved major portions of parking lot & drives at NEMS/Wilby.
- Paved major portion of Crosby main drive and complete concrete repair of front steps with railing.
- NORESO project well begun - highlights up to this point include:
 1. Major LED re-lamping initiative district wide complete interior/exterior.
 2. Boiler demolition complete at WSMS, Chase School, Sprague school.
 3. TRV (thermostatic radiator valves) installation complete – district wide.
 4. BERT plug load controls installed district wide.
 5. Weatherization initiatives (insulation on pipes, door sweeps, etc.) complete district wide.

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- New Crosby track completed.
 - New roof installed at WSMS complete w/ roof anchors for tradesmen safety.
 - Crosby Main office renovation underway.
 - Locker replacement complete @ WSMS, Kennedy, Wilby, NEMS, & Crosby – locks included.
 - Kennedy gym painted.
 - Bucks hill school gym painted.
 - Crosby pool drained and repaired.
 - Wilby pool drained and repaired.
 - Safe room installation (State Street, Wallace, Tinker, Generali) with finger magnetic locks replicated from Gengras review.
 - Maloney Magnet School equipped with new playground.
 - Wilson School equipped with new playground and paved sidewalk at rear.
 - Comprehensive SDS training with ALL employees – brought into compliance.
 - New American with Disabilities Act (ADA) door and ramp for wheel chair access to Chase School.
 - New walk for ADA access to classroom at Bucks Hill.
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SECURITY AND SCHOOL SAFETY

John Herman, Coordinator

The Coordinator's primary role is to assess and manage a comprehensive Security Plan for all 32 Waterbury Schools and to address training of staff to effectively carry out the Plan. Mr. John Herman conducts monthly crisis drills and assesses the Waterbury School District security needs with the School Security and Safety Management Plan Review Committee. The committee includes Mr. Herman and representatives of Waterbury Police, Fire and Emergency Management Departments. Mr. Herman and four Waterbury school administrators compose the internal Executive Security team which reviews the safety and security procedures and proposes changes on a continuing basis.

All 32 Waterbury schools are inspected, tested and assessed with unannounced crisis drills monthly, or more often, as needed. Waterbury Public Schools follows and complies with the, updated, "All-Hazards" Security and Safety Plan which was submitted and accepted by the State Department of Emergency Management and Homeland Security (DEMHS) last November, 2016.

An annual report is submitted to the State Department of Emergency Management and Homeland Security (D.E.M.H.S.) on or before July 1st.

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

Mr. Herman attends School Safety Committee and School Governance meetings; Board of Education and Board of Alderman meetings; continuously meets with parents, staff and

Principals; and serves as the Board of Education Chair of the Executive Safety Committee which meets to reduce and eliminate employee injuries and lost time.

We are in the fourth year of Security enhancements within each of our schools resulting from two State School Security grant awards, an Alliance Grant and an expected Bond Funded grant received by the City of Waterbury.

Annual Worker's Compensation Report

<u>School:</u>	<u>2016/2017:</u>	<u>Lost Time:</u>
Adult Education	3	0
Food Service	10	3
School Inspector	13	1
Bucks Hill School	8	0
Bucks Hill Pre-K	22	0
Bunker Hill School	14	0
Carrington School	6	0
Chase School	13	1
Crosby High School	38	4
Wendell Cross School	7	0
Driggs School	25	1
Duggan School	8	1
Early Childhood	3	1
Enlightenment/Excel	5	0
Generali School	40	0
Gilmartin School	14	2
Hopeville School	10	0
Kennedy High School	14	1
Kingsbury School	7	1
Maloney Magnet	9	1
North End Middle	11	1
Reed School	13	2
Regan School	1	0
Rotella Magnet	11	0
Sprague School	7	2
State Street	18	0
Tinker School	12	3
Wallace Middle	25	3
Walsh School	10	2
Washington School	4	1
Wtby Arts Magnet	8	1
Wtby Career Academy	10	0
West Side Middle	28	1
Wilby High School	30	3
Wilson School	17	3
Central Office	9	1
Totals	483	40

This year we saw an increase in employee injuries from 375 to 488. On a good note, the employee lost time figure has been reduced for the second year in a row. Three years ago the Waterbury Public Schools had 14% of all employee injuries with lost time. Over the previous two years, and presently, we are at 8% lost time for all employee injuries.

The Executive Safety Committee has been scheduled to meet prior to the beginning of school on August 28, 2017. This meeting will include a forensic review of all injuries from all schools over the previous school year. The team plans to review the causes, employee job titles and types of injuries sustained in order to get all the stake holders acclimated to a preventative safety climate-plan approach for all employees.

This plan will be made known to all administrators and staff members at the annual professional development training. All employees shall be held accountable for following the safety plan.

The Human Resources department, Civil Service Department, the Risk Manager and the Director of Finance are invited to attend our analysis and professional development sessions. Their input and assistance are encouraged and welcome to make our safety goal successful moving forward.

BUCKS HILL SCHOOL

Delia Bello-Davila, Principal

I. GOALS**a. *Accomplishment of Goals 2016-2017***

67% of student population made growth or remained on level. The student learning objective addressed critical areas of student's growth as phonological awareness and phonics as measured by mCLASS.

82% of students made growth by moving at least one category as measured by progress monitoring and the use of i-Ready.

Stakeholder Feedback: 90% of parents agree or strongly agree to the question there is a person or program in my school that helps students resolve conflicts.

b. *Goals for 2017-2018*

Goal 1: Students in grades 2-5 will increase their reading proficiency in the area of fluency from Beginning of Year (BOY) to End of Year (EOY). 78% of students in grades 2-5 will show growth by a category or remain at benchmark from BOY to EOY. EOY data yields 78% of students in grades 2-5 showed growth or remained at benchmark.

Goal 2: 82% of students will meet or exceed the target of one year's growth from BOY to EOY as determined by i-Ready diagnostic assessments. EOY data yields that bilingual class over performed mainstream scores.

II. HIGHLIGHTS

We lowered our suspensions and discipline referrals by more than 50%. This happened due to Positive Behavior Intervention System (PBIS) and the Nurture Heart approach training for teachers, parents and students. The implementation of the program is consistent, and most of the parents are aware (84% of the parent survey responses stated that there is a program in the school that helps students resolve conflicts). Strategies and monitoring activities that help students deal with conflict resolution include intentional decisions to regularly teach and practice school wide expectations, notice and acknowledge students who demonstrate positive behaviors, and adopt universal school procedures. The most correlated practice is the implementation of a behavioral system; in our case, that is PBIS and Nurture Heart. Professional development provides training in how to deal with difficult conversations and how to guide students through challenging situations that include, but are not limited to stress, trust, conflict, anger and dis-functionality.

III. STRENGTHS OF EDUCATIONAL PROGRAM

During the academic 2016-17 school year we intensively focused on Domain 3 of the teacher evaluation tool. We made it clear from the start of the year that this would be our focus. Teachers were trained during the August Professional Development (PD), staff meetings and one-to-one meetings with the administrator during their goal setting conference and reviews. Assessing student learning, providing feedback to students and adjusting instruction was a common practice at Bucks Hill, and we'll continue to expand on teachers' practices in these areas. The teachers were trained continuously on having students assess themselves using rubrics, checking for understanding in many different ways to meet each child's needs. This year we had the students do a lot of self-assessment. They used rubrics and checklists for independent work. Teachers also met

with students after work was complete. I know that we have made a significant contribution to the student learning taking place via enhancing teacher's skills to better instruct their students.

IV. **STATISTICAL DATA**

a. ***Students Receiving Awards***

1 student received

b. ***Number of Students Transferred***

	In	Out
Within system	45	77
Outside system	48	74

BUNKER HILL SCHOOL

Celia Piccochi, Principal

I. **GOALS**

a. ***Accomplishment of Goals 2016-2017***

- Implementation of Instructional Data Team (IDT) process for ELA (English/Language Arts) and Math.
- 87% of Kindergarten students met or exceeded benchmark goals on Math Common Formative Assessments (CFAs).
- 88% of Grade 1 students met or exceeded benchmark goals on Math CFAs.
- 72% of Grade 4 students achieved target goal by End of Year (EOY) on i-Ready Math assessments.
- 61% of Grade 2 students achieved target goal by EOY on i-Ready Math assessments (first year using this program).
- 85% of students in Kindergarten grew by a category or remained green on Phoneme Segmentation Fluency (PSF) from Middle of Year (MOY) to EOY assessment.
- Grades K-2 fully implementing Foundations ELA program with fidelity (45 minutes per day).
- Increased the level of participation of families to be more actively involved in school related activities targeted to academic and family/community togetherness.
- Parent survey data from May 2017 indicates that 70% of parents surveyed either strongly agreed or agreed that students treat other students with respect at Bunker Hill School.

b. ***Goals for 2017-2018***

Goal 1:

- To further reduce the number of suspensions in and out of school.
- To reduce amount of chronic absenteeism throughout the school.
- To further increase the level of participation of families to be more actively involved in school related activities targeted to academic and family/community togetherness.
- Improve overall instructional practice of Tier 1 instruction by providing teachers with professional development targeted at CCT Domain 3.
- To continue to attain high academic achievement and rigor in Literacy and Math through structured Scientific Research Based Intervention (SRBI) blocks following Common Core guidelines.

- To improve our PBIS system by targeting specific areas in the building and teaching students what behavior should look like in these areas.

Goal 2:

- Meet regularly each month to discuss student referrals and students in crisis (with Crisis Team).
- Work with Attendance Counselor and Parent Liaison regularly by meeting once a month to review students who are chronically absent and reaching out to these families early in the school year.
- Work with the Parent Liaison in planning events that will engage parents in participating in school programs and events held after school.
- Use our staff meetings for Professional Development focusing on Domain 3 of CCT in order to improve instructional practices throughout all grade levels.
- Continue to set aside 45 minutes daily for (SRBI) (Literacy) and extend math block to allow for small group instruction.
- Meet each month with the PBIS team to review the status of behaviors and where they are occurring. Focus on specific areas in the school and re-teach expectations regularly at each marking period.

II. HIGHLIGHTS

We have had the following:

Back to school Ice-cream social

Title I Parent / Literacy / Math nights

PBIS monthly incentives for students and implementation of a new school store for students who have earned Bear Bucks for good behavior.

ESH program for students in Grades 3-5; program included Invention Convention with academic support utilizing i-Ready and Lexia programs

Zumba Family Health Night (Title I Family Activity)

Participated in "The Gathering" a multicultural event.

Participated in "Kids Marathon" district-wide.

Field Day – all day event with two locations (school and park).

Hosted 3 Literacy Nights in partnership with Literacy How for our families.

Dr. Seuss Day – Parents reading to classes.

Support for the Salvation Army by participating in the Annual Food Drive.

Sonya Fleming, first grade teacher, was recognized as Teacher of the Year for 2017-2018.

Spring and Winter instrumental and vocal concerts held for students and families.

End of year PBIS reward for students on "Green" for 95% of the school year – Laser-mania.

Participation by staff members each month at Literacy How Connecticut K-3 Literacy Initiative (CK3LI) Professional Development workshops off-site.

Implemented new Tiered Program for addressing behaviors immediately (green, yellow, red teams)

III. STRENGTHS OF EDUCATIONAL PROGRAM

Staff participation in whole-school committees / teams (PBIS, Safety, School Climate, Chronic Absenteeism Team, Crisis Management).

After school events targeted at supporting parent / community involvement in student learning.

Creating a cooperative relationship with parents via monthly newsletters and school website to address needs and concerns of our students and parents.

ELA coaching cycles each marking period with various grade levels.

Foundations in grades PReK-2 (Literacy).

I-Ready for Grades 2-5 (Math)

Lexia as a supplemental learning tool for Grades 1-5.

ELA tiered interventionist for reading.

Participation in reading cohort (September-May) with Literacy How – CK3LI.

K-3 teachers' attendance at monthly Literacy How Professional Development and modeled lessons.

IV. **STATISTICAL DATA**

a. ***Students Receiving Awards***

9 students received President's Awards

3 students received Citizenship Awards

19 students received an honor roll awards

2 students received most improved awards

4 students received art awards

4 students received music awards

6 students received Physical Education awards

3 students received Library awards

7 students received Computer awards

1 student received the Superintendent's Award

4 students received Perfect Attendance Awards

b. ***Number of Students Transferred***

Within system

In

105

Out

53

Outside system

80

60

CARRINGTON PRE-KINDERGARTEN THROUGH 8TH GRADE SCHOOL

Karen Renna, Principal

I. **GOALS**

a. ***Accomplishment of Goals 2016-2017***

The goal to provide professional development opportunities aligned with the CCT rubric Domain 2 – Planning for active learning was accomplished. Professional development was provided in Reading and Math which aligned with the school Student Learning Objectives (SLO's).

Progress was made toward the goal to strengthen culture and climate among families and community.

b. ***Goals for 2017-2018***

Goal 1: The goal for the 2017-2018 school year is to provide professional development for Domain 3 - Instruction for Learning. This will allow teachers to use a variety of differentiated and evidence based learning strategies including small group instruction and tiered intervention for students to apply new learning and to construct meaning.

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

II. **HIGHLIGHTS**

Family/Student Engagement Activities:

- Welcome Back Ice Cream Social.

- Kindergarten Orientation.
- Fall Scholastic Book Fair.
- Fall Open House.
- Weekly CT Food Banks Back Pack Program.
- Governance Council – nominations, elections and meetings one time per month and 3 District wide modules attended.
- Trick or Trunk – Fall Family Night
- Naviance Workshop for parents 10:00 a.m. and 6:30 p.m.
- Smile Builders Program.
- Shakesperience Theater - *The Lion, Witch And The Wardrobe* and *Macbeth*.
- Holiday Shoppe for Students during Parent Conference night 5-7pm.
- Hispanic Health Council Puppet Shows (Pre K and Kinder).
- Basketball Shoot Challenge – Family Night.
- Winter Concert of Chorus and Instrumental Students.
- PBIS Pajama Day.
- Wax Museum - grade 5.
- Roller Magic Night.
- Girls/Boys Scouts.
- Zumba Night.

III. STRENGTHS OF EDUCATIONAL PROGRAM

- A staff committed to the instructional data team process to identify student learner centered problems to increase student achievement by identifying instructional strategies and action plans along with a progress monitoring system.
- Pro-active working team to address attendance issues with parents. Team meets bi-weekly and home visits are made when necessary.
- School Governance Council (SGC) committee works as a team to increase parent involvement and discuss school happenings. SGC began working with BOOST program this year as an attempt to work outside resources within our building to meet the needs and interests of our students in after school activities.
- PBIS development. All staff, family and students experienced behavioral expectations through peak performance expectations. Carrington “ROARS” cheer is said daily to review school-wide behavior expectations and rewards occur at the end of each month by class.

IV. STATISTICAL DATA

a. Students Receiving Awards	2	
b. Number of Students Transferred	In	Out
Within system	60	69
Outside system	32	56

H.S. CHASE SCHOOL

Matthew Calabrese, Principal

I. GOALS**a. *Accomplishment of Goals 2016-2017***

- Continued implementation of Instructional Data Team (IDT) process for English/Language Arts (ELA) and Math with fidelity.
- 70% of K-5 students met or exceed End of Year (EOY) benchmark goals for mCLASS testing.
- 69% of 2-5 students met and/or exceed EOY benchmark goals district Math DAT assessment.
- Full implementation of teachers utilizing Learning Targets and Success Criteria for whole and small group instruction.
- Continued improvement of Tier I instruction as a result of teachers being provided year-long professional development from the districts in the content areas of ELA and Math.
- Whole school focus on improving Domain 3C of the CCT rubric; utilization of teacher/student rubrics on a regular basis.
- Implementation of i-Ready Math in grades 2-5.
- Facilitate good teaching practices through BEST modeling.
- Increased the level of participation of families to be more actively involved in school related activities targeted to academic and family/community togetherness.
- The creation of a team designed to proactively resolve conflict amongst students. Conflict Resolution Team (CRT).
- Parent Survey date - 98% of the parents and guardians that responded that they were aware of a program in my school that helps students resolve conflicts.
- Continually monitor and update Blueprint for Change.
- Family Resource Team (FRC) morning and afternoon programs – Art (PM) and Books and Basketball (AM).

b. *Goals for 2017-2018*

- Continued growth of i-Ready and mCLASS scores school-wide.
- Implementation of Foundations within Grade 3.
- Increase the level of participation of families to be more actively involved in school-related activities targeted to academic and family/community togetherness.
- School Improvement Plan (SIP) to specifically target appropriate rigor within lessons.
- Improve overall instructional practice of Tier I instruction by providing teachers with professional development targeted at providing academic rigor.
- Lower the overall percentage of students receiving Tier II and III intervention towards the goal of 15% building-wide.
- Regularly scheduled Focus Walks by administration with the intent to improve classroom instructional practices.
- Continue to work towards the district goal of lowering chronic absenteeism.
- Continue to develop/expand the Conflict Resolution Team (CRT)
- Bullying prevention procedures.
- Continually monitor and update Blueprint for Change.

