



# Waterbury Public Schools Annual Report 2009-2010

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# **Waterbury Public Schools Annual Report 2009-2010**

**Respectfully Submitted,  
David L. Snead, Ph.D.  
Superintendent of Schools**

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## *A Message From The Superintendent*

The Waterbury Public School district has, as its mission statement, the long-range goal of becoming a leader in urban education. We have excellent staff, a good plan for the future, and the ability to move forward into a strong leadership position in the coming years. Our District Improvement Plan and our School Improvement Plans are based on proven, research-based strategies and on data-driven decision-making. Authentic assessments are used to analyze student progress. Data driven decision making has been adopted throughout the district and now guides instructional decisions. Schools utilize specialized literacy and numeracy teachers to augment classroom teaching, along with block scheduling, common planning times, and positive behavior strategies. Successes at one school are shared among staff at other schools.

The community continues to invest in its schools. We are in the process of constructing three new K-8 elementary schools, with one ready to open this fall, and we are planning for a new Waterbury Career Academy High School as well as a new PreK-8 Carrington School. We have also begun renovations at our Alternative Education building.

We are moving forward to become Professional Learning Communities, where students, teachers and administrators are committed to learning and helping each other to excel. This year Kennedy High School was granted accreditation once again, and our Bucks Hill School pre-school annex was accredited through NAEYC. Both Crosby High School and Waterbury Arts Magnet School received visiting committees as part of their quests to receive accreditation.

On the next several pages you will see some of the highlights from this past year. You will also read individual reports from our top administration, including our Assistant Superintendents, our Chief Operating Officer, our Supervisors, other administrative staff and our Principals. As you review these reports, you will discover a vibrant and thriving community where teaching and learning is going on every day and where high expectations and strong parental involvement remain important keys to success.

Although we have been faced with many challenges and opportunities this year, we have met each with courage and strength. As we close out this year, we are looking forward to new and greater levels of student achievement throughout the school system in the coming year.

Sincerely,

David L. Snead, Ph.D.

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## Central Office Staff

Superintendent of Schools  
Assistant Superintendent, Curriculum and Instruction  
Assistant Superintendent, Special Education

David L. Snead, Ph.D.  
Paul V. Sequeira, Ed.D.  
Anne Marie Cullinan

Education Liaison to Government, Business and Community  
Director of Personnel  
Chief Operating Officer  
School Business Administrator  
Management, Information and Technology  
Food Service Manager  
Bussing Coordinator  
Crossing Guard Coordinator  
Inspector of School Buildings (interim)  
Supervisor of Grants  
Competitive Grants Writer  
School / Community Relations Coordinator  
Payroll Supervisor  
Supervisor, Research, Development and Testing

Mary Ann Marold  
Ron Frost  
Paul Guidone  
Paul Mazzaccaro  
Will Zhuta  
Linda Franzese  
Jeffrey Hunter  
Nate Jones  
George D'Agostino  
Linda Riddick-Barron  
Louise Allen Brown  
Nancy Dzija Vaughan  
Alyce Cass  
Tara Battistoni

### Special Education Supervisors

Roberta Abell  
Lisa Brown  
Luisa Cumbo  
Wendi Dawczyk  
Robert Delaney  
Denise Derenches  
Elaine Hlavacek  
Wendy Owen  
Jason Sconziano

### Subject Supervisors

Mathematics  
Science / Technology Education  
Music / Theater  
Health / Physical Education  
Social Studies, Family and Consumer Science  
Visual Arts  
Reading / Language Arts (K-5)  
Reading / Language Arts (6-12)  
Supervisor, Bilingual Education  
Supervisor, Early Childhood Education

Pamela Barker-Jones  
Victoria Chaudhuri  
David Gardino  
Joseph Gorman  
Joseph Nole  
(vacant)  
Patricia Moran  
Nicholas Albini  
Adela Jorge-Nelson  
Kristine Keidel

School Readiness  
Adult Education  
Family Intake Center

Barbara Tacchi  
Antonio Musto  
George D'Agostino

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## School Principals

Barnard School  
Brooklyn School  
Bucks Hill School  
Bunker Hill School  
Chase School  
Carrington School  
Wendell Cross School  
Driggs School  
Generali School.  
Gilmartin School  
Hopeville School  
Kingsbury School  
Maloney Magnet School  
Regan School  
Rotella Magnet School  
Sprague School  
Tinker School  
Walsh School  
Washington School  
Woodrow Wilson School

North End Middle School  
Wallace Middle School  
West Side Middle School

Waterbury Arts Magnet School

Crosby High School  
Kennedy High School  
Wilby High School

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

Thomas Pannone  
Dr. Patricia Frageau  
Ann Begley  
Shretta Taylor (acting)  
Celia Piccochi  
Kevin Brennan  
Joseph Amato  
Mark Levy  
Kathy Stamp  
Dr. Donald Burzler  
Maria Moulthrop  
Pamela Baim  
Maryann Thompson  
Noreen Buckley  
Gina Calabrese  
Donna Perreault  
Lauren Elias  
Erik Brown  
Roxanne Augelli  
Dr. Susie DaSilva

Michael LoRusso  
Dr. Louis Padua  
Charles Nappi

Elizabeth McGrath

Barbara Carrington-Lawlor  
Michael Yamin  
Robyn Apicella

Michele Buerkle  
Marisa Blakeslee, SVP  
Lisa Ariola-Simoes, SVP

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**Waterbury 2009-2010 Board of Education**  
**Patrick J. Hayes, Jr., President**  
**Mary S. White, Vice President**  
**Paul D'Angelo, Coleen Flaherty-Merritt, Karen E. Harvey,**  
**Jose L. Morales, Neil M. O'Leary, Charles L. Stango, Ann M. Sweeney,**  
**John E. Theriault**

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

**The Vision:**

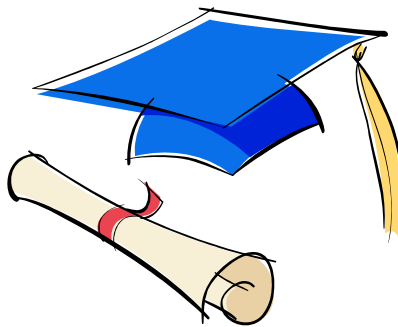
*The Waterbury Public School district envisions a world  
in which urban children can compete and succeed in the new millennium.*

This vision will become a reality by creating a world that is free of drugs, violence and crime. Every child should be provided the opportunity to be raised in a loving environment, where people respect and support one another. The world we create must allow for diverse opinions that are freely expressed. Support and direction from local, state and national policies will help people to achieve their goals and their aspirations and to better their quality of life.

Our community must be self-sufficient and self-reliant to successfully meet the global challenges of the 21<sup>st</sup> century. Our community must be inter-dependent and value cooperative partnerships for sharing resources. People must be able to live, work and attend school in a clean, safe and healthy environment. People must also be empowered to achieve their greatest potential. Our expectations must represent the highest standards in the areas of ethics, behavior, academic achievement, technology, and inter-personal relationships. Family units must be supportive of each other, assume responsibility and be actively involved in the creation of a better society.

**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.



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# Waterbury's District Improvement Plan 2008-2011

## DISTRICT IMPROVEMENT PLAN – KEY STRATEGIES AND INTERVENTIONS

### Current Status of District Improvement Plan –

The Waterbury Public School district is in the process of implementing its most recent District Improvement Plan. The Plan is a “living” document, meant to be reviewed and updated annually to reflect progress.

### District Goals-

1. The Waterbury Public Schools will attain high academic achievement for all students in literacy.
2. The Waterbury Public Schools will attain high academic achievement for all students in numeracy.
3. The Waterbury Public Schools will provide a safe and secure teaching and learning environment.
4. The Waterbury Public Schools will ensure that all parents are actively engaged in the educational process.

### Tier One Indicators:

1. To increase reading proficiency for all students by a minimum of 15% by the end of three years as measured by Developmental Reading Assessment, Connecticut Mastery Test, and Connecticut Academic Performance Test.
2. To increase mathematics proficiency for all students by a minimum of 15% by the end of three years as measured by Developmental Reading Assessment, Connecticut Mastery Test, and Connecticut Academic Performance Test.
3. To reduce the number of school suspensions by 15% over three years as measured by district suspension data.
4. To reduce truancy by 15% over three years as measured by district attendance data.
5. To increase the involvement of families in the educational process by 15% over three years as measured by strategic district surveys and participation in school and district meetings, workshops and events.

### Tier Two Indicators: New Strategies / Interventions:

1. Create and implement a district-wide professional learning community system to improve the achievement of all students in core subject areas, particularly in literacy and numeracy:
2. Provide additional prescriptive instructional support systems to address the needs of students identified as below proficient in literacy
3. Implement a continuum of positive intervention strategies to address student behaviors.
4. Improve meaningful family partnerships with the school by improving two-way communication among students, schools and families based on research strategies and data gathered from strategic family surveys.
5. Investigate and design the restructuring of schools to address the academic needs of all students
6. Fill all vacant positions with high quality teachers as early as possible and retain only those who demonstrate superior performance.



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# Test Scores

## CMT Statement for July 15, 2010

We have received the results from our 2010 CMT tests, and we have continued to make incremental improvements in our test scores. The district as a whole has shown sustained growth in the major areas of Reading, Math and Science on the CMTs. Our Writing scores dipped slightly, possibly due to our recent emphasis on reading and math.

The results include:

district, math, proficient = 71.1% (up from 69.7% last year, up from 58.6 in 05/06)  
district, reading, proficient = 59.0% (up from 56.5 last year, up from 48.3% in 05/06) \*  
district, writing, proficient = 67.3% (down from 71.3% last year, down from 69.5% in 05/06)  
district, science, proficient = 52.8% (up from 51.8% last year, up from 50.9% in 07/08)  
district, math, goal = 42.8% (up from 40.7% last year, up from 29.5% in 05/06) \*  
district, reading, goal = 41.6% (up from 39.3% last year, up from 32.3% in 05/06) \*  
district, writing, goal = 39% (down from 41.7% last year, down from 39.8% in 05/06)  
district, science, goal = 27.5% (up from 23.3% last year, up from 22.3% in 07/08) \*

\* statistically significant increase

Looking at scores within grade levels, students showed tremendous growth in sixth grade reading and in fifth and sixth grade math:

grade six, reading, proficient = 64.6% (up from 52.9% last year, up from 43.7% in 05/06) \*  
grade six, reading, goal = 47.7% (up from 37.1% last year, up from 28.7% in 05/06) \*  
fifth grade, math, proficient = 82.6% (up from 78.2% last year, up from 64.8% in 05/06) \*  
fifth grade, math, goal = 61.7% (up from 54.5% last year, up from 36.2% in 05/06) \*  
sixth grade, math, proficient = 67.2% (up from 64.6% last year, up from 49.9% in 05/06)

\* statistically significant increase

Several schools showed tremendous progress, especially when looking at long-term progress, including Barnard (math, proficient), Bunker Hill (math, proficient), Generali (both math and science in proficient level), Kingsbury (math, proficient), Sprague (math, proficient), Washington (math, proficient), W. Wilson (math, proficient and goal, and reading, proficient) and Wendell Cross (reading, proficient and goal).