II. HIGHLIGHTS

- Back to School Ice-Cream Social – Title I.
- Title1 Parent Literacy/Math Nights.
- K-2 Bilingual Parent Literacy and Math days.

- Spanish Heritage participation.
- PBIS monthly incentives for all students with an 80% dojo score or higher.
- ESL Parent Classes- FRC.
- Scholastic Book Fair – Title I.
- Fall for Reading – Harvest Night (Title I parent/student activity)
- ESH program for students in grades 3-5; program included Invention Convention with academic support utilizing i-Ready and Lexia.
- 1st grade Thanksgiving Family Reading – Title I.
- “Healthy Minds, Healthy Bodies” Inter-District after school program for Grades 4 and 5.
- Zumba Family Health Night (Title 1 Family activity).
- Winter/Holiday Guest Readers at Chase for Grades K and 1.
- The Gathering- parents and students walking in parade.
- Read Across America Literacy Week – Title I.
- Field Day on site at Chase.
- CAT team targeted students and worked with their families to improve their child’s attendance.
- Crisis Team targeted students and developed individual plans for these students so that they could be successful academically and socially.
- Grade 5 promotion breakfast.
- Attendance Recognition.
- Kindergarten Orientation.

III. **STRENGTHS OF EDUCATIONAL PROGRAM**

- Staff participation in whole-school committees/teams (PBIS, School-Wide Leadership Team, Safety Committee, School Climate Committee, School Governance Committee, Chronic Absenteeism Team, and Crisis Management Team).
- After-school events targeted at supporting parent/community involvement in student learning.
- Bilingual Parent workshops offered bi-monthly.
- Family Resource Center very involved with Chase School as well as the community and parents.
- After School YMCA program.
- ESH afterschool program – Invention Convention with Lexia and i-Ready.
- Boy Scouts/ Girls Scouts Lunch Bunch.
- ELA/Math coaching cycles for teachers.
- IDT meeting for ELA/Math.
- Foundations in grades K-2.
- FRC before/afterschool programs.
- ELA tiered interventionists for reading.

IV. **STATISTICAL DATA**

a. ***Students Receiving Awards***

Fifth Grade Students:

1	Superintendent’s Award
10	President’s Award for
Academic Excellence	
5	Good Character
5	Gold Medal Reader
5	Math Award
5	Most Improved- Academics
5	Amazing Writer

5	Artistically Gifted
4	Perfect Attendance
55	Chase Cheetah for Life

b. Number of Students Transferred	In	Out
Within system	140	92
Outside system	151	133

WENDELL CROSS SCHOOL

Joseph Amato, Principal

I. GOALS**a. Accomplishment of Goals 2016-2017**

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

A continuing problem is the performance of new students transferring into the building. They are not coming in prepared for the rigors that are part of the Literacy Academy and district/State tests. Many of these students have not been exposed to the material, nor have they had the quality/level of instruction that our students have received over time. Our eighth year as the Literacy Academy has been a success. We continue to fine tune and make appropriate changes to the program as necessary. We have had to overcome cuts to our schedules and personnel. The professionalism of the Wendell Cross staff cannot be understated.

b. Goals for 2017-2018

Goal 1: Implement co-teaching to provide differentiated instruction to the immersion group at each grade level.

Goal 2: Integrate science and social studies instruction during reading blocks utilizing leveled non-fiction reading texts.

II. HIGHLIGHTS

Wendell Cross completed its ninth year as the Literacy Academy. As such we have been able to continue to immerse students in literacy, especially those students who are at risk. Each quarter, twenty students identified as in need of more intense remediation were provided thirty minutes of Tier III remediation daily. This intervention was extremely successful, and teachers reported that in most cases students were able to progress adequately in the classroom without further remediation needed. We have had to overcome cuts to our schedules and personnel. The professionalism of the Wendell Cross staff cannot be understated. They have overcome adversity and have succeeded in providing our students with a high quality education. Our data is impressive, showing the strength of our teaching staff.

III. STRENGTHS OF EDUCATIONAL PROGRAM

As always, our greatest strength at Wendell Cross School is the professionalism and competency of our teachers and support staff, along with our exceptional student body.

Our staff continues to go above and beyond and, as a result, always exceeds expectations. They utilize many forms of data to drive their instruction. With the continuation of the Literacy Academy, the teachers and staff have been able to provide expert literacy instruction in a manner that meets the needs of all students regardless of their ability and learning style. Each grade level meets as a team with administration during IDTs. It is at these meetings that data is analyzed and, as a result, educational decisions are made based on the data.

Our second strength continues to be our level of parent support. We have seen a lot of improvement in this area this year. We are convinced that can still make even more improvement in the participation of the parents. Our PTA continues to fund many of our activities including the improvements made to our Library/Media Center. For the eighth consecutive year, we have several minority members on our PTA executive board. Our PTA reflects the diversity of its student population. Wendell Cross's PTA did an extraordinary job this year fundraising. They provided many family activities and were able to raise over \$8,500 this school year. They funded many of our field trips and other school-wide activities.

IV. STATISTICAL DATA

a. Students Receiving Awards

1 student received Superintendent's Award

b. Number of Students Transferred

	In	Out
Within system	38	24
Outside system	100	28

DRIGGS ELEMENTARY SCHOOL

Michael Theriault, Principal

I. GOALS

a. Accomplishment of Goals 2016-2017

We accomplished many of our goals this past year, including increasing our math achievement and decreasing our chronic absenteeism. We implemented a new home-school communication system, Class Dojo, which made sharing information and engaging families easier and more effective. We also focused on our Grade 2 fluency this year as it has been a weak area. End of year mCLASS results showed that the number of students who have remained proficient or grew a level as measured by DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Oral Reading Fluency (DORF) increased by over 20%. We attribute this to increased modeling and use of new strategies and data through the CT K-3 Literacy Initiative (CK3LI) grant.

Our parent survey goal this year was that 90% of respondents would agree or strongly agree that we communicate expectations about their child's learning. 94% of respondents agreed or strongly agreed. Increased communication through Class Dojo and increased parent contact about attendance and the effect on academic learning attributed to this positive response.

b. Goals for 2017-2018

Goal 1: Implement Domain 1a of the CCT Rubric with fidelity and intentionality in all classrooms (creating a positive and engaging learning environment) to improve relationships, make students feel safe and ready to learn, and to decrease behavioral problems. This will include ongoing professional development for staff on restorative practices and the domain indicators, monitoring of strategies by administration, and analysis and sharing of data by all staff.

Goal 2: Integrate research-based strategies into regular tier 1 small group instruction in both literacy and math. Our staff spent a good portion of this school year learning how to analyze and use the data from i-Ready (math) and CK3LI and mCLASS (English/Language Arts). Our focus for next year will align with the District's focus of increased time and effectiveness of small group instruction. We have already begun providing PD on classroom set up and rotation schedules to make small group instruction more effective. Once the routines and systems are in place, the focus will immediately shift to learning and implementing proven strategies in the specific focus. Surveys went to staff at the end of this year asking for feedback on what the specific Professional Development needs are for teachers to more effectively provide targeted small group instruction. This feedback will be used by our coaches to plan initial coaching sessions and plan for Instructional Data Team (IDT) focuses.

II. HIGHLIGHTS

We decreased our chronic absenteeism from 20.6% to 10.9%, basically cutting it in half. Our goal for next year is to decrease it by another 3-6%.

We are also proud of the following programs, events and initiatives from this year:

- Basketball incentive program for grade 4 & 5
- Volleyball incentive program for grade 4 & 5
- First Families of Excellence Dinner held by the School Governance Council
- Police Activity League (PAL) and 21st Century Afterschool Programs
- PBIS Celebration at Fulton Park and PBIS School Store incentive
- Collaboration with Pomperaug student mentors
- Classes 4 Classes student kindness assembly
- Collaboration with StayWell School Based Health Clinic to provide medical, dental and counseling services for our families
- Citizenship Award Ceremony
- Grade 5 End of Year Awards Ceremony
- Collaboratively wrote a new vision/mission with staff to be communicated with all stakeholders for the 17-18 school year
- Pennies for Patients participation
- Bottle and can drive to support a family from our school in need

III. STRENGTHS OF EDUCATIONAL PROGRAM

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

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

1 student received the Superintendent's Award
 276 students were recognized as Students of the Quarter
 54 students received Citizenship Awards
 Several students were recognized at the District level Invention Convention
 2 students were recognized by CAS for their art work
 2 students were recognized by the Elks club poster contest

b. *Number of Students Transferred*

	In	Out
Within system	81	108
Outside system	44	73

DUGGAN PRE-KINDERGARTEN THROUGH 8TH GRADE SCHOOL

Dr. Patricia Frageau, Principal

I. GOALS**a. *Accomplishment of Goals 2016-2017***

Implemented teacher evaluation plan.
 Conducted assessments through M Class and Smarter Balance.
 Implemented School Governance Council.
 Offered Extended School Hours (ESH).
 Designated Instructional Data Team (IDT) (grade level) meeting to monitor and analyze student work.
 Differentiated instruction to meet diverse learning styles for all.
 Offered Tutorial services for at risk students in the area of Reading.
 Used results of district assessments to adjust instruction and curriculum pacing.
 Continued the Primary Mental Health Grant project for at risk K-Grade 3 students.
 Utilized the IRIS phone system as a means of contacting parents.
 Conducted parent outreach through classroom teacher, parent liaison, guidance counselor, social worker and principal.
 Implemented a School-wide Data Team to examine student data.
 Implemented the following afterschool programs: CPEP, Garden Sprouts, Girl's Inc, intramural sports.
 Created sub-committees in order to address specific behavioral and academic needs of students and improve school climate (School Climate, PBIS, EIP, Fundraising and Safety).

b. *Goals for 2017-2018*

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

Goal 1 Literacy

Increase percentage of all students who are reading at grade level by 15% at the end of 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 15% as measured by M Class in grade 1-3 over a three year period.

Increase the percentage of all students meeting the Kindergarten Exit Criteria in standards in reading to 90%.

To add additional collaborative time blocks to each teachers daily schedule.

Goal 2 Numeracy

Increase by 15% the percentage of students scoring proficient or higher on district assessments over a 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 IDT meetings are used to review student work and performance in mathematics.

To add additional collaborative Math time blocks to each teachers daily schedule.

Goal 3 Safe and Secure Teaching and Learning Environment

Reduce the number of discipline referrals by 15% over 3 years

Increase the use of Crisis Prevention Services Team (attendance counselor, parent liaison and other support staff).

Continue monthly safety and attendance meetings

Goal 4 Parental Involvement

Increase to 95% the number of parents who sign and return the Family School Compact.

Increase family involvement in the educational process by 15%.

II. HIGHLIGHTS

Duggan School staff volunteered after hours to implement several educational family events, including a reading, math, Zumba and Get Fit night that were successful and grew in attendance as the year went on.

Monthly and weekly PBIS celebrations conducted.

An end of the year field day and parent involvement evening were held.

Participated in the "Gathering", the Walk for Autism and Mayor O'Leary's Waterbury Marathon.

Participated in state-wide Invention Convention.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Teachers work collaboratively on school-wide and grade level projects to improve student achievement and strengthen character virtues.

Strong School Governance Council committee.

Teachers have been trained in DDDM (Data Driven Decision Making), and a team has been established to analyze data in reading, writing, and math.

Academic growth Math

Grades K-1 Fluency EOY Data:

Grade K: 86% of students are proficient

Grade 1: 75% of students are proficient Math

Grades K-1 Fluency EOY Data:

Grades 2-5 i-Ready Growth Data

School: 67% of students achieved the growth target

Grade 2: 45% of students achieved the growth target

Grade 3: 85% of students achieved the growth target
 Grade 4: 69% of students achieved the growth target
 Grade 5: 69% of students achieved the growth target
 ELA
 Grades 1-5 Reading Fluency EOY Data:
 50% of students are at Benchmark for reading fluency
 18% of students are Below Benchmark for reading fluency
 32% of students are Well Below Benchmark for reading fluency
 Primary Mental Health Grant (Just For Me) project for at risk K-3 students
 Girl Scouts/Boy Scouts Lunch Bunch---the Girl Scout program for kindergarten to fifth graders increased its participation and completed its fourth year and the Boy Scout program for third to fifth graders also increased its enrollment and completed its third year.

IV. **STATISTICAL DATA**

a. ***Students Receiving Awards***

Superintendent's Award (2)
 Dragon of the Week (990)
 President's Award for Educational Achievement (10)
 Average percentage of students attending monthly PBIS celebrations (90%)
 Just For Me (48)
 Citizenship Award (10)
 Superlative awards (12)
 State invention convention awards (3)

b. <i>Number of Students Transferred</i>	In	Out
Within system	94	24
Outside system	40	34

M. M. GENERALI ELEMENTARY SCHOOL

Kathy Stamp, Principal

I. **GOALS**

a. ***Accomplishment of Goals 2016-2017***

We continued to strive towards excellence to ensure that we make appropriate gains and meet our goals. The general goals for the 2016-2017 school year at M. M. Generali School are the continuation of the lifelong learning, the functioning in our society as responsible citizens, and the continuations of growth and productivity. We analyze test scores and meet weekly at Instructional Data Teams (IDTs) to analyze data to drive our instruction, review students' areas of focus, and plan intervention.

b. ***Goals for 2017-2018***

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

Goal 1: Currently fifty percent of students in grade 1 will show one year of growth or remain at benchmark in fluency from Middle of the Year to the End of the Year on mCLASS DIBELS Oral Reading Fluency (DORF). We met our goal at 59%. We would like to increase this for next year.

Goal 2: Currently 50% of students in grades 2-5 will show one year's growth or remain at benchmark on I-Ready end of the year assessments. We met our goal at 55%. While monitoring our i-Ready data, we will increase our percentage in this area.

II. **HIGHLIGHTS**

We decreased our suspension rate.
 We increased our student attendance to 95%.
 We increased teacher attendance to 92%.
 Our parent survey data shows 98% of parents are pleased with the communication between the school and the parent/families.
 Our Extended Day Grant provided us with an After School Enrichment Program Kindergarten Orientations was held in June.
 We held a Winter and Spring Family Night that was well attended.
 We had our Annual Memorial Day Ceremony attended by many dignitaries.
 We had Math Night.
 Monthly Parent Coffee hours were held on the first Friday of each month.
 We held a spring and winter concert.
 We worked in collaboration with Mega Education for our 10 Student of the Month Ceremonies.
 We had a Family Literacy Night.

III. **STRENGTHS OF EDUCATIONAL PROGRAM**

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

Instruction is given fully utilizing all aspects of the curriculum. Positive behavior is used to teach the children expected behavior. The parents are notified daily of their child's behavior by a color chart calendar that must be signed daily as part of the program. A positive, safe environment promotes excellent instruction. Many teachers take professional courses. All are involved in professional developments. Teaching practices that incorporate cross discipline learning are utilized in class.

We encourage the development of a culture that supports traditions and responsible behaviors. We like to involve the parents as much as possible. The "Student of the Month" awards provided recognition for personal accomplishments. Parents and families are encouraged to attend and celebrate.

Another strength of Generali School is the wide cultural diversity of our student body. This brings a resource for learning to every day experiences. By learning about each other, Generali students learn about the world.

IV. **STATISTICAL DATA**

a. ***Students Receiving Awards***

Superintendent's Recognition Award	1
Student of the Month	252
Math	33
Language Arts	33
Reading	33
Social Studies	33
Spelling	33
Penmanship	33

Art	33
Library	33
Vocal Music	33
Physical Education	33
M. M. Generali Award	33
Hightes Academic Award	3
Presidential Award for Excellence	10
Presidential Award for Achievement	26

b. Number of Students Transferred	In	Out
Within system	74	79
Outside system	99	68

GILMARTIN PRE-KINDERGARTEN THROUGH 8TH GRADE SCHOOL

Jennifer Dwyer, Principal

I. GOALS

a. Accomplishment of Goals 2016-2017

We accomplished meeting growth targets this year in both academic areas and the parent survey goal set at the start of the school year.

Our first goal was for 70% of grades K-5 students to demonstrate growth in the area of phonics and fluency. Based on a comparison of Beginning of Year (BOY) – Middle of Year (MOY) for first and kindergarten and End of Year (EOY) data, we met our Student Learning Objective (SLO) with 77% of students either moving a category or remaining at benchmark. In kindergarten, 83% met the criteria in Phoneme Segmentation Fluency (PSF). 71% of students in grades 1-5 met criteria in DIBELS Oral Reading Fluency (DORF).

Our second goal was for 60% of K-8 students to demonstrate growth in math per the individual grade's growth target: grades K-1 will demonstrate proficiency in adding and subtracting by scoring 80% on EOY district assessment, grades 2-5 will demonstrate a minimum of one school year's growth or remain on targeted level using a comparison of i-Ready BOY and EOY data, and 60% of grades 6-8 will demonstrate a minimum of one category growth or remain at "Practitioner" as measured by a common four point problem solving rubric. The goal was met with 71% of students meeting their individual grade level criteria. Kindergarten met at 88% and first grade at 87%. According to i-Ready data, 68% of students in grades 2-5 met their growth target. According to district DAT data, 57% of students met category growth according to the four point problem solving rubric.