Several schools now show math proficiency in the 90% or above range (Rotella, Hopeville and Generali) writing proficiency in the 80% or better range (seven schools) with one at 92.3% (Maloney) and science in the 80% or better range (four schools) with one school at 91.5% (Rotella).

Michael Casserly, Executive Director of the Council of the Great City Schools, a national organization representing the needs of urban school districts, has said research in other urban districts shows that progress rarely continues in a continuous upward trajectory. Peaks and valleys are normal. He was quoted recently speaking about the Washington, DC test results, saying, "Our analysis of big city school reading and math state test scores shows that most urban school districts that have made significant academic improvements since 2006 have also shown periods where one or more grades declined before rising to—and sustaining—higher levels of achievement."

## CAPT Statement for July 16, 2010

We have received the results from our 2010 CAPT. Although there were some dips from last year, we have maintained or improved our performance since 2006-2007 in three of four subject areas.

District, math, proficient = 41.1% (down from 49.1% last year, down from 47.7% in 06/07)  
District, science, proficient = 46.1% (down from 47.2% last year, down from 46.7% in 06/07)  
District, reading, proficient = 61.1% (down from 67.0% last year, up from 55.5% in 06/07)  
District, writing, proficient = 75.5% (down from 78.6% last year, up from 66.2% in 06/07)

Two of our district high schools (Crosby and Kennedy) recently underwent the lengthy NEASC accreditation process and showed declines in all areas from last year. With the NEASC review complete, they will now be able to return to focus more on common planning, common formative assessments, and data team meetings which should show results over the next eight years. There were bright spots at Wilby and Waterbury Arts Magnet School (WAMS). Wilby had solid gains in science and reading and has improved in all subjects since 2006-2007. WAMS improved in math, science, and reading with sustained gains in reading and writing since 2006-2007. Despite decreases overall from last year, Kennedy has improved in both reading and writing since 2006-2007. We will continue to further examine the data by subgroup and student to identify strengths and weaknesses and determine next steps. I have full confidence in the leadership of the high school principals. We have the right persons in place that are necessary to work with staff to analyze the data and take appropriate actions to improve student performance.



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# Improving Student Achievement

In the past few years our main focus has been on improving student achievement in literacy and numeracy while maintaining a safe and healthy learning environment. We have also focused on encouraging parent involvement and reducing truancy. To accomplish these goals, we have developed a State Department of Education approved District Improvement Plan that looks to proven, data-driven, research-based strategies to help students achieve.

The 2009-2010 school year was both challenging and productive. For the first time, practically all schools made academic gains in reading, mathematics and writing as evidenced by the 2009 CMT and CAPT test results. These results followed several years of steady incremental gains, not only in overall results but also in sub-groups as identified by the federal No Child Left Behind legislation. This past test cycle - the 2010 CMT and CAPT tests - showed less positive growth, owing perhaps to what Michael Casserly, Executive Director of the Council of the Great City Schools, is calling a normal growth cycle of peaks and valleys that is often observed when viewing tests results in urban areas. We are still convinced that we are on the right path and that perhaps a little patience may be needed before we might anticipate a large growth spurt.

Some of the strategies we are currently using include:

- **Literacy Academy at Wendell Cross School – Total Immersion**
- **Sheltered Instruction Observation Protocol**
- **Positive Behavior Intervention Support Program**
- **Professional Learning Communities**
- **Common Planning Time for staff**
- **After School Programs, Extended Hours Programs, Targeted Prep Time Academies,**
- **Summer Programs, Grade 5 to 6 Summer Transition Program, Grade 8 to Grade 9 Summer Transition Program**
- **Use of Common Formative Assessments**
- **Data Driven Decision-Making, Data Teams**
- **Gifted and Talented Program**
- **Smaller Learning Communities Program**
- **READ 180 program**
- **Credit Retrieval Program**
- **Implementation of Board approved curriculum revisions and course sequencing**
- **Expanded use of technology in the classroom, including SMARTboards**
- **Expanded Advanced Placement course offerings on the high school level**
- **Developed curriculum for new pre-K to 8th school**
- **Development of a walk-through observation model**
- **Evaluation of student achievement data by grade level, content area, school and district, including sub-group and gap analysis data**
- **Evaluation of student attendance and suspension data at the classroom, school, grade and district levels including sub-group and demographic data**
- **Juvenile Review Board (JRB) as an intervention to reduce expulsions and/or court referrals**

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## Positive Behavior Intervention Support

Positive Behavior Support programs in the Waterbury Public Schools continued this year with many activities for students of all grade levels.



Elementary aged students had an opportunity to spend some time with high school students at Crosby, Kennedy and Wilby. Activities varied at each school and included tours of the school, ice cream socials, face-painting and games.

About 1,000 elementary school students had a fun day at Quassy Amusement Park - enjoying the rides and free food as a reward for their good behavior all year long. Quassy owner George Frantzis personally greeted every student as they arrived, congratulating them on their good behavior. Quassy was one of the event's sponsors.



Middle School students enjoyed a hip hop performance.



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## School Maintenance / Construction



Gilmartin, top and right



Duggan, top and right



### **School Construction**

Continued construction on the new Gilmartin School which is slated to open on schedule and under budget.  
Addressed the unexpected problems with Duggan School; construction is progressing successfully.  
Obtained State funding approval for the additional costs associated with Duggan School.  
Acquired properties and commenced demolition for our new North End Pre-K to 8 School.  
Obtained State funding approval and began planning for a new high school, construction of a new Carrington Pre-K to 8 School, and renovations to Wilby High School's Science Suite.  
Implemented a complex redistricting plan for the Pre-K - 8schools.

### **Operations**

Continued to improve the conditions and cleanliness of all our schools.  
Prepared buildings for accreditation visits for Kennedy and Crosby High Schools, Waterbury Arts Magnet School and Bucks Hill Pre-K.  
In order to address long standing concerns regarding the School Inspector's Office, implemented:  
    surveillance camera system at our warehouse,  
    installed Global Positioning System (GPS) in our vehicle maintenance fleet,  
    implemented an automated inventory control system.  
Conducted numerous and thorough investigations resulting from allegations regarding the School Inspector's Office and took responsive personnel actions.  
Oversaw purchase and installation of Smartboards to all grade 4 and 5 classrooms and throughout the middle and high schools.  
Implemented first phase of Tools-for-Schools program.  
Made and coordinated preparations for the expected second round of the HINI flu pandemic.

### **Food Service**

Every cafeteria equipped with the new POS (Point of Sale) System that tracks and records all student meals and ala carte items sold to students.  
Continued to purchase additional fresh fruits and vegetables from the DOD (Department of Defense) program offered through the State of CT and USDA.  
3 schools accepted by the State to participate in the Fresh Fruit and Vegetable Program.  
Participated in the CT Healthy Snacks and Beverages Certification Program that only allows certain items to be sold to students that are approved by the State at our ala carte lines, in the vending machines, school stores and through school held fundraisers. The Food Service Division receives additional funding, which is presently 10¢ for every meal served the previous school year, including the Summer Program. We've averaged approximately \$225,000.00 each year over the past 3 years and anticipate about the same in 2010-2011.  
Much of the money received for the Healthy Snack Program will be used to completely renovate the kitchen and part of the cafeteria at Kennedy High School as well as the kitchen at Bucks Hill School.  
The department continues to operate financially without any assistance from the general fund, allowing us to make these types of improvements and replace old equipment on an annual basis.

## Finance / Budget

### **Budget and Finance**

- Continued to control costs and achieve a year end budget surplus in a year of a no-growth budget.
- Implemented a no-growth budget and prepared a consecutive no-growth budget with little negative effect on educational programs offered to our students.
- Received a completely “clean” audit report void of any findings or comments.
- Successfully prepared and implemented Federal Stimulus grant programs totaling \$13 Million dollars.
- Implemented measures to significantly reduce overtime costs.

### **Title I Grants**

- The Title I ARRA funds provided the district with smart boards, reading and math materials, buses and science kits.
- Title I Regular funds were allocated to the schools for the purchase of additional smart boards, part time tutors, an after school program and additional technology.
- No Child Left Behind tutorial and choice programs are a continuation based on the federal law. In 2009 -2010 all eligible students were provided the opportunity to apply and receive Public School Choice Transfer options and Supplemental Educational Services (SES). The Waterbury Public School system provides selected schools as location sites for interested SES providers.
- District parent meetings were scheduled at various times, along with District level Title I activities/meetings, translators, transportation, facilitators, childcare, family fun learning activities and free educational books.
- A Literacy Facilitator was hired to work with tutorial staff and parent involvement. Private School materials were purchased and organized to facilitate the selection process for Title 1 Tutors and parents with children receiving Title I services. Support was available to Title I Private School tutors through meetings, internet, telephone calls, and visits to the schools and at 30B Church Street.

#### **COMPETITIVE GRANTS AWARDED To Waterbury, 2009-2010**

Primary Mental Health Grant – Brooklyn School & W. Cross– (SDE)	\$ 25,000.
USF (e-rate) telephone service discounts (FCC) 2009-2010	\$ 155,886.80
21 <sup>st</sup> CCLC After School Grants	
Down Town Academy (Crosby, Kennedy & Wilby)	\$ 822,433. (5 years)
Dare to Dream (Crosby, Kennedy & Wilby)	\$ 850,000. (5 years)
Carrington/Walsh Elementary Schools	\$ 849,926. (5 years)
CSDE After School Grants	
NEMS STEM	\$ 264,370. (2 years)
Bunker Hill Elementary School	\$ 180,871. (2 years)
Driggs Elementary School	\$ 169,043. (2 years)
River Baldwin Recreation Center	\$ 46,493. (1 year)
Regan Elementary School	\$ 56,262. (1 year)
Wilby High School	\$ 95,227. (1 year)
Know How 2 Go (African American Affairs Commission (AAAC, 2010)	\$ 5,000.
School Attendance Program – (OPM, June 2010)	\$ 35,891.
C. White Physical Education Program - (USDE)	\$ 710,195.
Improving Literacy Through School Libraries – (USDE)	\$ 500,000.