We also met our Parent Feedback Goal which was for 85% of parents to agree or strongly agree with the statement "I feel welcomed at my child's school." This goal was met with 90% of parents agreeing or strongly agreeing with the statement.

b. Goals for 2017-2018

Goal 1: Goals formulated will continue to focus on improving teaching and learning to ultimately increase student achievement. Strategies for next year include expanding the integration of learning targets into lessons, increasing the amount of small group math instruction and centers, and developing teacher knowledge of differentiation within certain learning styles.

Goal 2: In the 2017-2018 school year, we intend to provide staff development on social emotional learning. Development will include increasing knowledge of child development and providing strategies to assist teachers with better tending to various milestones and/or challenges.

II. HIGHLIGHTS

This school year we have had many celebrations. We introduced and successfully ran the Wingman program, developed a partnership with BOOST to analyze school services and programs, created a school garden in partnership with Whole Foods, met each of our academic and parent survey goals, and have been awarded the 1003a 2016-2017 State of Connecticut Turnaround Grant.

III. STRENGTHS OF EDUCATIONAL PROGRAM

We continue to look to data to guide the pathway for instruction. This year, more than ever, we have analyzed testing data to determine student response to instruction. In Instructional Data Team (IDT) meetings, our specialists have provided coaching and guidance in the areas of English/Language Arts (ELA) and math. Teachers have met and collaborated about strategies that are creating positive learning outcomes so that student success is met. Our data reflects that the focus on academic success and analysis of teaching strategies has deemed effective. Our teachers continue to look for and implement best practices in their classrooms.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

396 Student of the Month Awards
8 Wingman Awards
100 Academic Awards
12 Specials Awards
2 Superintendent Awards

b. *Number of Students Transferred*

	In	Out
Within system	89	120
Outside system	24	66

HOPEVILLE SCHOOL

Debbie Ponte, Principal

I. GOALS

a. *Accomplishment of Goals 2016-2017*

During the 2016-2017 school year, our district/school wide goals focused on:
Increase math proficiency in the area of fluency for grades K and 1.
Increase reading proficiency in the area of phonics and fluency in grades 2-5.
83% of students in grades K and 1 demonstrated proficiency in the area of math fluency, while 50.7% of students increased their reading proficiency in the area of phonics and fluency.

In addition to our school's academic goals, we increased parent involvement within the school. We had overwhelming parent participation and attendance at various after school

events. Also, we targeted student chronic absenteeism in all grades. Bi-weekly meetings were held, as well as, an attendance committee meeting where the team developed incentives for students.

b. Goals for 2017-2018

Goal 1: To enhance rigor in all lessons grades K-5.

Goal 2: To adopt a kindness model in all grades to promote character development

II. HIGHLIGHTS

Our school community was involved in various events throughout the school year, which fostered a positive family relationship within the school community. Our events included an Ice Cream Social, The Gathering, School Dance, McEducators Night, Roller Magic Night, and Book Bingo. We also held several events that provided information to parents and families, encouraging them to take an active part in their child's education. We did this through Kindergarten Orientation, Literacy Nights, Homework, and other Parent workshops. In addition, families were welcomed to celebrate Winter and Spring Concerts. School wide programs enhanced the educational experience for students. These programs included Black History Celebrations, Dr. Seuss week, and monthly Spirit Day themes. The Kids Marathon allowed students to work towards their running goal over many weeks, with a final lap as a city-wide event downtown.

Our students also had many connections to the outside community. Workshops on Drugs and Violence were led by the Waterbury Police Department, and the Community Officer led a presentation on Gangs to our students. Smile Builders provided dental care to our students. Students also actively took part in reaching out to the community, as they organized a canned food drive, collected Pennies for Patients, and supported our own 5th grade student in raising money for Brain Cancer.

Students took part in various committees, displaying leadership characteristics. Our Green Team led a recycling program in our school, providing bins to each classroom. They also organized activities around Earth Day, collecting canned food for pets, recycling plastic bottles, and raising money to support various environmental organizations.

III. STRENGTHS OF EDUCATIONAL PROGRAM

As always, our school has many strengths in our educational program. Our Parent Liaison, Social Worker and Attendance Counselor collaborated with families to increase parental involvement and student attendance, through home visits and various parent workshops provided. Our attendance cadre established incentives throughout the school year to reward students for perfect attendance during each marking period.

Our staff led many committees and met monthly to design, plan, and coordinate events and other celebrations throughout the school year. The excellence of our staff was evident in this year's Teacher of the Year, Melissa Parisi.

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

IV. STATISTICAL DATA

a. Students Receiving Awards

1 student received the Superintendent's award

1 5th grader received the President's Academic Excellence Award

8 5th graders received the President's Achievement Award
 1 5th grade received the Secretary of State Award
 2 5th graders received the CAS Arts Award

b	Number of Students Transferred	In	Out
	Within system	110	91
	Outside system	82	55

KINGSBURY SCHOOL

Erik Brown, Principal; Inez Ramirez, Assistant Principal

I. GOALS

a. **Accomplishment of Goals 2016-2017**

Grades 2-5 on i-Ready math diagnostic assessment: 58% of our students demonstrated 115% growth of at least one year.

English/Language Arts (ELA) attributes success to FOUNDATIONS curriculum, which is now in its third year at Kingsbury School.

Smarter Balanced Assessment Consortium (SBAC) Testing:

ELA

Number Tested	Level 3 or above
99	38%
81	35%
80	43%

Math

Number Tested	Level 3 or above
99	36%
81	28%
80	25%

b. **Goals for 2017-2018**

Goal 1: Implement Foundations in the third grade to follow those students who started this program in kindergarten three years ago.

Goal 2: Integrate to establish Number Talks in class and increase oral math language in classrooms.

II. HIGHLIGHTS

Back to School Picnic with Staff, Parents, Students with Frankie's Hotdogs and Ice Cream truck.

Parent Volunteers Breakfast for parents who took time beyond the norm to support the entire school community.

Coordinated the GROW TRUCK, which came to the school to provide healthy groceries to 25 parents monthly.

PTO (monthly).

Hispanic Heritage Night.

Family Literacy Night where small dogs came to school to sit in a child's lap while the child read to him/her.

Literacy How Events (3).

Family Game Night.

Kindergarten Orientation.

Arts Festival featuring student artwork and turning the entire staff into docents, as well as featured a school wide musical concert with every student performing. Before or after the performance, staff toured school to view the artwork around school and discuss with their class what they saw.

100-year celebration of Kingsbury School which included a marching band, local politicians, a fashion show, DJ and special guests commentating as participants in this Saturday event. Monthly Student achievement award ceremonies sponsored monthly by Attorney Dressler's law firm. Students received medals and certificates this academic year.

Lawyers in the classroom came and visited our fifth grade to encourage students from Waterbury to pursue the legal field in the future.

Every grade level enhanced curriculum with at least one field trip this academic school year.

Along with our newsletter, Kingsbury started a school newspaper named "The Kingsbury Pape" after a local celebrity who graduated from Kingsbury School and presently owns the local city newspaper.

Planted a tree in Israel with the Jewish National Fund to symbolize the forged relationship with Kingsbury School and Yeshiva School on Cooke Street a block from Kingsbury School. Looking forward to future partnerships.

III. **STRENGTHS OF EDUCATIONAL PROGRAM**

Monthly Professional Development provided for all teachers (math and literacy).

Literacy How Professional Development.

Enrichment classes.

Instructional Data Team meetings for math and ELA (biweekly).

Tiered Instruction (small groups)

Weekly Instructional Data Team Meetings

Weekly Instructional Leadership Team Meetings with Admin and coaches

IV. **STATISTICAL DATA**

a. *Students Receiving Awards*

Student of the month for Academics - 198

Student of the month gym heroes - 198

b. *Number of Students Transferred*

	In	Out
Within system	106	126
Outside system	56	68

MALONEY INTERDISTRICT MAGNET SCHOOL

Donna Cullen, Principal

I. GOALS**A. Accomplishment of Goals Based on School Improvement Plan**

During the 2016-2017 school year our goals focused on increasing the number of students who are proficient on the mCLASS Reading Fluency in grades 2 to 5. Our goal of 78% was met at 78%. Our Numeracy goal for Grades 2-5 was increasing knowledge of Problem Solving. Our goal of 70% was met at 75%.

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

- Alignment of instruction in K-5 to district curriculum, CCSS and our multicultural curriculum.
- Teacher collaboration on grade level data teams to analyze scores, identify areas of strengths and weaknesses to individualize instruction according to needs.
- Intervention Block has continued to offer Tier 2 and 3 support and to also offer enrichment activities.
- Literacy and numeracy blocks.
- Guided Reading Program in grades 1-5.
- S.Q.U.I.R.T. yearlong at-home reading program (grades 3-5).
- MIMS at-home summer reading program (Pre-K – grade 4).
- School-wide SSR program in twelve week intervals.
- After School Academic Program: October – February (grades 3-5).
- Positive Behavior Intervention Support Program.
- Math enrichment groups (grades 3, 4 and 5).
- Instructional Reading Tutors to offer additional small group instruction.
- Implementation of Engineering is Elementary (grades 2-5).
- The Leader in Me (Franklin Covey).
- Foundations.
- 2nd Annual Leadership Day.
- 2nd Annual Multicultural Dinner.

The Language Arts, Writing and Mathematics teacher leader positions continue to be the driving force behind our Collaboration and Co-Teaching Program. These teachers concentrate on CMT objectives while they assist classroom teachers with direct student instruction, model exemplary teaching techniques, and provide the latest information about national, state, and local standards and teaching strategies. The teachers also instruct student in flexible groups based on student needs as well as through co-teaching models such as parallel, station, and alternative teaching.

Stakeholder Feedback: School to Family communication. Our goal of 85% was met and exceeded at 95% of students who “Strongly Agreed” or “Agreed.”

During the 2016-2017 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.
- Student/Parent Handbook.
- Monthly newsletter.
- Iris System, Phone Calls.

Initiatives that contributed to increase parental involvement include: Book Bingo Night, Japanese Parent Visits, Welcome Back Ice Cream Social, PTO Monthly Meetings, PTO Yearly Fundraisers, PBIS/Reading Kick Off Pep Rally, Student Council Induction Ceremony, Maloney Parent/Family Survey, Kindergarten Orientation and Pre-K Orientation, Student of the Month Celebrations, Open House in September, two Parent Conference Nights, author visits, International Student Education Conference, Science Program-Gardens and hatching chick and raising chickens, PAC Meetings, School Wide Field Day, Chorus and Instrumental Concert, 5th grade Promotion, end of year Pre-K and Kindergarten Celebration, Japanese New Year Celebration, Dr. Seuss Day, Math Night for Grades K-Gr. 5, Leadership Day, Multicultural Dinner, Welcome Back Ice Cream Social, and McDonald's Night.

During the 2016-2017 school year our diversity goals to foster understanding and appreciation for cultural similarities and differences among students, parents, and staff were accomplished through the following:

- Meeting the CSDE requirement for a minimum of 30% interdistrict enrollment in order to secure continuation of the Interdistrict Cooperative Grant: this year we maintained a 35% interdistrict enrollment. This was accomplished through a continued collaborative partnership with our participating school districts, an Interdistrict Advisory Committee, a comprehensive recruitment plan, a spring new student orientation and a strong instructional program that encompasses innovative magnets.
- Consistently providing opportunities for students to validate and celebrate their uniqueness and abilities: samples of such programs include Student of the Month Program, American Citizenship Award Program, Morning Announcer of the Day Program, Publishing Authors Celebration, Forever Wave, PBIS Celebrations, and Leadership positions.

The Student Council served its fifteenth year as a service organization to the school and community. Its activities included: Induction Ceremony, Host to American Citizenship Award Ceremony, Food Drive to support the Salvation Army, Donation to Student Scholarship Fund, Blue Ribbon Campaign for the Prevention of Child Abuse donation, Toy Drive to benefit PAL, Autism Awareness, Support Our Troops Collection, fundraisers for a new playground, Multicultural Dinner and Leadership Day.

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

- Lou DelBianco, (artist/musician/storyteller), completed his residency program for Kindergarten. His workshops teach self-expression, improvisation and creative movement through skits based on the multicultural curriculum.
- Author: Davis Schwartz
- International Education Conference 2016 for grades 4 and 5 students in participation with the U.S. Department of Education International Week 2016 was held in November, 2016 in an effort to build international understanding and prepare students for a global environment.
- Grade 5 trip to Broadway, NY to see Get On Your Feet.
- Eight, Grade 5 students Annual Rhyme Celebration presented by CT Council of Language Teachers

B. Goals for 2017– 2019

Our goals for the coming school year are to: (1.) focus on instructional improvement with an emphasis on improving our SPI; (2.) foster an appreciation and acceptance for the

similarities and differences among others; (3.) strengthen parental involvement while building a strong school community; and (4.) provide a safe and secure teaching and learning environment. To meet these goals we will:

- Continue to address instructional improvement through ongoing assessment, curriculum alignment with CCSS, collaborative team planning, and meaningful professional development.
- Continue co-teaching in Math, Writing and Reading in grades K-5.
- Continue inclusion and EIP.
- Continue to maintain CSDE requirements including a minimum 30% interdistrict enrollment.
- Continue to offer students a variety of multicultural programs and activities.
- Continue Parent Liaison Program.
- Continue implementing intervention block which includes enrichment as well as support.
- Focus on Social/Emotional Growth through such programs as PBIS and The Leader In Me (7 Habits of Healthy Kids) Program (Franklin Covey).

II. HIGHLIGHTS

We continued to meet the magnet school requirements set by the CSDE. The interdistrict enrollment for 2016-2017 was 34%.

Kazumi Yamashita-Iverson, Japanese Teacher, was recognized as the Maloney School Teacher of the Year. She was a district finalist.

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 former Maloney college-bound graduates of Kennedy High School Eva LaFrance, and Wolcott High School, Patrick Drewry respectively. We are proud to continue this special tradition and are grateful to the sponsors whose donations have made our scholarship fund a reality.

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

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

Career Day for students in Grades 1-5

III. STRENGTHS OF EDUCATIONAL PROGRAM

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

Maloney Interdistrict Magnet School is completing its twenty first of operation. The school, with its multicultural curriculum, serves students from Waterbury as well as students from ten surrounding districts. The school offers a multicultural curriculum approach to reading, language arts, mathematics, social studies and science to children from pre-kindergarten to 5th grade. Rigorous academic skills are integrated into a program

that assists students in understanding, appreciating and respecting themselves and their classmates, through reinforcing character traits such as loyalty, caring, and empathy. The school provides an all-day pre-kindergarten program and regular classes for kindergarten through grade five. The school also offers a pre-school special education for children with special needs. Students with hearing impairments are offered both a self-contained and regular education program staffed by specialized teachers and assistants.

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

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

Maloney offers the following programs to its students:

- Before and After School Program
- Japanese Language and Culture Program
- A 24 station computer lab with the Channel 8 computer weather system
- Portable iPad cart
- Science/Math technology
- A breakfast and lunch program
- All day kindergarten
- Pre-Kindergarten Program
- Hearing Impaired Program
- Multicultural Curriculum
- Developmental Guidance Program
- State of the Art Equipment

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

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

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

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

The Japanese Language and Culture Program offers students in Kindergarten through Grade 5. Japanese language instruction three times per week for 25 minutes. Pre-K

instruction begins in January. Students are exposed to a variety of thematic units. Within these units, certain essential vocabulary, structures, and cultural topics are reviewed and expanded upon while giving new students a comfortable entry point. The program offers students many opportunities to experience Japanese culture through activities such as student and parent “Japanese Dinner with Sensei”, student celebration of World Languages Week, Undokai Festival (Sports Day in Japan), Japanese Spring Festival (a partnership with Wilby High School Life Management Students and Grade 1 students) and Multicultural dinner for families.

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

IV. STATISTICAL DATA

1. **Students Receiving Awards:**

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

2. **Students Transferred In/Out Building**

a.	Within system	In – 32	Out - 4
b.	Outside system	In – 18	Out – 18
	(Incoming Pre-K – 72; Outgoing 5 th graders – 88)		

JONATHAN REED PRE-KINDERGARTEN THROUGH 8TH GRADE SCHOOL

Juan Mendoza, Principal

I. GOALS:

a. **Accomplishments of Goals 2016-2017**

Jonathan E. Reed School has completed its fifth year in operation. We have again maintained many initiatives in regards to school wide attendance while enforcing parental involvement this year through the combined efforts of PTO and the Family Resource Center. FRC programs to help reach parents as well as provide additional assistance to students at risk continued successfully this year. Programs such as the Parents as Teachers (PAT) Born Learning Academy Early Childhood Education continued to recruit community families. Our Attendance Team this year continued to significantly reduce chronic absenteeism, and our monthly perfect attendance has gone up from last year at 777 to 1854 this year. Absenteeism was significantly reduced with weekly attendance meetings and monthly rewards. Attendance data was also tracked daily. This year the team continued to meet once a month to review our “at risk” population. These students were monitored weekly through a punch card system and rewarded. The Family Resource Center continued with “The Reed R.I.S.E. and Shine Club” to address attendance in a positive way with our at risk population. Reed School also focused on increasing literacy and math proficiency. This goal was consistently monitored through weekly grade level meetings that targeted strategies.

b. Goals for 2017-2018

Our Instructional Data were refined this year and ran more efficiently. We will also work on meeting our School Performance Index (SPI) goals with the Smarter Balanced assessment and are awaiting results. In addition, we will continue with our tiered intervention programs for our at risk students and provide tutors to help increase student achievement.