<b>TOTAL GRANTS AWARDED 2009-2010</b>	<b><u>\$4,766,597.</u></b>
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## Hiring / Personnel

In fiscal year 2009-2010 the office of Education Personnel supervised the recruitment, selection and appointment of 103 highly qualified teachers to replace teachers that resigned, retired, were non-renewed or were promoted to higher positions. The average salary level for these new teachers was \$49,074 and came in under budget.

Each new teacher was partnered with a trained and certified Mentor teacher through an enhanced mentoring program. Numerous mentor teachers were recruited, trained and certified through district initiatives and incentives. A three day New Teacher Orientation was conducted for all of the new hires to acclimate them to proper school procedures from Attendance Policy to Dress Code. Additionally, class management and special education procedures and policy were included in the three day orientation. All new staff were evaluated and supported in accordance with the Waterbury Guidelines for Teacher Evaluation and Professional Development. Only teachers who demonstrated the potential for excellence were offered contracts for the 2010-2011 school year.

Our continuing efforts to monitor and control absences resulted in a reduction of 2.5%. This has reduced our expenditures for substitutes and temporary assignments by approximately \$80,000. Our absences due to injuries on the job were reduced by 58%.

Thirteen administrative vacancies occurred for 2009-2010 as a result of retirements, resignations, transfers, promotions and expansion positions. All of these vacancies have been filled with qualified staff.

As part of our recruiting efforts, we participated in thirteen career day fairs, including a "Teacher Fair" held at Rotella Magnet School, where candidates interested in employment with the Waterbury School District attended. In addition we have engaged the services of Applitrack, an on-line application system, and expect to have it implemented for the 2010-2011 school year. In addition to creating a paperless application process – which saves space and paper costs, the system advertises Education's vacancies – thus saving advertising costs, enables immediate access to candidates' applications directly by our Administrators – providing convenience and saving time, provides immediate confirmation of receipt of application to the applicants – saving calls and postage, thus increasing the efficiency of the Personnel Office.

In addition to our successful negotiations of the Waterbury Teachers' Association contract, the Personnel Department successfully negotiated four other Education union contracts.

### **Minority Hiring:**

Approximately 19% of teachers hired during 2005-2006 were minority.

Approximately 15% of teachers hired during 2006-2007 were minority.

Approximately 10% of teachers hired during 2007-2008 were minority.

Approximately 12% of teachers hired during 2008-2009 were minority.

Approximately 11% of teachers hired during 2009-2010 were minority.

Over the last five years, approximately 13.4% of teachers hired were minority.



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## School and Staff Awards and Honors



Joan Dooling, a fifth grade teacher at Rotella Interdistrict Magnet School, has been named the Magnet Schools of America Teacher of the Year at a ceremony in Tampa, Florida during MSA's annual national conference. Earlier this year she had been named Region I Teacher of the Year by the same group.

This award comes following numerous other recognitions of her teaching skills. In May of 2007, Joan was selected to be the Waterbury Teacher of the Year from among a strong group of teacher candidates. In writing to recommend her to the State Teacher of the Year Program in August 2007, School Superintendent David L. Snead, Ph.D. said: "Joan exemplifies what it is like to be a dedicated professional. Throughout her teaching career, she has consistently given one thousand percent of herself in every aspect of school life. She is the living embodiment of the Rotella school mission: to provide all children with a challenging, comprehensive academic program infused with instruction that incorporates the arts. Her classic, child-centered teaching style effortlessly blends her expertise in the arts with the rigorous 5<sup>th</sup> grade curriculum. Joan Dooling represents the best qualities of Waterbury teachers."

The Magnet Schools of America has also established the Magnet Schools of Merit Award to recognize the top magnet schools in the United States. The Magnet Schools of Merit Award recognizes magnet schools that show a commitment to high academic standards, curriculum innovation, successful desegregation/diversity efforts, and the consistent delivery of quality services to all school stakeholders. The top category, awarded to a group of select magnet schools, is the **Magnet School of Excellence Award**. The second category of awards is the **Magnet School of Distinction Award**. Schools recognized must be members of Magnet Schools of America and must submit an application that is scored by a panel of educators. Over the past several years, all three Waterbury magnet schools have received recognition as part of this program.

This year, the Rotella Magnet School received the Magnet Schools of Excellence Award, while the Waterbury Arts Magnet School received a Magnet Schools of Distinction Award.

In 2007 Rotella was awarded the Dr. Ronald P. Simpson Distinguished Merit Award by the Magnet Schools of America. This is the top award for magnet schools in the nation and is given to only one school each year from among those named Schools of Excellence.



## School and Staff Awards and Honors - Teacher of the Year

This year's Waterbury Teacher of the Year is JoAnne Piccirillo, a fifth grade teacher from Carrington School. JoAnne is an outstanding teacher who challenges her students in creative ways, motivating each student to do his or her best. She goes beyond teaching content to training her students to self-evaluate and guide their own learning. For JoAnne, the world is full of real-life lessons she can bring back to the classroom. From listening to current events on the news to looking for science experiments in her flower garden, she is constantly looking for new ways to connect learning with life. She has helped many of her students reach high levels of academic performance.