II. HIGHLIGHTS:

September 14	Open House/Ice Cream Social/Community Vendors
22	How to Help Your Child Succeed in School Workshop for Parents.
25	The Gathering
October 5	Student of the Month
19	Latin Festival (FRC)
November 2	Student of the Month
11	PBIS LUAU Dance Party (FRC)
17	Math Fun Fact Night
December 3	Thank You Ice Cream Party (safety patrol) (FRC)
5-9	Book Fair
15	Family Literacy (Polar Express)
23	Winter Concert
January 11	Student of the Month
19	Literacy Night Book Bingo
February 8	Student of the Month
23	Shandece McFadden TD Bank (black history) (FRC)
28	Dad, Me and Muhammad Ali (Black History Night)
March 8	Student of the Month
15	Bullying and Title 1 workshop
April 5	Student of the Month
19	Workshop: Child Sexual Abuse Prevention Program: Erin's Law
May 3	Student of the Month
4	Community Event (East Mountain Park)
8	Farmer Minor Kiss the Pig Reading event (FRC)
20	Field Day
24	Kindergarten Orientation
June 6	Harlem Wizards PBIS (FRC)
8	Student music concert
8	Maritime Aquarium (traveling Teacher Program) (FRC) Girls & Boys Scouts

III. STRENGTHS OF EDUCATION PROGRAM:

Our administrative team continued to implement the Instructional Data Team (IDT) process with our teachers. Teachers have become stronger in the use of google docs. This year Reed School continued success in the decrease of absenteeism. One strategy is our R.I.S.E. and Shine Club, where at-risk students meet with mentors and are monitored for improved attendance. Students would follow a weekly goal sheet which focused on time management. Each student had an individual goal to work towards. Students that were consistent and meeting bench marks would be rewarded for meeting incentives. In addition, the school wide attendance team continued to meet weekly and reviewed data and pattern/trends for absences. The increased attendance meant that students were in school consistently to increase their academic achievement.

IV. STATISTICAL DATA**a. Awards**

Superintendent's Recognition Award: 2
 Student of the Month: 162
 Monthly Perfect Attendance: 1854
 Yearly Perfect attendance: 12
 Middle School Awards: 45

b. *Number of Students Transferred*

	In	Out
Within system	111	48
Outside system	30	64

REGAN SCHOOL

Angela Razza, Principal

I. GOALS**a. *Accomplishment of Goals 2016-2017***

We accomplished all 3 school-wide goals: met Math Goal (based on Math i-Ready), exceeded English/Language Arts (ELA) Growth (based on mCLASS Fluency), and met parent survey goal.

b. *Goals for 2017-2018*

Goal 1: Increase the number of students reading fluently and on grade level as measured by mCLASS Fluency.

Goal 2: Increase the % of students meeting the Growth Target as set by Math i-Ready.

II. HIGHLIGHTS

1. We had a fully functioning School Governance Council this year, with all seats filled, including teachers, parents and community members that all played an active role.
2. We had the best student attendance city-wide.
3. We hosted more family events this past year to make it a more welcoming school. We held at least 5 more events this year than during the previous year.
4. We met all 3 school wide goals.
5. An Extended School Hours Program was implemented for grades 3 – 5, including Science Invention Convention, with 8 students acknowledged at district level, 4 students at regional level and 2 at state level.

III. STRENGTHS OF EDUCATIONAL PROGRAM

As always, educating all students is a top priority at Regan School.

1. ELA instruction included minimum 90 minute blocks with an additional 45 minute intervention block.
2. Teachers grouped students using mCLASS data and additional phonics screeners for instructional groupings.
3. i-Ready Math was used for grades 2 - 5.
4. Teachers implemented math centers daily after teaching whole group math.
5. Instructional Data Teams meetings were conducted bi- weekly for ELA and Math to determine learner-centered problems, problem of practice, instructional plan and monitoring plan.

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

2 students received the Bronze Presidential Award (Grade 5)

2 students received the Silver Presidential Award (Grade 5)

1 student received award for First Place in Gettysburg Address in City-wide competition (Grade 5)

3 students received award for Art displayed at the Mattatuck Museum (Grade 5)

24 students selected for each marking period for Student of the Marking Period Awards

Grade 5 - 2 students recognized for each category: Physical Education, Computers, Library, Most ELA Growth, Most Math Growth

Superintendent's Award - 1 student

Science Invention Convention at district level - 6 students went to Regional level, 3 at State level

b. *Number of Students Transferred*

	In	Out
Within system	115	37
Outside system	26	33

ROTELLA INTERDISTRICT MAGNET SCHOOL

Robin Henry, Principal

I. GOALS**a. *Accomplishment of Goals 2016-2017***

Goal 1: (Academics): The cohort of students enrolled at Rotella from September 2016 to May 2017 will increase their reading proficiency in the area of phonics and fluency.

At the beginning of the year we projected 70% of students in grades 2-5 will show growth by a category or remain at benchmark and the end-of-year data showed 76% growth.

Goal 2: (Academics): The cohort of students enrolled at Rotella from September 2016 to May 2017 will demonstrate a minimum of one school-year's growth in mathematics from BOY instructional level on the i-Ready Program. IAGD or remain on grade level.

At the beginning of the year we projected 75% of the students will make one category of growth or stay at grade level. The final percentage for grades 2-5 growth at the end of the year was 84.75%

Goal 3: (Attendance) The daily average attendance for 2015-2016 was 96.5% and we dropped slightly at 95.83 for 2016-2017. but still one of the highest in the District.

Goal 4: (Parent Survey): Our goal was 90% of parents will respond "agree" or "strongly agree" to the following statement: "Teachers and the principal(s) make available information about what your child is studying in school." On our survey we had 93% of the parents that agreed or strongly agreed to the above statement.

b. *Goals for 2017-2018*

Goal 1: The cohort of students enrolled at Rotella from September 2016 to May 2017 will increase their reading proficiency in the area of phonics and fluency.

Goal 2: The cohort of students enrolled at Rotella from September 2016 to May 2017 will demonstrate a minimum of one school-year's growth in mathematics from BOY instructional level on the i-Ready Program.

II. HIGHLIGHTS

- Awards: Art Schools Network Exemplary School of Distinction 2015-2017.
- Arts Partner School of the Year 2016 -2017 for Arts for Learning.
- School-Wide Celebration of "School of Choice Week" with culmination.
- After school play performance "Aladdin Jr."
- 26 Students went on field trip to decorate trees at City Hall and Chase Building.
- Student artwork was on display at Cheshire Convalescent Home (5 displays).
- 125 artworks displayed at Silas Bronson Library.
- 1 Student artwork donated to hang permanently in Legislative Office Building in Hartford.
- 5 Artworks on display for CT Youth Art Celebration.
- Representative Cummings chose 1 student artwork for display in her office in Hartford.
- 3 Artworks on display for Hartford Art Slam.
- 3 Artworks on display for Artrageous City Wide Art Show at Mattatuck.
- Raised over \$3,000 for Jump Rope for Hearts.
- Raised \$850.00 for MS.
- Raised \$450.00 for Children's Hospital.
- School dance with a live band 3G.
- Palette Awards Ceremony with live art performance by staff members.

III. STRENGTHS OF EDUCATIONAL PROGRAM

- We had one of the highest scores in the District for Reading and Math on the Smarter Balanced testing for 2015-2016 school year.
- We had one of the highest scores in the District for Reading and Math on the District testing for 2016-2017 school year.
- 2nd in the City for the highest scores on the Science CMT.
- Art teacher served as President of Connecticut Art Education and was appointed to serve next year.
- Art teacher was appointed as Eastern Region Elementary Director-Elect of National Art Education Association.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

- Four 5th grade students selected to attend the Invention Convention at UCONN, with one 5th grade student selected out of 19 students from Waterbury to compete at state competition at UCONN, then selected to compete in the National Invention Convention in Washington, D. C.
- One student received the Superintendent's Recognition Award.

b. *Number of Students Transferred*

	In	Out
Within system	52	17
Outside system	28	14

SPRAGUE SCHOOL

Diane Bakewell, Principal

I. GOALS**a. *Accomplishment of Goals 2016-2017***

We are ending the school year with a 7% chronic absenteeism rate. The Chronic Absenteeism Team met weekly this year to keep a close watch on student attendance. Administration, along with support staff, work together with families to be sure students are in school each day and offer supports if needed.

74% of kindergarten and grade 1 students increased their reading proficiency in the area of phonemic awareness and fluency. Factors contributing to this success included our work at Instructional Data Team meetings and using the students' instructional focus to guide small group instruction. Strategies shared by the literacy facilitator were also an important element in contributing to student success.

69% of students in grade 2 -5 demonstrated a minimum of one year's growth in mathematics based on i-Ready data. Factors contributing to this success include coaching cycles with our math coach, small group math instruction and i-Ready usage.

b. *Goals for 2017-2018*

Goal 1: To implement academic and character goal setting with students.

Goal 2: To increase parental involvement.

II. HIGHLIGHTS

We continue to provide opportunities that engage our students, families and community members in school wide events. We have established a STORM Team (Special Team of Role Models) consisting of grade 4 and 5 student role models. These students assist with events involving our students and families.

The year began with a Welcome Back Ice Cream Social for students, their families and the staff. Throughout the year we offered two literacy nights and a math night. The events were well attended and gave parents/guardians the opportunity to take part in an educational activity with their child. We also had our first BINGO/Attendance Awareness Night in which we discussed the importance of coming to school along with reviewing the district policies around attendance. In late spring we gathered with community members and held our community event at Waterville Park. Student musicians along with chorus members were celebrated at our Winter and Spring concerts for families. There were also connections to the community: the Smile Builders program came twice this year, there were workshops from the Waterbury Police Department, and we had a showing from the Shakesperience Theater.

III. STRENGTHS OF EDUCATIONAL PROGRAM

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

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

Students of the Month – 180 students

Superintendent's Award – 1 student

CAS Celebration of the Arts – 2 students

b. Number of Students Transferred	In	Out
Within system	114	102
Outside system	47	33

B.W. TINKER SCHOOL

Darlene Lerz, Principal

I. GOALS**a. Accomplishment of Goals 2016-2017**

- Implementation of Instructional Data Team (IDT) Meetings.
- CK3LI professional development and implementation across the grade levels.
- Implementation of i-Ready math program.
- Student of the Month.
- Attendance Wall of Fame.
- PBIS monthly incentives – Go Green Reward!
- Learning Targets aligned with CCSS.
- Implementation of math small group instruction.
- Increased collaboration with Math Coach and Reading Facilitator.
- Professional Development aligned with district and school goals.
- Math small group instruction and intervention.

b. Goals for 2017-2018

Goal 1: Our goal will be to continue to increase reading and math proficiency at Tinker School based on Beginning of Year (BOY), Middle of the Year (MOY), and End of the Year (EOY) mCLASS and i-Ready assessments. These increases will occur through a renewed focus on Tier 1 instruction, the implementation of Tier 2 and 3 intervention, and small group instruction for both reading and math. Collaboration with support staff, as well as the math coach and reading facilitator, will play an important role in reaching our goal.

Goal 2: Our second goal for Tinker School will be to inform our parents of the many conflict resolution strategies and programs we offer at the school. We will create an informational pamphlet to distribute at the beginning of year and at other times throughout the year. The parent liaison in collaboration with administration, school social worker and school psychologist will schedule an informational meeting with parents to highlight the programs and key people that assist with conflict resolution.

II. HIGHLIGHTS

- Back to School Ice Cream Social
- Fall Festival
- Science Laser Light Show
- PBIS Carnival
- ESH Program
- Invention Convention
- Student of the Month Ceremony
- Junior Achievement Day
- Starbase – Grade 5

- McEducator's Night
- CAS Art Recognition Dinner
- Holiday Basket Donations
- Roller Magic Night
- Valentine Day Dance
- Family Literacy Night
- Kindergarten Orientation
- After School Tennis Program
- Teacher of the Year – Jennifer Dimech
- Superintendent's Award – Alana Brites
- Parent Workshops
- Grade level Field Day
- Sound Tigers Field Trip
- Rod Dixon Marathon
- Jump Rope for Heart – Exceeded our donation from last year!
- CAS Teacher Recognition Ceremony – Cheyenne Walent
- STORM Team
- Recycling Program
- Perfect Attendance Recognition
- Traveling Farm

III. **STRENGTHS OF EDUCATIONAL PROGRAM**

- Attendance Counselor and Parent Liaison worked with our families toward increasing attendance and parent involvement.
- Math Coach and Reading Facilitator supported teachers and students by modeling and conducting PD.
- School wide intervention block.
- Instructional Data Team Meetings.
- Student Leadership: STORM Team.
- Fidelity to Foundations and Progress Monitoring.
- Implementation of i-Ready and Lexia.

IV. **STATISTICAL DATA**

a. *Students Receiving Awards*

Superintendent's Award – Alana Brites
 CAS Art Award – Zoyla Romero
 CAS Music Award – Caitlyn Alvarez

b. *Number of Students Transferred*

	In	Out
Within system	69	74
Outside system	48	60

WALSH SCHOOL

Ellen Paolino, Principal

I. GOALS**a. *Accomplishment of Goals 2016-2017***

In year four of the Walsh Turnaround Plan, a full-time Science Tech Teacher position was added, along with weekly science instruction during “specials”. Additionally, Walsh formed a “Little Scientist Club” consisting of students in grades 3-5 who, through teacher recommendation and student request, participated in Science enrichment. The positions created the previous year of prevention specialist and Math Interventionist continued for the 2016-2017 school year. Additionally, our educational partnership continued with IEP, Project CHILD. A consultant was on staff nearly full time, providing teachers with daily assistance and ongoing Professional Development (PD) opportunities. A distributed leadership model was continued with most staff members participating in one or more of eight school committees. Additionally, all teachers attended an extra 40 minutes of planning time each week, compensated through an agreed Memorandum of Understanding (MOU). Teaching staff was evaluated based on the System for Educator Evaluation and Development (SEED) model. An After-School 21st Century Program began this year at Walsh in addition to the three other after-school programs, which were Extended School Hours (ESH), PAL, and the Before and After School Program. Reading, math, and behavior SRBI has been implemented across grade levels. Reading teachers provided Tier 3 support to qualifying students for forty-five minutes per day, five times per week. Reading-English-Language Arts and Math Grade Level Data Team Meetings were held weekly with excellent staff attendance. School Governance Council vacancies elections were held and members elected. Walsh formed a community partnership with COMCAST, and we participated in COMCAST CARES DAY on Saturday, April 22nd. Walsh reduced out of school suspensions by 31.2% (32 in 2015-2016 to 22 in 2016-2017) and in-school suspensions by 76.1.% (46 in 2015-2016 to 11 in 2016-2017). The teacher retention rate at Walsh for the 2016-2017 school year was 95%. Walsh students showed 103% growth on the i-Ready Math End of Year (EOY) assessment, while 53% of the students achieved their growth target. Additionally, mCLASS Reading TRC EOY results showed an 8% improvement growth (2014-2015 EOY 35% proficient or above; 2015-2016 47% proficient or above; 2016-2017 55% proficient or above). Overall mCLASS result in 2016 showed a 16% increase in school-wide composite scores (36% in 2014-2015; 43% in 2015-2016 and 59% in 2016-2017).

b. *Goals for 2017-2018*

In 2017-2018 we will strive to meet district reading and math targets. Staff will be using uniform transition and management procedures developed through ongoing PD with our educational partnership Project CHILD. Universal systems of data collection will be implemented. Shared folders will be used to collect and share student data within the building. Community partnerships with Kingdom First/Uplifting a Life and PAL will continue. Additionally, Walsh will focus more on the arts during the 2017-2018 school year. Through a grant from COMCAST, Walsh will receive musical instruments for student use. The instruments will be used to enhance our music program. Our Art classes will also be enriched during 2017-2018 through painting murals around the school (paints provided by COMCAST).

II. HIGHLIGHTS

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

consisting of coordinated partnerships. During the second year of the turnaround process, Walsh invested heavily in academic strategies to personalize instruction; staff to ensure capacity for reforms; school climate to create an inviting learning environment; and partnerships to maximize resources for students, families, and staff. Walsh provided three afterschool programs for its students. The Extended Hours Afterschool Grant Program focuses chiefly on bringing multicultural and arts-based enrichment activities to our students; our partnership with the Police Activity League led to another afterschool program that includes academics and recreation at their facility nearby the school; and the Before and After School Program provides day-care, academics, and enrichment for the children of parents who are working or who are full-time students. Our 21st Century Afterschool Program extended the Science instruction our students have daily. The program allowed students and their families to visit the Maritime Center in Norwalk, as well as the Mystic Seaport in Mystic, CT. Our PBIS model was strengthened this year and positive office referrals were implemented. We also incorporated “green parties at the cluster level”, utilized class dojo and had three PBIS assemblies. We also had two Superior Court Judges visit Walsh who provided inspirational talks to our students. Walsh had many family activities during the 2016-2017 school, including, but limited to: Reading Night, Math Night, SPOOKTACULAR, Hispanic Heritage Night. We also hosted a career day. Walsh School moved from a “Turnaround School” to a “Focus School”. As a result of our continuous growth in the areas of academics and climate and culture, Walsh staff was invited by the CSDE to present at the April NetStat meeting in New Britain, CT. We also have been nominated by our educational partnership to become a National Demonstration School for Project CHILD.

III. **STRENGTHS OF EDUCATIONAL PROGRAM**

Walsh staff truly believes all students can learn. Our data supports targeted, rigorous instruction. We teach all students, in grades K-5, using stations (student centered instruction), where students become responsible for their learning. A well-established, consistent SRBI program is positively impacting student achievement. Increases in reading achievement are being driven by teachers’ SLOs and are seen in resulting student assessment scores. The expansion of resources to improve student achievement and behavior is evidenced by the hiring of additional full-time staff. The school has invested in data systems and a data-driven culture. Multiple after school programs are available to students to meet their varied needs.

IV. **STATISTICAL DATA**

a. ***Students Receiving Awards***

One 5th grade student has been recognized nationally for her cheerleading skills (awarded a trophy in Florida in December 2016). Another one of our fifth graders was a recipient of the annual Superintendent’s Student Recognition Awards and was honored at an awards assembly. Again, a 5th grader won the school-wide Gettysburg Address Competition. Additionally, 5 Walsh students, members of Boy Scouts of America, received scholarships to the Summer 2017 overnight Boy Scout Camp.

b. ***Number of Students Transferred***

	In	Out
Within system	114	99
Outside system	102	66
TOTAL NUMBER OF TRANSFERS	381	

WASHINGTON ELEMENTARY SCHOOL

Lori Eldridge, Principal

I. GOALS**a. *Accomplishment of Goals 2016-2017***

Implementation of i-Ready for grades 2-5 averaging 80% or higher instructional usage.
Adding grade 1 to i-Ready usage starting in January.
Implementation of 150 Lexia licenses averaging 80% or higher instructional usage.
71% of K-1 students met or exceeded End of Year (EOY) benchmark goals for mCLASS.
77% of 2-5 students met or exceeded EOY benchmark goals for i-Ready.
Continuous Professional Development (PD) embedded into staff meetings through Literacy How.
Whole school focus of domain 3b academic rigor.
Continuously monitor and update School Improvement Plan.
Implementation of Class Dojo school-wide.
Parent Survey – 85% were aware of translation help and 15 % were unsure which leads me to believe they didn't need translation help.
Implementation of new arrival procedures with success.
Begin to implement Project Based Learning.

b. *Goals for 2017-2018*

Continue to implement i-Ready and Lexia with 80%usage.
Continue to show growth through i-Ready and Lexia usage.
Implement Achieve 3000 through school improvement grant.
Improve attendance rates through use of full time attendance counselor through grant.
Implement Google Classroom in grades 3-5.
Specialists to pick up first class at 8:10 to make sure teachers are at CPT/IDT on time.
Begin implementing Responsive Classroom strategies such as morning meetings and closing circles.
Implementation of interactive note-booking in grades 1-5 to improve rigor.
Utilizing the CSDE website to do daily SBAC questions with grades 3-5.
Increase the level of parent involvement.
Split SWDT into 3 sub-committees – Vocabulary, SBAC/Interactive Note-booking, PBL.
More frequent focus walks for administration.
Implementation of Foundations in grade 3.

II. HIGHLIGHTS

- Back to School Ice Cream Social – Title I.
- Literacy How mentors.
- The Gathering.
- Heritage Night –Title I.
- Bi-Monthly Student of the Month celebrations.
- Family Fitness Night – Title I.
- Family Craft Day.
- Scholastic Book Fair – Title I.
- Extended School Hour (ESH) Program for grades 3-5.
- 21st Century Program for grades 3-5.
- Sending 4th graders to NVCTC for Leadership Conference.
- I-Ready Celebration at MOY with Parent Involvement.
- Black History Month Celebration – Title I.
- Reading Night – Title I.
- Math Night – Title I.

- Monthly Attendance certificates for Perfect Attendance.
- Field Day with tremendous parent involvement.
- Parent involvement with filling out surveys for Working Cities Grant.
- Kindergarten Orientation – Title I.
- 5th grade promotion activity to Holiday Hill.
- 4th and 5th Grade Dance – Title I.

III. **STRENGTHS OF EDUCATIONAL PROGRAM**

ESH After School Program – Invention Convention.

I-Ready and Lexia Usage and growth reports.

21st Century After School Program.

5th Grade Science Fair.

Strong Staff Commitment to School-wide Cadres (PBIS, SWDT, Family Involvement, School Governance Committee, Safety, CAT, School-wide Leadership).

Math and ELA Coaching cycles.

Instructional Focus Groups for both Math and ELA.

Tiered Intervention.

Literacy How mentoring with Patsy and Phyllis.

Literacy How training for K-3 teachers and support staff.

Training for SBAC from CAS workshops.

IV. **STATISTICAL DATA**

a. ***Students Receiving Awards***

Math i-Ready Awards grades 2-5 for meeting MOY goals and EOY goals

63-117 on average per month of Monthly Perfect Attendance Awards

1 Superintendent's Award

561 Lexia Certificates for completing levels

3 Lexia Certificates for completing whole program

b. ***Number of Students Transferred***

	In	Out
Within system	94	85
Outside system	136	49

WOODROW WILSON ELEMENTARY

Jennifer Rosser, Principal

I. **GOALS**

a. ***Accomplishment of Goals 2016-2017***

Professional Development for staff - CT K-3 Literacy Initiative (CK3LI).

Learning effective elements of Intervention lessons.

Data Meeting Tasks.

Progress Monitoring Tasks.

Guide for Determining Instructional Focus based on mCLASS Aimline of Target Subtest and for New Instructional Focus.

Continuum of Foundational Literacy Skills for critical thinking skills, oral language and vocabulary.

Professional Development for staff - in Math, Applied Behavior Analysis & Social Emotional Thinking.

Bureau of Education & Research – Guided Math Practical Strategies to Differentiate for math instruction using small group instruction & math learning Centers.

Bureau of Education & Research – Applied Behavior Analysis – powerful intervention strategies to help successfully manage students with struggling behavioral issues.

Commonwealth Educational Seminars - Social Thinking – learn strategies to teach self-regulation, self-awareness, social thinking & social skills. Develop social competencies needed to better connect with others strategies & frameworks.

Student Learning Objective (SLO) goal of 60% for English/Language Arts (ELA) was achieved.

SLO goal of 60% for Math was achieved.

Chronic Absenteeism drastically reduced from Beginning of Year (BOY) at 22.9% to End of Year (EOY) at 7.9%

Small group instruction based on instructional focus derived from research based data from mCLASS for ELA & i-Ready for math (grades 2 -5) – using resources for intervention that target directly to the students area of need.

Improved usage of research-based programs i-Ready, Lexia & Study Island.

b. Goals for 2017-2018

Goal 1: Academic Rigor – ensuring that engaging common core instructional practices are implemented for small group focused intervention/instruction supported by centers/rotations where students self-assess & peer assess using basic rubrics that align with the center activity, expectations & outcome.

Goal 2: Culture and Climate – Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process via school environment, student attendance, student behavior, Inter-personal interactions, family engagement and community partners.

II. HIGHLIGHTS

- We participated in professional development with the Bureau of Education provider for Small Group Engaging Math instruction & Centers, as well as Applied Behavior Analysis to serve our highest needs at Wilson.
- More effective implementation of the Instructional Data Team (IDT) process & small group instruction based on individual instructional focus to establish effective, rigorous & targeted ELA instruction.
- Improved participation in The Gathering parade.
- Participation in Science Invention Convention at the district & local level at Quinnipiac.
- Partnered with the Waterbury Career Academy (WCA) for the second year in a row at the WOW community event & arranged for busing for parents that did not have transportation.
- 1st year school participated in Dash & Bash.
- Increased parent involvement - at all evening events – Ice cream social (83 parents), Open House Resource Fair (158 parents) - Student of the month (15 – 20 parents average each month), Chuck E. Cheese – (145 parents), Family Reading Night at Barnes & Noble (20 parents), Family Testing info night with Bingo (25 parents), McEducator Night – local McDonalds (22 parents), Community WOW NRZ Center – (28 parents), Fall, Winter, & Spring Concerts, Black History Month Concert – (on average 30 – 50 parents).

- New Playground equipment & playground renovation – collaboration partnership with community business NEJ – donation.
- Consistent monthly committee meetings – Governance, Safety, SIP, PBIS.
- Quarterly meetings for OCR.
- Weekly IDT's – for ELA & Math.
- Weekly Chronic Absentee Team (CAT) meetings.
- Monthly – Student of the Month & parent coffee club with parent informational meeting.
- SERC – State Consultant working with Wilson – Welcoming Walk-through & Climate – as Wilson was picked as 1 of the 6 schools in the district to participate in this State initiative.

III. **STRENGTHS OF EDUCATIONAL PROGRAM**

- ILT – principal & facilitator/coach weekly planning meetings.
- IDT – weekly content data meetings for ELA & Math.
- CAT – attendance meetings & strategies to improve chronic absences.
- Family Resource Center and Parent Liaison – improving the quality of our students' home & school experience. Helping to support parents and students
- i-Ready, Lexia, Foundations Phonetics Language program implementation and Utilization.
- Community involvement and partnerships.
- Collaboration with WCA for college and career ready programs & interns from WCA working with our early childhood students.
- Adherence to State and District Initiatives, policies and procedures.
- Adherence to Organizational structure, procedures, schedules for faculty meetings and PD.

IV. **STATISTICAL DATA**

a. ***Students Receiving Awards***

1 – Student received – Superintendent Award

6 – Students received – Science Invention Convention awards at the district level with 3 students moving on to the local level at Quinnipiac

2 – Students received – CAS Art Awards

12 students – perfect attendance award for the entire year. Also, monthly awards were given each month as well for the monthly perfect attendance students

230 students – Wolf of the Month

b. ***Number of Students Transferred***

	In	Out
Within system	103	130
Outside system	73	43

NORTH END MIDDLE SCHOOL

Jacquelyn Gilmore, Principal

I. GOALS**a. *Accomplishment of Goals 2016-2017***

We accomplished our goal to create and implement a true tiered approach in English/Language Arts (ELA) for sixth graders. We provided standards-based core instruction for all students while being able to give students more intensive and targeted intervention as needed. Our literacy teachers received professional development in specific strategies to address student's needs. Students needing more intervention were monitored frequently and assessed to measure progress. We were successful exiting 8 students out of Tier 2 and Tier 3 interventions, which is a tremendous accomplishment.

b. *Goals for 2017-2018*

Goal 1: Implement various strategies to promote and maintain high levels of student engagement in all curricular areas. We will provide on-going professional development to our teachers with the help of our Instructional Leadership Director (ILD), coaches, and administrative team. These strategies will be monitored through walk-throughs, classroom observations, and professional conversations with teachers.

Goal 2: We will continue to improve our parent and community involvement through the efforts of the parent liaison and the School Governance Council. Providing more educational sessions for parents, including topics that are vital to parenting a teenager, will be our main focus. We will also continue our Enlightening the Mind Book Club in conjunction with Wilby High School, which served seventeen NEMS students and their families this school year.

II. HIGHLIGHTS

Our students have had a very successful year at North End Middle School with regards to achievement in Math and ELA, demonstrating huge growth from Beginning of year (BOY) to End of Year (EOY) on district assessments. 87% of students in ELA and 81% of students in math improved at least one category on these assessments. Teachers are most happy with the improvement in their student's writing over all curricular areas, with 93% improving by at least one category. As far as providing a safe and positive learning environment, we were able to reduce our Out of School Suspensions (OSS) and In School Suspensions (ISS) by 11% and 17% respectfully. This reduction was due to the efforts of our Prevention Team and our teaching staff who received three professional development sessions on handling troublesome behaviors by Jackie Davis. We also had six teachers receive grants from various organizations that added much needed technology to our classrooms. In addition to our academic and behavioral successes, we continued our mission to "Be Kind", through our Kindness Club. We raised money to help a city student affected by a house fire, we collected over 3,000 canned goods for the local soup kitchen, and sang for residents at a nursing home just to name a few.

III. STRENGTHS OF EDUCATIONAL PROGRAM

As always, our teachers are the strength of the educational program. Weekly instructional data team meetings, as well as team meetings, ensure that we are delivering standards-based curriculum, using best strategies and constantly assessing academic progress. Many teachers in the building have been very active in curriculum councils, as well as attending in depth professional development in the area of reading. As an administrative

team, we consistently meet weekly with our ILD to discuss instruction, calibrate, and actively plan to improve academics, climate, and student achievement.

IV. STATISTICAL DATA

a. **Students Receiving Awards**

90% of our student body was eligible for the Final PBIS Carnival
 250 Student of the Month Awards
 6 Superintendent Award Winners
 NEMS Top 100 Students- 6 students earned this award 3 years in a row
 6 Waterbury Youth Services Youth Leadership Awards
 1 Winner Lion's Club Peace Poster Contest
 2 Winners Unified Athlete of the Year Award
 1 Winner Taft Summer Program Scholarship

b. Number of Students Transferred	In	Out
Within system	85	101
Outside system	95	86

WALLACE MIDDLE SCHOOL

Michael LoRusso, Principal

I. GOALS

a. **Accomplishment of Goals 2016-2017**

Our goals for 2016-17 school year were focused on four areas as described in our School Improvement Plan.

Numeracy
 Literacy
 School Safety
 Parent Involvement

In the area of Reading, there has been consistent growth since over the past several years. Issues around instruction and specific problem areas were discussed during Instructional Data Teams (IDT) with building level administrators and our Literacy coaches.

English/Language Arts (ELA) teachers met or exceeded Indicators of Academic Growth (IAGD) for both Student Learning Objective (SLO) 1 and 2. Input from our math coach and the members of our Math IDT team has yielded important information about our teaching practices. Teachers implemented district wide assessments and planned lessons around the results. The math teachers have also met or exceeded IAGD's for both SLO 1 and 2.

Our newly created Tier 2 and 3 models for reading were introduced in grade 6 in accordance with the new CT state statutes.(IRP) In Grade 6, Tier 2 students meet with a literacy teacher during their ELA class for a 45 minute period three times weekly for intensified instruction. Tier 3 students are now scheduled for Literacy on the Unified Arts (UA) schedule for an entire year with a single teacher, 4 times per week for 45 minutes. They will be exited if they reach grade level in accordance with the established criteria.

Students are identified with the help of the mCLASS data provided by the ELA supervisor. Additionally, one area of focus will be the addition of a Grade 7 Tier 2 and Tier 3 program.

In the area of school safety, we have made significant progress. To date we have experienced a 27% reduction in our out of school suspension rate from the previous year. The out of school suspension rate for regular education students has decreased by almost 30% and students with special needs down by 24%. The reduction in disciplinary issues is directly attributable to the work of our prevention team that has worked very hard to develop an atmosphere of trust with our students. An overall change in school climate has been a major factor in the reduction of suspensions. The introduction of the CT School Based Diversion Initiative and the subsequent training of our staff by Jackie Davis, Leader in Residence, proved to be effective. Wallace Middle School was recognized by Governor Dannel Malloy and members of the Connecticut State Department of Education, who held a press conference at our school to highlight our reduction in arrests, suspensions and the increased referrals to community based agencies.

Our Safe School Climate Committee is committed to creating a safe environment for staff and students and meets monthly. In addition, our PBIS Committee meets regularly and has been instrumental in promoting a positive school environment. The PBIS Committee has sponsored several “pep rallies” this year which help to create a positive school climate. Our make my day awards along with our bingo games have served as a reward for our students. We further increased a strong sense of community with 4 casual dress days that raised just under four thousand dollars that was donated to charities that impact our community. Proceeds were donated to The Leever Center for Cancer Research, the Wounded Warrior Project, and a national organization to help wounded veterans, The Connecticut Multiple Sclerosis Society and Autism Speaks. Our parent involvement goal has moved forward slowly. We continuously encourage our parents to become more involved in school activities. School information was made available to all parents via our school website, our newsletter and through our automated IRIS message system. Our Open House was well attended with over 600 people attending in October 2016 and 400 more in April 2017. The STAYWELL Health Center has registered 1200 students for health services with 450 choosing to access services resulting in over 1200 visits.

b. Goals for 2017-2018

The goals for Wallace Middle School for the 2016-17 school year are taken from the School Improvement Plan and will address the specific needs of Wallace Middle School.