JoAnne is also a strong member of Carrington's School Improvement Team as well as a leading member of the school's Professional Learning Communities team. According to her colleagues, she never stops teaching. In addition to her classroom, she teaches summer school and after-school as well.

JoAnne will be representing Waterbury in the Connecticut Teacher of the Year program this fall.

In addition to JoAnne, a number of outstanding teachers were recognized as their schools' Teacher of the Year during a May 26 ceremony at Crosby High School. They are:

Barnard	Gail Mikolsky
Brooklyn	Susan Field
Bucks Hill	Patricia Ferrare
Bunker Hill	Robert Perriello
Carrington	JoAnne Piccirillo
Chase	Joan Thomas
W. Cross	Elizabeth Marshall
Driggs	Justine Kuncas
Generali	Kathy Scovill
Gilmartin	Lorraine Trudeau
Kingsbury	Susan Meaney
Maloney	Susana Sanchez
Regan	Jackie Scarmo
Rotella	Marlene Lindquist
Sprague	Karen Hanas
Tinker	Cynthia Rinaldi
Walsh	Lorraine Elsemore
Washington	Brian Gilmore
Wilson	Chakisha Canady
North End	Luanelly Iglesias
Wallace	Marilyn Porzio
West Side	Elizabeth Burgos
Crosby	Jeanne Bissonnette
Kennedy	Don Mancuso
Wilby	Isabel Nunes
Waterbury Arts Magnet	Joann D'Angelo
Enlightenment / State St.	Kathy Cardino
Bucks Hill Pre-K	Roberta Vendetti



Board of Education Commissioner Charles Stango congratulates Waterbury Teacher of the Year JoAnne Piccirillo from Carrington School.



### Paul Guidone Honored by AGC of CT

Paul Guidone received a "Public Owner Award" from the Associated General Contractors of America - Connecticut for his contributions to the many school projects he has overseen both here in Waterbury and in New Haven. The award was presented to him during an annual recognition awards and dinner on October 13.

Paul has served as the Chief Operating Officer for the Waterbury Public Schools since 2002, administering the finance, operations and support services for the district.



The Connecticut Association of Schools named North End Middle School Vice Principal Jackie Gilmore as its 2010 Assistant Principal of the Year. Jackie is the Gold House Principal at North End.

**Paul Mazzaccaro** has recently been named a liaison to the Board of Directors of the Connecticut Association of School Business Officials. The CASBO provides on-going professional development and support to its members, assuring an effective presence in our school districts.

Office Max honored Jeanette Tapper recently as this year's "A Day Made Better" teacher for the Waterbury store. Several Office Max employees surprised Mrs. Tapper in her classroom at Gilmartin School. As part of the recognition, Mrs. Tapper received a new chair, a digital camera, a new printer for the classroom, and school supplies totaling up to \$1,000. Mrs. Tapper is a veteran teacher who has 40 years of teaching experience.



David L. Snead, Superintendent of the Waterbury Public Schools, was among those honored as the "100 Most Influential Blacks in Connecticut" during the State NAACP's 44<sup>th</sup> Annual Convention on Friday, November 6, at the MGM Grand at Foxwoods.

# Student Awards and Achievements And Other Highlights

**Yale Physics Olympics ---** a team of four Kennedy HS students successfully participated in the Yale Physics Olympics: Chunze Chen, Captain; and Ruth Alladin, Jose Plasencia, and Raymond Ortiz. As in previous years, the theme of this competition was "Physics is Fun!" This year, 50 high school teams from New York, Rhode Island, and Connecticut participated. The Yale Physics Olympics is a pentathlon, consisting of five 40-minute physics events. The teams are ranked on the basis of their results as observed by the judges who are Yale physics professors and graduate students. An order-of-magnitude "Fermi" quiz is also included. After the last physics event, students had an opportunity to visit the Yale Nuclear Lab, the largest in the world at the university level.

**Crosby Robotics Teams Wins Two -** Crosby High School's Robotics Team took first place trophies in the Table Displays and Interviews categories at a Robotics Competition held at Central Connecticut State University this year.

In March, Kaitlyn Sprague, the Crosby FBLA\* Vice President who was just elected president for next year, won 1st place in a Cyber Security competition at the Connecticut FBLA conference. She was scheduled to compete in the National Leadership Conference in July in Nashville. To the school's knowledge, Kaitlyn is the first Crosby student to ever compete in Nationals! She is also a Crosby ACE student.

\* FBLA = Future Business Leaders of America

## Winners from this year's Olympics of the Mind were:

### **THIRD GRADE:**

#### Round Two Third Grade Divisional Winners:

(1st, 2nd, 3rd):

North: Regan, Wilson, Sprague

West: Maloney, Hopeville, Barnard

East: Rotella, Chase, W. Cross

#### Round Three District Winners:

After the district competition, there was a tie for first place between Regan and Rotella with 17 correct answers each. To break the tie, judges reviewed the second round team competition and awarded first place to Regan, who scored slightly higher in that round than Rotella. The final placements were:

Regan (1st), Rotella (2nd) and Maloney (3rd).