II HIGHLIGHTS

The development of SLOs was the major focus of our entire staff. The institution of a number of instructional strategies tied directly to our school goals and our teacher SLOs were aimed at improving student learning. We were able to identify specific students within specific sub groups that were in need of targeted instruction. The Tier 2 interventions were then provided in math and literacy. For the 2016-17 school year we continued with the changes in our master schedule. Students continue to travel to unified arts on a 4-1 schedule. They rotate to a new UA class four times per year. They take one unified arts class for four days for a 92 minute block and have physical education on the remaining day. Our PBIS team has been solidly in place since the 2009-10 school year and their influence was felt throughout the building. Our “Lion’s Law” or “PAWS” of positive attitudes working safely is the standard for behavior. In an effort to actively engage more staff in the PBS initiative, teachers were asked to display their personal commitment to PBIS and to student learning by posting their pledge in the main entrance and above their classroom doors. Also, to insure that students feel a greater connection to our school, we have continued our Individual Learning Plan. Twice monthly, students remain in their homerooms for the first period of the day to engage in a specific activity. The homeroom teacher and partner were each assigned half of the class and spent the period getting to know each child and making a personal connection with students. Pre-planned activities designed by a district team were used and activities ranged from ice breaker activities, to the development of personal

folders that included standardized test scores and attendance data. Students took the time to set personal goals for the school year that were periodically reviewed. Students now have access to a state of the art media center and new science labs. We continue to utilize 4 new computer labs dedicated to Business and Computers, a new addition to our curriculum at the middle school level. We also offer a number of after school programs; this includes CPEP and the 21st Century After School Program. An additional component of our after school program has been the establishment of our running club. It began as part of the fitness component of our after school program and has now become a school wide club that meets in the morning to run before school. The Mayor O'Leary Kids Run Program culminates with a mile run with other children from around the city.

III **STRENGTHS**

Our greatest asset is our staff. The involvement and commitment of our staff to our students is evident on a daily basis. They take pride in their work and strive to make our total school environment an exciting place to learn. The implementation of IDT and District Assessments have been well received and are vital to improving instruction. Our staff has been very receptive to our efforts to coordinate instruction between grades by meeting in vertical team meetings by house and content area groups. Teams have begun to use the data that is available to them in a meaningful manner. It is no longer just meaningless information but is used to influence instruction. The cohesiveness of our administrative team has allowed us to move from crisis management to focusing on instruction. House principals, Cynthia Hammond, Patricia McCarthy and Bridget Regan are unmatched in their dedication to our students. The staff at Wallace has made a commitment to excellence that helps us to create a positive learning environment.

IV **Statistical Data**

<i>b. Number of Students Transferred</i>	In	Out
Within system	36	93
Outside system	114	95

Student/Teacher ratio for school: 11:5

For academic subjects: 19:6

WEST SIDE MIDDLE SCHOOL

Maria Burns, Principal

I. **GOALS**

a. Accomplishment of Goals 2016-2017

We accomplished our goals in the area of reading and mathematics as shown on district assessments, significant growth was seen in the area of writing also. Beginning of year pre-assessment data delineated areas of weakness and certified teachers and interventionists addressed those skill areas in a systematic manner. More than 70% of grade 6 students improved their scores in reading and math as evidenced on end of year assessments. End of year data showed marked growth on the targeted skills with mathematical problem solving and reading comprehension for students in grades 7 & 8. A team of support staff members obtained success with students identified as truant; individual success plans were formulated and counselors met weekly with students to track their attendance.

b. Goals for 2017-2018

Goal 1: The cohort of students in grades 6, 7 & 8 continuously enrolled at West Side will increase their mathematical proficiency, by one level or more as measured by standards-based rubrics, in the areas of problem solving and real world applications.

Goal 2: The cohort of students in grades 6, 7 & 8 continuously enrolled at West Side will improve by one level or more, their ability to read closely and analytically to comprehend a range of literary and informational texts. Standards-based assessments will gauge students' skills through summarizing, making inferences and identifying central ideas and supporting details.

II. HIGHLIGHTS

West Side Middle School celebrated our 8th annual Community Day event in October. This event included representatives from 14 community agencies and local groups sharing their information with West Side students and families. We have continued our partnership with the University of Connecticut and, as one of only four schools in Connecticut, we continue our commitment to the Family and Community Engagement Initiative. Last June, a team of parents and school staff attended the Parent Engagement conference in Pittsburgh, PA. Trainings and site visits prepared us to draft an Action Plan to begin a new outreach initiative; the Parent-Teacher Home Visit Project is planned for implementation.

Our School Governance Council received the support from the Leadership Greater Waterbury team which adopted our school and raised funds to enhance our library/media center. The Leadership Greater Waterbury team held book drives and a fundraiser to supply our school with the funds to create an enhanced learning environment for our students.

III. STRENGTHS OF EDUCATIONAL PROGRAM

The focus of school-based professional development this year was student engagement and active learning. The building principal developed and presented a school wide plan based on research and aligned with the Common Core of Teaching with an emphasis on a common definition of engagement, effective strategies and student-centered learning activities. These components were integrated in all content areas through the work of the grade level instructional data teams. An increase in student engagement was observed during walk-throughs and observations after the implementation of selected school wide strategies such as the explicit teaching of lesson objectives and the use of exit slips. Standards-based rubrics in reading and math have also been integrated in all content areas.

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

First Honors – 293 students, grades 6, 7 & 8

Perfect Attendance – 76 students, 1 student with perfect attendance for 3 years

Academic Awards

English/Language Arts – 16

Algebra – 3

Science – 8

Mathematics – 8

Social Studies – 8

Most Improved – 6

Unified Arts Awards

Physical Education – 11

Art – 9

Technology Education – 9

Chorus – 3

Theater Arts – 2

Family and Consumer Science – 6

Spanish – 6

Band – 2

Guitar – 3	World Drumming – 3
Music -1	Citizenship – 3
Student Council – 1	Sports Awards - 18
Superintendent's Awards – 6	
Connecticut Middle Level Scholar Award – 2	
Dominican Consulate Award – 1	
Lions Club Poster Contest District Winner – 1	

b. Number of Students Transferred	In	Out
Within system	60	62
Outside system	130	81

CROSBY HIGH SCHOOL

Jade L. Gopie, Principal

I. GOALS

a. Accomplishment of Goals 2016-2017

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

b. Goals for 2017-2018

Crosby proposes measuring improvement in chronic absenteeism as follows: Reduce chronic absenteeism rate in 9th grade to under 15% and school wide to 20%. Crosby has implemented two intervention programs for at-risk males and females, Boys Circle and VOICES. Both programs are after school outlets for students to meet with a mentor to help facilitate the process of handling conflict resolution skills, positive personal perception, goal setting and addressing underlying barriers to a successful educational experience. In addition, Crosby has behavior technicians to support at risk students. In addition to reducing the rates of suspension, Crosby has developed a tiered attendance plan which incorporates a holistic approach (administration, attendance counselor, behavior technician, social worker, guidance) forming a collaboration to decrease the number of at-risk and truant students. Given the growing body of research on the importance of the 9th grade experience to overall high school performance and the Turnaround's Plan to focus on 9th grade at Crosby, we propose an emphasis on 9th graders' on-track status. 80% of the grade 9 students will be on track (earning 5 or more credits) to progress into the 10th grade.

II. HIGHLIGHTS

The educational programs (New Tech, AVID, PBL and Echo) will work to increase the level of rigor and engagement in the classroom and integrate 1:1 technology in the grade 9 academy. In addition, students were enrolled in a math and literacy intervention / enrichment course to support their areas of deficiency.

The third annual Walk for Success is planned for August 12th. The Walk is comprised of the Crosby administration, staff, parents and community members to visit homes of incoming 9th grade students.

In addition to the grade 9 freshman academy teams, the grade 10 teacher have been restructured into teams in support of the whole school themed academy model vision for Crosby High School.

Crosby planned and executed successful cultural awareness activities, Celebration of Three Kings Day and Black History Month. Crosby partnered with DTP (Developing Tomorrow's Professionals) and enrolled 6 males in their leadership academy. DTP is a leadership program for minority males in grades 10 and 11. The students meet at Southern CT State University on Saturdays during the months of June and July.

III. STRENGTHS OF EDUCATIONAL PROGRAM

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

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

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

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

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

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

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

Academic Awards: 212 students received academic awards based upon their excellence in various academic areas.

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

Superintendent's Awards: Four students received the Superintendent's Award.

Teacher of the Year: Yolanda Lee- Gorishti was recognized as the Crosby Teacher of the Year and Waterbury Teacher of the Year

PBIS Awards: Throughout the school year over 1,000 students received PBIS awards and participated in recognition breakfast, lunch, ice cream social and field day activities.

Life Smarts Team: 4 students travelled to Pittsburgh, Pennsylvania to compete in the National Life Smarts Competition. Students earned the following awards at the competition: Ayssa Simoes (earned a \$10,000 scholarship). The class Valedictorian earned a full scholarship to MIT.

b. Number of Students Transferred	In	Out
Within system	365	99
Outside system	65	205
TOTAL		
c. High School Graduation Information	Number	Percent
Graduates	226	89%
Entering four-year college	79	31%
Entering two-year college	87	34%
Entering vocational training	8	3%
Entering workforce	27	10.6%
Entering military	9	3.5%
Entering continuing special education program	6	2.4%
Unemployed		0%
Not graduating	29	11%
Total Number of Seniors:	255	

JOHN F. KENNEDY HIGH SCHOOL

Robert Johnston, Principal

I. GOALS:**a. Accomplishment of Goals for 2016-2017**

1. Increase the high school graduation rate to 78% by June 2017 as measured by the CTSDE's four-year cohort graduation rate.
2. Increase the number of grade 9 students earning 5 or more credits in grade 9 to 80% by June 2017.
3. Reduce the chronic absenteeism rate for the cohort of students enrolled in Kennedy High School from October 1, 2016 – June 1, 2017 by 5%.

b. Goals for 2017-2018

1. Increase the high school graduation to 81% by June 2018 as measured by the CTSDE's four-year cohort graduation rate.
2. Increase the number of grade 9 students earning 5 or more credits in grade 9 to 85% by June 2018.
3. Reduce the chronic absenteeism rate for the cohort of students enrolled in Kennedy High School from October 1, 2017 – June 1, 2018 by 5%.

II. HIGHLIGHTS

1. Kennedy High School has continued to successfully partner with the University of Connecticut, Naugatuck Valley Community College, and the College Board to offer 16 different courses where students can earn college credit while still in high school.
2. Student organizations held International Day, Club Day, a Blood Drive, a Breast Cancer Awareness Walk, a Hispanic-American Heritage Celebration, and participated in a number of community events including the City-wide Front Porch Day, the Gathering, and the Relay for Life.
3. SAT School Day was held once again in October, where every senior was given the opportunity to take the SAT in school at no cost to themselves or their parents. In addition, the promotion of a "college going culture" included the opportunity for every grade 10 and grade 11 student to take the PSAT, while grade 9 students took the PSAT 8/9.

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

III. STRENGTHS OF EDUCATIONAL PROGRAM:

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

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

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

IV. STATISTICAL DATA:

a. *Students Receiving Awards:*

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

Daughters of the American Revolution	F. Curtis and Susan B. Thrall Foundation
Thomas P. Dooley Award	C.O. Sports Academy Scholarship
Rivera Memorial Scholarship	Lil Freddy Memorial Foundation
Connecticut Community Foundation	Kennedy Foundation
Lia Pescetelli Scholarship	St. Mary's School of Nursing
Frederick DeLuca Scholarship Foundation	Frank J. Lombardo, Sr. Memorial Scholarship
Olympian Club	Michael's Jewelers
Carmen Cocchiola Memorial Scholarship	UCONN Leadership Scholarship

UNICO	Waterbury Sportsmen
U.S. Army Reserves	Martin W. Connor Memorial Award
U.S. Marines	UConn Presidential Scholars Award
President's Award	Society of Women Engineers
Yale Book Club	Harvard Club
St. Michael's College	University of Rochester
Alexion Scholarship	Michael J. Conway Memorial Award
CT Society of Certified Public Accountants	New England Scholastic Press Association
CIAC Award of Excellence	CAS Leadership Award

COLLEGES & UNIVERSITY ACCEPTANCES

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

b. Number of Students Transferred

	<i>In</i>	<i>Out</i>
Within system	97	160
Outside system	188	154

c. High School Graduation Information

	<i>Number</i>	<i>Percent</i>
Graduates	253	87.8%
Entering four-year college	93	32.3%
Entering two-year college	123	42.7%
Entering vocational training	12	4.2%
Entering workforce	18	6.3%
Entering military	6	2.1%
Entering continuing special education program	NA	NA%
Unemployed	1	0.3%
Not graduating	35	12.1%
Tot Number of Seniors	288	100%

WATERBURY ARTS MAGNET SCHOOL

Lauren F. Elias, Principal

I. GOALS**a. *Accomplishment of Goals 2016-2017***

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

b. *Goals for 2017-2018***Goal 1:**

High School: Students in 9th grade will be on track for promotion to grade ten.
IAGD. 80% of students in grade nine will attain a minimum of 5 credits as required for promotion to grade ten as measured by their status as of August 30, 2018.

Goal 2:

High School: Students in grade 12 (cohort 2017) will earn 22.0 credits for graduation as of August 30, 2018. IAGD. 75% of students in grade 12 (cohort 2017) will attain a minimum of 22.0 credits as required for graduation as measured by their status as of August 30, 2018.

Goal 3:

Middle School/High School: Reduce Chronic Absenteeism by a minimum of 5%.
IAGD. The cohort of students enrolled in Waterbury Arts Magnet School from October 1, 2017 – June 1, 2018 will reduce its chronic absenteeism rates by 5%.

II. HIGHLIGHTS

Magnet Schools of America National School of Excellence.

CMEA Awards for Instrumental and Vocal.

Over 90 Performances/Exhibit of Visual Art, Theater, Dance and Music at the Palace Theater, Apron Stage, Music Recital Hall, Atrium and in the community.

Participation in the National Honor Society.

Professional workshops with various artists, theaters, and school districts/artists in residence, such as Shakesperience, Orchestra Musician Alyce Bertz, Waterbury Symphony Orchestra.

After school program opportunities for students to pursue their interest in the arts and academic extensions, such as Rock Orchestra, Video Production, Film Club, Jazz Band, Select Choir, Shakesperience Mobius Afterschool Project.

Developmental guidance programs, such as Arts College Fair, Financial Aid Night, recruitment visits, and Open Houses for prospective students.

Summer Arts Program – two-week program for students to take additional arts classes.

III. **STRENGTHS OF EDUCATIONAL PROGRAM**

A culture of Kindness and Respect with a foundation of excellence and high standards celebrated by arts and academic staff, including criteria for student participation in performances and other special activities.

An extensive range of learning experiences for students – both in the school and beyond the school – in the arts and academic areas.

An extensive range of co-curricular experiences for students.

Extensive collaboration with area institutions.

An ongoing commitment by staff to work above and beyond normal expectations, including support of an extended day program; performances of Theater, Dance and Music; creation of numerous Art exhibitions; participation in a community service initiative.

School-wide, consistent, ongoing integration of students with special needs and English Language Learners into every aspect of the life of the school.

A strong connection between teachers, students and parents, with a strong PTSSO and involvement of parents in many special activities and committees throughout the year.

IV. **STATISTICAL DATA**

a. ***Scholarships, Awards, Honors***

Connecticut Community Foundation - In Search of Excellence Award - 1

Connecticut Community Foundation Alexion Scholarships - 2

CT Art Association Youth Art Award

Dr. Martin Luther King Jr. Community Service Award - 1

Daughters of the American Revolution Outstanding Work American History - 1

Daughters of the American Revolution, Good Citizen Award - 1

Governors Scholar Semi Finalist - 1

Habitat for Humanity Advocacy Award - 1

Naugatuck Arts Commission Ceasar & Geraldine Ruggeri Arts Scholarship - 1

Naugatuck Valley Principal to President Scholarship - 3

Naugatuck Women's Club Scholarship - 1

PTSSO WAMS Scholarship - 1

Thomaston Opera House Scholarship - 1

Waterbury UNICO Scholarship - 1

Yale Book Award - 1

b. ***Number of Students Transferred***

	In	Out
Within system	101	29
Outside system	68	46
TOTAL	169	75

c. ***High School Graduation Information***

	Number	Percent
Graduates	110	98%
Entering four-year college	54	48%

Entering two-year college	37	33%
Entering vocational training	7	6%
Entering workforce	7	6%
Entering military	3	3%
Entering continuing special education program	2	2%
Unemployed	0	0%
Not graduating	2	2%
Total Number of Seniors:	112	100%

WATERBURY CAREER ACADEMY HIGH SCHOOL

Dr. Louis Padua, Principal

I. GOALS

a. Accomplishment of Goals 2016-2017

On August 29, 2016, the Waterbury Career Academy High School successfully opened its doors to 856 grade 9, grade 10, grade 11, grade 12 and Pre-Kindergarten students. The successful opening began with a grade 9 student and parent orientation held prior to the start of classes. Students received class schedules and school policies and procedures were discussed. Bus routes and student handbooks were distributed and questions were clarified. Discipline policies were discussed with students and parents, placing an emphasis on positive behavior.