### **FIFTH GRADE**

#### Round Two Fifth Grade Divisional Winners:

North: Regan, Wilson, Carrington

West: Driggs, Maloney, Tinker

East: Rotella, Generali, Chase

#### Round Three District Winners:

After the district competition, there was a tie for first place between Regan and Rotella with 16 correct answers each. To break the tie, judges first reviewed the second round team competition, which also resulted in a tie (each school scored 18 in that round). To then break the tie, judges reviewed the first round individual competitions and compared the scores of Regan and Rotella team mates, taking the highest individual score not counted in Round One. Regan had 39.0, while Rotella had 39.24. After that review, the judges then awarded first place to Rotella. The final placements were:

Rotella (1st), Regan (2nd) and Driggs (3rd).

Round One was a competition for individual students.



## 2009-2010 Superintendent's Student Recognition Award Winners



Students from across the district were honored May 6 for their contributions to their school community and for their student leadership, as well as for their academic achievements. Two pre-school students received Bright Futures Awards, while 54 students, including one representing Waterbury Adult Education, received Certificates of Excellence. Each of the students had been identified by their schools as having demonstrated exemplary behavior and service to their schools and the community.

At the same ceremony, representatives from the Connecticut Association of Schools presented Waterbury Regional Children's Probate Court Judge Thomas Brunnock with the 2010 Distinguished Friend of Education Award. Judge Brunnock was honored for his work with Waterbury Public School students as part of the Waterbury Truancy Clinic.

### The students who received certificates are:

#### BRIGHT FUTURES AWARDS

Bucks Hill Annex	Jaymie Starr
	Jocelyn Ormezzano

#### CERTIFICATES OF EXCELLENCE AWARDS

##### Elementary Schools

Barnard	Kathiria Matteo
Brooklyn	Angel Culver
Buck's Hill	Tyriq Andrews
Bunker Hill	Ricardo Agosto
Carrington	Justyn Welsh
Chase	Terrell Patterson
W. Cross	Gabriella Rocco
Driggs	Damaris Cabrera
Generali	Joshua Summa
Gilmartin	Nakisha Ruiz
Hopeville	Joyce Benton
Kingsbury	Denna Johnson Jones
Maloney	Benjamin Murowsky
Regan	Nicholas Cruz
Rotella	Donald Cianciolo
Sprague	Alyssa Simoes
Tinker	Sheila French
Walsh	DeVaughno Ricketts
W. Wilson	Nolan Pimentel

#### Middle and High Schools

North End	Jesse Matteo
North End	Anthony Alvarado
North End	Grimiguel "Mickey" Quiles
North End	Deanna Jo Alberto
Wallace	Katherine Abreu
Wallace	John Currier
Wallace	Dea Ozuni
Wallace	Lirjeta Klenja
Wallace	Maria DaRocha
Wallace	Sydney Craig
West Side	David Aldarondo
West Side	Diamond Ford
West Side	Tyler Baptista
West Side	Renee Manelli
West Side	Nicholas Ho
West Side	Cheyenne Banks
Waterbury Arts Magnet	Danielle Orlando
Waterbury Arts Magnet	Kenan Jasavic
Crosby	Gregory Nicholson
Crosby	Cassandra Tompkins
Crosby	Mark-Anthony Baez
Crosby	Angie Rivera
Kennedy	Thomas Vecca
Kennedy	Gabriel Ramos
Kennedy	Dennis Acuna
Kennedy	Mollie Corcoran
Waterbury Arts Magnet	Rachel Dziezynski
Waterbury Arts Magnet	Max Tanguay-Colucci
Wilby	Katie Speer
Wilby	David Reyes
Wilby	Tonya Leo
Wilby	Stephanie Lumbr
Enlightenment	Qwayshar Cooper
State St.	Steven Marshall

#### Adult Education

Waterbury Adult Education  
Kimberly Gaznabie



# High School Graduation Statistics

## Crosby High School:

Graduation Information	Number	Percent
Seniors	264	100%
Entering 4-year college	79	30%
Entering 2-year college	93	35%
Entering vocational training	19	7%
Entering work force	33	13%
Entering military	5	2%
Unemployed	0	0
Not graduating	25	9%
(includes 5 Special Ed students retained to Continue program)		



## Kennedy High School:

Graduation Information:	Number	Percent
Graduates	295	
Entering four-year college	137	46
Entering two-year college	65	22
Entering vocational training	33	11
Entering work force	9	3
Entering military	6	2
Unemployed	2	
Not graduating		To be determined

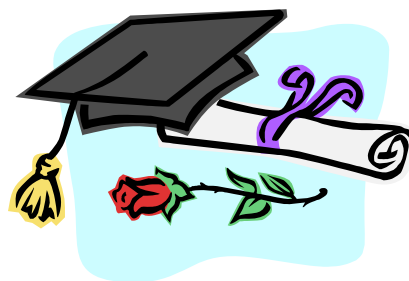


## Waterbury Arts Magnet School:

Graduation Information:	Number	Percentage
Graduates	109	96%
Entering four-year college	45	39%
Entering two-year college	47	41%
Entering vocational training	3	3%
Entering workforce	0	0
Entering military	4	4%
Unemployed	0	0
Undecided	0	0
Not graduating	4	4%

## Wilby High School:

Graduation Information:	Number	Percentage
Graduates	232	87%
Entering four-year college	65	28%
Entering two-year college	108	46%
Entering vocational training	20	9%
Entering workforce	18	8%
Entering military	12	5%
Unemployed	9	4%
Not graduating*	30	11%
*Includes students returning for 5 <sup>th</sup> year.		