Academic goals were established and met for the 2016-2017 school year. Goal-setting began during the August professional development sessions, where students' District-wide benchmarks in ELA and math and report card data were distributed. Data teams in each discipline were established, with all teachers involved in analyzing existing data, planning benchmark assessments, analyzing the data, and setting goals. Student Learning Objectives (SLOs) were developed during the first month of school, and all teachers collaborated within content-level departments to identify strengths and weaknesses, and to implement strategies to achieve the SLOs for the 2016-2017 school year.

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

b. Goals for 2017-2018

The WCAHS goals for the 2017-2018 school year remain consistent with our Mission and Vision/Core Values and Beliefs Statement. First, we strive every year to add another grade 9 class that is focused on pursuing one of our 4 career strands of Manufacturing/Engineering, Information Technology, Human Services, and Health Services. Second, to complement this career choice, an academic plan of study continues to grow with courses of study that includes Honors, Advanced Placement, and UCONN. Third, the entire staff encourages, promotes and expects the WCAHS to maintain a safe and healthy school environment through PBIS and other positive initiatives.

II. HIGHLIGHTS

Our grade 11 and grade 12 Human Services Strand students have participated in many hands-on, preschool experiences this year. They visited our own Pre-K observation room for behavior analysis and Wilson School for engagement with the students. The Human Services students were also invited to assist with the field days of both Reed and Wilson Elementary. With these activities, students were assigned stations and worked hands-on with the children that rotated to each station. They led various activities, games, food booths, and received numerous compliments while there and established a bond with other schools in the community. The Human Services grade 10 students completed course work in Child Development I and grade 11 students in Child Development II with an accompanying internship. The grade 12 students participated in Human Relations, Individual and Family Development, and Exceptional Child (½ year) and Paraprofessional (½ year). They also participated in taking the Paraprofessional Exam sponsored by College Board. Of the 38 students who tested, 27 passed for a 71% success rate.

The Health Services students had several exciting opportunities for health-related field trips. This included The Village of East Farms Memory (Alzheimer's) Center- 15 CNA students had an opportunity to spend the afternoon with the residents, eat lunch and participate in singing and recreational activities. Senior Health and Wellness students visited the new Health Services Facility at NVCC as well as Chapter 126, a rehabilitation facility in Bristol.

Guest speakers included Nursing Faculty from Western CT State University who spoke with 9th and 10th graders. James Lehner, Science Dept. Head from Taft School guest lectured on Environmental Science to the 11th and 12th graders. Representative from the American Lung Association presented to the 9th graders about smoking addiction and the harmful effects of smoking.

UConn Health Professions Partnership Initiative in collaboration with Aetna: Representatives visited the Health Services program and presented several opportunities for our students to participate in Pipeline Programs at UConn. Two grade twelve students (both attending UConn in the fall) were accepted into the Pre-College Enrichment Program at Storrs, with room and board paid they will experience life as a freshman at UConn as well as development of the scientific, math, problem solving and test taking skills at the college level.

HOSA- Health Occupations Students of America as the only CTSO – Career and Technical Student Organization for Health Occupations students. One hundred percent of our paid members attended the HOSA State Leadership Conference in North Haven. Twenty-two students competed in events, with eleven students medaling in the top three spots and nine students placing among the top ten finishers.

Waterbury Career Academy Health Services students earned 4th place in the State with a seventy-five percent passing rate. In May 2017, 72 Health Services took the Medical Careers Exam with sixty-nine of the students scoring above the state passing score. In school year 2016-2017 we began the first Pharmacy Technician program in Connecticut with a partnership with CVS Pharmacy. Eighteen students enrolled in course with ten students completing the one hundred hours of internship prior to graduation.

Furthermore, sixteen graduating seniors earned their State of CT Nurse Assistant license in 2016. One hundred percent of the graduating Health Service students received CPR and First Aid training with certification.

Our grade 11 Information Technology Strand students had the opportunity to complete exciting course work. Courses included Microcontroller with Arduino, IT Essentials I, and Electronics. Several students began the IT Essentials testing process in June with a group of students passing the IT Essentials certification test. Additionally, students focusing on hardware, software and networking will be taking the A+ certification assessment in late June 2017.

Students also participated in the NetRiders IT Essentials Nationwide Skills Competition, which covered the fundamentals of computer hardware, software, security and networking. They had the opportunity to use the skills garnered to compete with schools across the nation for the first time. This experience allowed them to solidify their interest in the field and to value the importance of teamwork. Lastly, IT Strand students had the opportunity to network with professionals in the Information Technology Industry such as ESPN among others, to fulfill the professional aspect of the curriculum.

Our grade 12 Manufacturing Strand students were able to earn 8 Naugatuck Valley Community College credits as well as WPS credits needed for graduation. The articulated courses with NVCC were Saw & Drill Press, CNC 1, Milling II, and Lathe II. The students also visited a variety of local area manufacturing sites for potential job shadowing and internship hours. The local partners were H/T Manufacturing, Platt Brothers, Ametek Hayden Kerk, Selectcom, Eyelet Crafters, ITW Highland Manufacturing, Click-Bond, and The Siemon Company. Thirty-one of our 12th graders passed NIMS I Safety Certification and nine of our 12th graders passed NIMS II Bench-work and Layout Certification. Eleven of our 12th graders have accepted full-time positions at local manufactures and these apprenticeships will begin as early as June 21st, 2017. Our grade 11 students earned 6 Naugatuck Valley Community College credits as well as WPS credits needed for graduation. Forty-three of our 11th graders passed NIMS I and thirteen have passed NIMS II.

III. STRENGTHS OF EDUCATIONAL PROGRAM

The strengths of the educational program are as follows:

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

IV. STATISTICAL DATA

a. Scholarships, Awards, Honors

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

Boys and Girls Club of Greater Waterbury Board of Directors Scholarship
Connecticut Community Foundation Scholarship Fund
Elizabeth H. Anderson and Nine E. Anderson Scholarship
Regional & Dr. John and Bridget Palesty Scholarship Fund
In Search of Excellence Scholarship Fund
Connecticut HOSA Scholarship
Dunkin Donuts Scholarship
The East End Community Club
Julia Ashe Scholarship
The Exchange Club of Waterbury

A.C.E. Award Scholarship
 The Greater Waterbury Chapter of the National Congress of Black Women, Inc.
 NCMW Memorial Scholarship
 The Guyana Kaieteur Group Scholarship
 J & J, Inc. "Giving Back To The Community" Scholarship
 The Links, Incorporated
 2017 Memorial Book Award
 The Link Book Stipend
 Madre Latina
 Resilience Scholarship
 The Advancing Hispanic Excellence in Technology, Engineering, and Math Scholarship
 The Nicholas Albini Scholarship Fund
 Post University Honors Scholarship
 The Rivera Memorial Foundations Inc.
 Joseph A. Cortes Memorial Scholarship
 Ronald McDonald House Charities Scholarship
 The Seimon Company Arthur F. Hinkelman Scholarship
 University of Bridgeport Presidential Scholarship
 University of Connecticut Day of Pride Scholarship
 University of Connecticut Presidential Scholarship
 University of Connecticut Leadership Scholarship
 The Waterbury Chapter of UNICO Memorial Scholarship

Waterbury Career Academy High school Class of 2017 Colleges & Universities

Acceptances:

Academy of Medical Training	Ohio Wesleyan University
Bristol Technical Education Center	Parson School of Design
Central CT State University	Porter and Chester
Eastern CT State University	Post University
Emory University	Quinnipiac University
Fairleigh Dickinson University	Southern Connecticut State University
Georgia State University	Tunxis Community College
Goodwin College	University of Bridgeport
Housatonic Community College	University of Connecticut - Storrs
Howard University	University of Connecticut - Waterbury
Johnson & Wales	University of Hartford
Naugatuck Valley Community College	University of New Haven
New York Institute of Technology	Wayne State University
Northeastern University	Western Connecticut State University

b. Number of Students Transferred	In	Out
Within system	0	7
Outside system	4	17
TOTAL		

c. High School Graduation Information	Number	Percent
Graduates	201	100%
Entering four-year college	70	34.8%
Entering two-year college	92	45.7%
Entering vocational training	9	4.4%
Entering workforce	25	12.4%
Entering military	5	2.4%
Entering continuing special education program	0	0%
Unemployed	0	0%

Not graduating	0	0%
Total Number of Seniors:	201	

WILBY HIGH SCHOOL

Michele Buerkle, Principal

I. GOALS**a. *Accomplishment of Goals 2016-2017***

The Wilby High School Blue Print for School Improvement is modeled after the District's Blue Print for Change Plan. The School Improvement Team assessed and interpreted results and selected indicators and supported actions utilizing benchmark and quarterly data assessment in both Literacy and Numeracy to increase student achievement. This information was analyzed during department meetings, Instructional Data Team meetings, and PD days.

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

The reading teachers collaborated with colleagues to create coherence and alignment across all levels of the school in order to drive systemic instructional improvement to the classroom. The reading teachers also provided "push-in" and "pull-out" supports to students to provide extra literacy support to improve student outcomes and increase academic achievement. The literacy facilitator lead the English language arts (ELA) Instructional Data Teams (IDT) with a focus on developing an understanding of the Connecticut Common Core Standards and the IDT processes, e.g. identifying the learner-centered problem(s), problem of practice based on student work, developing and implementing instructional action plans and monitoring plans with fidelity. These teams continue to serve our faculty and students to better prepare students for career and college ready success, and improve teaching and learning with the intended outcome of increasing student engagement and achievement.

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

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

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

Wilby has also continued to implement the Connecticut's System for Educator Evaluation and Development (SEED) model. This evaluation and support system is designed to fairly

and accurately evaluate teacher and school leader performance in order to help strengthen practice to improve student learning. Professional development continued to be provided to staff.

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

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

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

Through the support of School-Based Diversion Initiative (SBDI), the leader in residence provided professional development to staff on mental health and conflict management in the classroom.

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

Wilby successfully held its annual SAT day in October 2016 and fully implemented the SAT and CAPT Science assessments, as determined by the State and district, in March 2017. Professional development was provided on the new SAT to support instruction and learning and its implementation.

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

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

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

b. Goals for 2017-2018

Goal 1: Improve student achievement in Literacy

The reading teachers will continue to attend district-wide professional development and turn-key the information to staff. All staff will be required to focus on vocabulary development and integrate literacy within their content area. Through the IDT process, common formative assessments will be developed and used to inform instruction and measure student achievement. Instruction will be aligned to the standardized assessments. The department chairpersons will oversee the implementation of the IDT process and provide support to teachers.

Goal 2: Improve student achievement in Numeracy

All staff will be required to focus on vocabulary development and integrate literacy strategies within their instruction. Through the IDT process, common formative assessments will be developed and used to inform instruction and measure student achievement. Instruction will be aligned to the standardized assessments. The department chairpersons will oversee the implementation of the IDT process and provide support to teachers.

II. HIGHLIGHTS

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

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

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

Students participated in many community service events including, but not limited to volunteer work at local Senior Centers, St. Vincent DePaul Church soup kitchen, Waterbury Baptist Ministries Christmas gift giveaways, the Kiwanis Club, Youth Health Services Corps; assisting teachers at Regan Elementary School, tutoring freshmen at Wilby High School, Brass City Harvest. American Cancer Society Relay for Life, American Red Cross Blood Drive, Fulton Park and Bunker Hill Earth Day/Clean Up, Unified Sports, Support Our Soldiers (SOS) project, and Autism Speaks.

III. STRENGTHS OF EDUCATIONAL PROGRAM

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

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

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

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

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

To date, 82 students (Grades 9-12) received 136 awards, honors and accolades at the annual Awards Night assembly. One community award is renewable each year.

b. *Number of Students Transferred*

	In	Out
Within system	89	138
Outside system	185	186
TOTAL	274	324

c. *High School Graduation Information*

	Number	Percent
Graduates	237	94
Entering four-year college	85	34
Entering two-year college	108	43
Entering vocational training	8	3
Entering workforce	16	6
Entering military	8	3
Entering continuing special education program	11	4
Unemployed	1	<1
Not graduating	16	6
Total Number of Seniors:	253	100

ALTERNATIVE PROGRAMS

Richard M. Arroyo: Principal

I. GOALS**a. *Accomplishment of Goals 2016-2017***

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

Our In-School Suspensions (ISS) decreased but our Out-of-School Suspensions (OSS) increased.

We expected our 2016 - 2017 graduation rates to be at least 70%. We surpassed that as we had fifteen graduating seniors, or 82%.

Seniors completed at least two college or post-secondary program applications. 90% of our graduating seniors completed at least two college or post-secondary program applications.

Average daily attendance rate was 68.25%.

The student climate survey will indicate positive results in all areas of Peer Climate, Caring Adults, Parent and Community Involvement, High Expectations, School Safety, and Respectful.

Interventions that we implemented this school year were: College application board, Naviance, IRIS alerts, awards and acknowledgements for students with good attendance, attendance contracts, referrals to community based organizations and or FWSN, home visits, parent conferences, attendance appeals, bi-weekly attendance meetings, PBIS award ceremonies, letters home, phone calls, parent-teacher conferences, and interventions, both formal and informal, with Administration and Support Staff.

b. *Goals for 2017-2018*

The Alternative Programs will increase performance in Reading and writing, attain high academic achievement in numeracy. Continued use of data teams, read180 in order to track student progress in the reading and math goals. We will use an increased number of interventions utilizing behavioral technician, teaching vice principal and prevention specialist and after school programs which will support positive student behaviors. Increase attendance, graduation rate, students with post-secondary goals and parent involvement and satisfaction rate.

Increase climate and culture by creating new PBIS interventions. This will be measured by the parent climate survey.

II. HIGHLIGHTS

Highlight #1 - We partnered with the Hispanic Coalition, Fatherhood Initiative and secured the 21st Century grant and Lego Robotic after school programs that provided provide our at risk youth mentoring, homework assistance and social, civic and educational preparedness.

Highlight #2 - We had 4 students attend a post school CAN program with the Advantage Career Training Program out of Naugatuck CT.

III. STRENGTHS OF EDUCATIONAL PROGRAM

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

2. The support team continues to have a positive impact on students. The support staff addresses the multitude of student issues through a team approach. This team has assisted students, parents, and staff in resolving many student-related problems. The team also provides additional support to students and their families when necessary. The "Character Counts" program, an incentive program for appropriate school-wide behavior and the attendance program is offered through the prevention center staff. Individual behavior plans, crisis intervention, peer mediation, and peer mentoring are just a few programs that are the responsibility of the support staff. These programs are vital in securing the health, safety, and education of our students.
3. Course offerings are continuously being monitored and revised to meet student needs while adding rigor to raise expectations.
4. The Community Involvement Program continues to provide students with prevocational skills. Many students have been so successful; they continue to volunteer and others have found employment opportunities through this program. Course offerings will be expanded for next year.
5. Scheduling in the building will reflect the Guidelines for Alternative Education Settings, by providing unique programming, nontraditional hours, or hybrid experiences for students.

IV. STATISTICAL DATA

a. **Scholarships, Awards, Honors**

1 student was awarded a scholarship

1 Superintendent's Award- Alexander Diaz

b. **Number of Students Transferred**

	In	Out
Within system	112	9
Outside system	0	99

c. **High School Graduation Information***

	Number	Percent
Graduates	14	82
Entering four-year college	0	0
Entering two-year college	2	11
Entering vocational training	2	0
Entering workforce	5	27
Entering military	0	0
Entering continuing special education program	0	0
Unemployed	0	0
Not graduating	4	22
Total Number of Seniors:	18	100

*Enlightenment

BUCKS HILL PRE-K AT THE ANNEX

Marisa Blakeslee, Principal

I. GOALS

a. **Accomplishment of Goals 2016-2017**

Our biggest accomplishment was the continued parent participation and understanding that we communicate with them daily and they receive more than 2 means of communication.

99% of our parents felt welcomed at our school and stated it was an excellent program. Our vision, mission and school goals were discussed at every meeting including parent meetings. We have a positive and productive school environment. All parents are called monthly just to touch base and report positive accomplishments. The Remind App was implemented in mostly all of our classrooms this school year which allowed teachers to communicate with families in their native language. Parents were able to reach out to teachers on a daily basis.

b. Goals for 2017-2018

Goal 1:

We constantly discussed and implemented our Mission, Vision and Goals. Staff met to discuss curriculum growth and development. Data driven decision making was utilized. Formative assessments were used to drive instruction. PBIS continued to be a success.

Goal 2:

School-wide we exceeded growth with development and use of vocabulary knowledge. Numeracy goals were exceeded by our students enrolled in our 3 and 4 year-old classrooms.

II. HIGHLIGHTS

We had an excellent turnout at our evening events of Zingo Bingo and our 9th Annual Multicultural Potluck Dinner. 98% of our parents participated in completing monthly family projects which is integral to the success of our children learning. 97% of our parents understood that we communicate with them by four different means on a daily basis, and the results of our family survey indicated that they feel welcome in our school and it is a happy environment. We had 98% attendance at our PPT's as well as many parents volunteered in our classrooms. Additionally, the Gift Card Program with Target was renewed and we look forward to a continuing collaboration with them.

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

Each morning a classroom student and staff member made the morning announcements which included: our monthly personal social song, our School Motto: **Pre-K Pandas Respect Every Kid** and their teachers as well as a student led The Pledge of Allegiance. In the morning prior to student arrival, a teacher presented an inspirational quote to all staff. This made for a positive beginning of each school day.

III. STRENGTHS OF EDUCATIONAL PROGRAM

Our program this school year consisted of 8 co-taught classrooms and 2 self-contained classrooms. We had 286 students enrolled at the Annex. All of our students with special needs were provided with an Individualized Education Plan. The students were integrated and high expectations were expected of all students. Data meetings were held bi-monthly where smart-goals were created, progress was discussed and interventions were discussed and developed. Teachers met weekly for common planning sessions and constant collaboration. All students attended Art, Music and PE weekly. Our program continues to be NAEYC accredited and all staff is held to the highest of standards. Use of

our Playground/ Motor Activities is part of our daily routine. We are fortunate to have employed dedicated staff. A Professional Development Survey was handed out to each staff member. The staff's main focus area was the continuation for learning how to support our high autism population, dealing with children with extreme behaviors and obtaining and using technology in the classroom.

Our program is unique because we held approximately 302 PPTs, Team meetings were held every Tuesday and Wednesday to discuss individual student needs. Three teachers met weekly with a BCBA to support ASD students in their classroom. EIS was implemented by classroom teachers on a daily basis. Discrete Trial Training was provided to all classroom staff to support the high number of significantly needy students placed at the Annex as well as how to utilize an iPad for communication and instructional purpose. The following Monthly Meetings were held: Principal Advisory Committee, Safety and School Climate/DCF, Para meetings and Crisis Intervention Meetings. Bi-Monthly Meetings were as follows: Staff, Data and PBIS Meeting.

IV. STATISTICAL DATA

a. *Students Receiving Awards*

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

b. *Number of Students Transferred*

	In	Out
Within system	4	4
Outside system	15	7

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

STATE STREET PROGRAM

Mrs. Lisa Ariola-Simoes, Principal

I. GOALS

a. *Accomplishment of Goals 2016-2017*

This year at the State Street Program we have promoted student achievement through the use of integrated lesson planning, continuous monitoring and cultivating of curriculum, instruction, and assessment, as well as positive reinforcement through our behavioral management system, PBIS, and our specialized points system, S.C.O.R.E. In addition we have helped to ensure success and achievement through collaboration with family and the community by encouraging family involvement and offering numerous community opportunities such as the community food bank. As a staff we have continuously modeled ethical behavior and integrity, thus establishing a positive climate for student success, along with high expectations for adult and student conduct.

b. Goals for 2017-2018**Goal 1:**

The State Street Program will facilitate a positive learning community by promoting developmentally appropriate standards of behavior that support a productive learning environment. (1b)

Goal 2:

The State Street Program will integrate professional responsibilities that afford teachers and staff the practices necessary to support student learning. (4b)

II. HIGHLIGHTS

This year one of our students, Deyly Cristal Algarin, saved two young children from a burning home during the large fire on the south side of Waterbury this May. She received a Certificate of Special Recognition from Mr. John Herman, Security and School Safety Coordinator and Chief Hart of the Waterbury Fire Department.

Mr. Willie Eason, grandfather and guardian of Elijah Arievious Eason goes above and beyond every year as a parent leader. This year he received an award from Naugatuck Valley Community College for Parent Leadership. In addition, he was also presented at his grandson's graduation ceremony with a Parent Involvement Certificate.

III. STRENGTHS OF EDUCATIONAL PROGRAM

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

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

1 student received a Certificate of Special Recognition

b. Number of Students Transferred

	In	Out
Within system	42	22
Outside system	33	51

c. High School Graduation Information

	Number	Percent
Graduates	3	16%
Entering four-year college	0	0%
Entering two-year college	2	11%
Entering vocational training	0	0%
Entering workforce	1	5%

Entering military	0	0
Entering continuing special education program	0	0
Unemployed	0	0
Not graduating	16	84%
Total Number of Seniors:	19	100%

WATERBURY ADULT CONTINUING EDUCATION

Antonio Musto, Principal

I. GOALS

a. *Accomplishment of Goals for 2016-2017*

Goal 1: Enrich existing curriculums/course syllabi to serve as a vital instrument for empowering adult learners with skills and knowledge essential for mastering the demands of post-secondary education, job training, and employment. All existing course outlines/curriculums in the Credit Diploma Program were aligned to the College & Career Readiness Standards. All ABE course outlines/curriculums were aligned to the CASAS competencies and the College and Career Readiness standards. All course outline/curriculum for the GED Preparation Program was fully aligned with the College and Career Readiness Standards. Teachers began aligning the ESL/Citizenship curriculum with the CASAS standards and the English Language Proficiency Standards in foundational skills for reading, writing, and speaking/listening. Teacher were trained in the ELA for the College and Career Readiness Standards.

Goal 2: Evaluate and strengthen student retention rates

New procedures were incorporated this year to help improve the longitudinal retention rates in each program area. New procedures were incorporated this year to increase the percentages of the students' utilization of instructional hours in all educational functioning levels by fortifying the trimester student completion rate in all program areas. The plan included increased communication between teachers, counselors, attendance counselor, and administration.

Goal 3: Monitor Student Learning Gains and Secondary Education Completion:

- On target to meet the SDE's target percentages of learners completing the educational functioning levels.
- On target to meet the percentages of students across program areas who achieve a CASAS 4-point scale gain.
- On target to meet the percentage of eligible students who earn a secondary education diploma or the GED.
- The number of ESL and ABE High Intermediate students who advance and enter the high school completion classes increased this current year.

b. *Goals for 2017-2018*

Goal 1: Implement the College and Career Readiness Standards.

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

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

Lesson plans exhibit the focus on the College and Career Readiness Standards. Teaching strategies demonstrate the instructional shifts necessary to implement the College and Career Readiness Standards. ESL teachers exhibit a working knowledge of the College Career and Career Readiness Standards as a contextual resource for English Proficiency Standards.

Goal 2: Strengthen the Effectiveness and Accountability within Program Operations. Expand and foster collaborative alliances with various educational, vocational, social service agencies, and businesses. Revamp all Waterbury Adult Education's printed recruitment materials, guidance manual, and the website to reflect current information.

Goal 3: Monitor Student Learning Gains and Secondary Education Completion. Attain the SDE's target percentages of learners completing the educational functioning levels. Advance the percentages of students across program areas who achieve a CASAS 4-point scale gain. Increase the percentage of eligible students who earn a secondary education diploma or the GED. Expand the number of ESL and ABE High Intermediate students who advance and enter the high school completion classes.

II. **HIGHLIGHTS**

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

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

Instructional staff was trained in the new College and Career Readiness Standards for Adult Education prior to the July 2017 mandated date. Staff also attended teacher evaluation training prior to the mandated July 2017 date. Two staff members received advanced training in the College and Career Readiness Standards making them mentors and trainers for new staff members.

III. **STRENGTHS OF EDUCATIONAL PROGRAM**

1. Collaborative student support and transitional services continue to facilitate the attainment of students' educational goals and career aspirations through the dissemination of information for educational and job training opportunities, health and social services, and community organizations, and in-service amenities.
2. A dedicated and knowledgeable administrative team and staff continue to foster inter-agency collaborations and serve on a variety of boards, advisory committees, and workgroups. Our presence is viable in numerous community functions. This current year the principal became an executive board member of the Connecticut Association of Adult and Continuing Education.
3. Staff commitment to student learning is evidenced through the perseverance in professional development activities designed to acquire evidenced-based instructional strategies to service the highly diversified classes, inclusive of adults, teens, students with disabilities, LEP students, displaced workers, and students transitioning out of AIC

programs. This current year all staff was trained in the College Career Readiness Standards and the new teacher evaluation format for Adult Education.

IV. STATISTICAL DATA

a. Scholarships, Awards, Honors	25	
b. Number of Students Transferred	In	Out
Within system	N/A	
Outside system	N/A	
c. High School Graduation Information	Number	Percent
Graduates	209	85%
Entering four-year college	27	13%
Entering two-year college	77	37%
Entering vocational training	54	26%
Entering workforce	45	21%
Entering military	6	3%
Entering continuing special education program	0	0%
Unemployed	0	0%
Not graduating	29	15%
Total Number of Seniors:	245	100%

GLOSSARY OF EDUCATION TERMS

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

ABA: Applied Behavior Analysis.

Accountability: the notion that people (e.g., teachers, administrators) or an organization (e.g., a school, school district, state department of education) are held responsible for improving student achievement.

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

ADOS: Autism Diagnostic Observation Schedule.

Alignment: the degree to which assessments, curriculum, instruction, instructional materials, professional development, and accountability systems reflect and reinforce the educational program's objectives and standards.

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

Assessment: the measurement of knowledge, skills and beliefs to determine the level of student achievement in a particular content area (e.g., performance-based assessments, written exams, quizzes).

APP: Annual Performance Report.

BCBA: Board Certified Behavior Analyst.

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

Benchmark: a description of a specific level of student achievement expected of students at particular ages, grades, developmental levels, or during a specific point in the school year.

Benchmark Assessment: interim assessments administered periodically to measure students' mastery of standards-based curriculum objectives.

Best Practice: a technique or methodology that has been proven to reliably lead to a desired result through research and experience.

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

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

CAT – Chronic Absenteeism Team.

CCSC – Connecticut Center for School Change.

CCT – CT Common Core of Teaching.

CEL – Center for Educational Leadership.

CK3LI – CT K-3 Literacy Initiative.

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

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

Common Assessments: a broad term for assessments that are given routinely to all students in a grade and/or content area and that are the same for all students in a grade or course. Common assessments may be **summative or formative**.

Common Core State Standards (CCSS): set of academic standards that provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. They are a national set of standards that are being adopted by individual states across the United States, including Connecticut.

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

CRE - Coordinated Review Effort: review of school food service programs that includes checking for proper accounting of free and reduced meals, compliance with nutritional requirements, and the like.

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

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

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

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

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

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

Data Team Leader: educator who is responsible for leading the data team. Responsibilities may include facilitating meetings, communicating work to the larger community, focusing discussions around data, challenging assumptions, establishing meeting agendas, meeting monthly with principal and other Data Team leaders, and championing the work of data-driven decision making.

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

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

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

District Data Team (DDT): team of central office educators, with teacher, administrator and support staff representation, who meet monthly to monitor the implementation and efficacy of district improvement plans, and analyze disaggregated benchmark data from all schools in the district to make curriculum and policy decisions.

District Improvement Plan (DIP): a strategic plan for improvement in academic achievement across a district.

District Reference Group (DRG): classification system in which districts that have public school students with similar socioeconomic status and need are grouped together. Grouping like districts together is useful in order to make legitimate comparisons among districts.

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

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

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

ESL: English as a Second Language.

ESOL: English for Speakers of Other Language.

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

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

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

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

Holistic Accountability: a system that includes not only academic achievement scores, but also specific information on curriculum, teaching and leadership practices. It includes a balance of quantitative and qualitative indicators focuses on the progress of individual students. Holistic accountability includes Tier I, II and III Indicators (Douglas Reeves, 2004).

Horizontal Data Team: team of educators that are responsible for data analysis and instructional/curricular decision-making for a particular grade level.

IAGD: Indicators of Academic Growth and Development.

Instructional Data Team: team of educators that are responsible for data analysis and instructional/curricular decision-making for a particular grade level (horizontal team) or content area across grade levels (vertical team); they include school leaders, specialists, and behavioral/mental health personnel. Common formative assessment data and samples of student work are analyzed to identify strengths and weaknesses in student learning and determine what adult actions and instructional strategies will best address students and learning objectives. The team reconvenes to analyze the effectiveness of the selected strategies as determined by common summative assessments.

ILD – Instructional Leadership Director.

Individualized Education Plan (IEP): a plan developed to address the special education needs of a specific student, including the education services that specific student is to receive.

i-Ready – specific assessment related to Common Core.

Least Restrictive Environment (LRE): removing a special needs student from the general education environment as little as possible by providing specially designed instruction and supplementary aids and services in the general education classroom.

Looking at Student Work (LASW): the collaborative analysis of student work by educators, using a structured protocol, to inform instruction; it is an integral component of the Data Team process.

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

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

National Norms: average patterns of performance defined in relation to a national population.

Naviance: particular brand of college and career readiness software.

NEASC - New England Association of Schools and Colleges: the New England area school accreditation organization.

NAEYC – National Association for the Education of Young People: organization that provides accreditation process for preschools.

OCR: Office of Civil Rights.

Performance-based Assessment (PBA): an assessment of student learning that calls for a demonstration and/or application of learned content that is integrated into lessons.

Positive Behavior Intervention Support (PBIS): program that seeks to modify student behavior in a positive way by providing rewards to students who exhibit good behavior, thereby encouraging other students to behave in more positive ways.

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

PSF – Phoneme Segmentation Fluency.

Priority Standard: learning standard that a school district has determined to be of particular importance for the students based on what has been collaboratively determined based on data and professional judgment to be important in life, school and on the state assessment. Priority standards are standards that endure over time, give students leverage in other content areas and prepare them for the next grade. Priority standards are revisited on an annual basis so that revisions can be made as new data are available.

Professional Learning Community (PLC): collegial group of educators who are united in their commitment to continuous adult and student learning, work and learn collaboratively to realize a common mission, visit and review other classrooms, and participate in decision making.

Progress Monitoring: regularly using data to track students' progress toward a goal, or a school or district's progress toward a goal for increased student achievement.

Response to Intervention (RtI or RTI): please see *Scientific Research-Based Interventions*.

Results Indicators: describes the specific behaviors (both student and adult) that the Data Team expects to see as a result of implementing agreed-upon strategies. Results indicators help Data Teams to determine whether or not the strategies, if implemented with fidelity, are working prior to a summative assessment so that mid-course corrections can be made.

Rubric: scoring guide composed of set criteria and related levels of proficiency that is used to evaluate a student's performance, product, or project.

School Climate: The nature of the interrelationships among the people in the school community physically, emotionally and intellectually; how the people within the school community treat one another (adult to adult interactions, adult and student interactions and student to students interactions) through their actions, verbal and non-verbal exchanges, tone of voice and the use/abuse of inherent power advantages.

School Data Team: team of school educators, including the principal, teacher representatives, and behavioral/mental support staff, who meet monthly to monitor the implementation and efficacy of the school improvement plan, and monitor the progress of Instructional Data Teams to make curriculum and policy decisions.

School Improvement Plan (SIP): school strategic plan that spells out the strategies and goals the school staff will use to improve student achievement.

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

SLO: Student Learning Objective.

SPP: School Performance Plan.

Scientific Research-Based Interventions (SRBI): the use of educational practices, which have been validated through research as effective, for improved student outcomes. Educational practices that are implemented in a school or district which, through data analysis, demonstrate effectiveness (also known as Response to Intervention).

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

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

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

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

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

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

Teacher Support/Intervention Teams: teams of educators that are responsible for data analysis and decision-making in Tier II and Tier III and that may overlap with data teams; they include certain core members (e.g., the school principal, the school psychologist) as well as other members that may rotate on and off the team depending on the needs of the student under consideration (e.g., special educators, reading/language arts consultants or coaches).

Tier I Indicator: specific indicators used to determine whether state and district learning expectations have been achieved as evidenced by student “effect” data (e.g., The percentage of Latino students that are proficient in estimation will increase from 57% to 75% as measured by the Spring 2010 Connecticut Mastery Test).

Tier II Indicator: specific actions taken by adults to “cause” student achievement outcomes (e.g., 100% of faculty, student support staff and administrators will participate in the data team process).

Tier III Indicator: narrative analysis of relationship between Tiers I and II; this can include conclusions, questions raised, next steps, etc.

Tier I in Scientific Research-Based Intervention: the general education core curriculum, instruction, and social/behavioral supports for all students, with adequate differentiation of instruction.

Tier II in Scientific Research-Based Intervention: short-term interventions for struggling students who have not responded adequately to the Tier I core curriculum and differentiation of instruction; it is part of the general education system.

Tier III in Scientific Research-Based Intervention: more intensive or individualized short-term interventions for students who fail to respond adequately to the Tier I core curriculum and differentiation of instruction; it is part of the general education system.

Trendline: the single line of best fit when the student’s successive scores during intervention are plotted on a graph; the slope of the trendline shows the student’s rate of improvement.

Vertical Data Team: team of teachers who teach the same content in different grade levels who are responsible for data analysis and instructional/curricular decision-making with regards to a specific content area.

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