## Waterbury Students and Staff Give Back ---

A small sampling of student and staff efforts to support those in need:

Waterbury Public School students and staff provided checks to the American Red Cross totaling \$6,023.26, as part of our district efforts to raise funds for Haiti Earthquake Relief. A few other schools made individual donations for the American Red Cross separately as their fund-raising activities continued past the district's collection deadline. Those additional funds totaled at least \$1,000. Some other schools raised funds for other organizations including Americares, and some did the non-perishable food drive organized by Woodrow Wilson. In all, every school participated in some way. The total is probably over \$10,000 in cash and checks, not counting the value of the food donated.

NEJ Inc. partnered with Woodrow Wilson School and other Waterbury Public Schools to collect canned goods or boxed food and monetary donations to help Haiti after the tragic earthquake. NEJ, Inc., who has worked very closely with Wilson School for the past several years, made arrangements to mail the items to Haiti on Friday, January 29<sup>th</sup>. All shipping costs were covered by NEJ Inc. and we were assured that all items arrived safely and in a timely fashion. Volunteers picked up donations from each participating school and delivered it to Wilson School.

West Side Middle School students raised funds for Father Rick Frechette, a priest and medical doctor who has served as a missionary in Haiti for decades. Fr. Rick, a Connecticut native, has built two hospitals and an orphanage to serve the poorest of the poor in Port au Prince. In addition to his work in the hospitals, Fr. Rick has established a medical response unit which travels into the slums to provide medical care. Principal Charles Nappi's son Brandon has volunteered with this organization in the past. Washington Elementary School chose to join West Side in collecting funds for Father Rick. The two schools have worked closely together in the past few years since being named Waterbury's two CommPACT schools.

More than twenty North End Middle School teachers and other teachers and administrators from around the district shaved their heads for a good cause recently. The event, held at North End Middle School, benefited the St. Baldrick's Foundation, which raises money for research to cure childhood cancers. Just prior to the event, it was announced that North End Middle School teacher Richard Atkins had raised the most funds thus far, at \$1,165.

Students in the ninth grade at the Waterbury Arts Magnet School completed a project in their World History course called the Industrial Revolution Monologues. In this project, they had to research roles and participate in a theatrical performance. The performance was produced, written and directed by the students. They managed to raise \$665.00 that was given to two local charities, Reach Out Ministries and St. Vincent DePaul.

The North End Middle School Prevention Team sponsored a hot chocolate sale this year. Manny Rocha, franchise owner, and Jorge Flamengo, district manager, from Dunkin Donuts on New Haven Road in Naugatuck provided hot chocolate to support families in need at the school. Staff donated candy canes, marshmallows, and cups. The sale raised \$1,000 which allowed staff to purchase gift cards for 23 families. / North End Middle School students created an assortment of letters and holiday greetings for our U.S. military heroes. The activity took place during a monthly book club at the school and during classes that included many special education and handicapped students. Mary Beth Mason, Media Specialist at North End Middle School, passed the letters and cards along to the soldiers through Holiday Mail for Heroes, an organization in Capital Heights, Maryland.

Generali School's annual math-a-thon in honor of cancer survivor Kyla Coughlin raised an incredible \$5,065.11 for St. Jude Children's Research Hospital. The school has just received word that Kyla is still cancer free on her third anniversary scan. Since all the grade levels made their goal, one teacher from each grade level and Generali Principal Kathy Stamp worked at McDonalds on Reidville Drive on Thursday, December 3<sup>rd</sup>, 2009 from 5:00 to 7:00pm serving the students, families, and friends of Generali.

Amy Cordon's 6<sup>th</sup> grade homeroom won the WAMS Canned Food Drive contest for the Salvation Army by bringing in 428 food items! WAMS collected about 1450 items which were given to the Salvation Army.

Inter Faith Ministry Food Bank donations: Wallace Middle School students collected a "bus full" of food donations for those in need, while at Kingsbury School, students collected a cash donation of \$478.89.



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## **ANNUAL REPORT CURRICULUM AND INSTRUCTION 2009-2010**

**Paul V. Sequeira, Ed.D.**  
**Assistant Superintendent of Schools for Curriculum & Instruction**  
**City of Waterbury**

The 2009-2010 school year was both challenging and productive. For the first time, practically all schools made academic gains in reading, mathematics and writing as evidenced by the 2009 CMT and CAPT test results. The fact that we had two more schools that did not make AYP, did not deter the fact that all students were learning as evidenced by their performance and growth on state tests.

We have devoted a great deal of time and resources in training our teachers and administrators on new techniques and scientifically based research initiatives to improve instruction. To make this a reality, our use of the American Recovery and Reinvestment Act funds (ARRA) made possible the purchasing of computers, smart boards, and extensive training for staff on Professional Learning Communities (PLC) and Common Formative Assessments (CFA). Our academic and special area subject curriculum has been updated to reflect new mandates of the Connecticut State Department of Education. In our efforts to provide for continuous improvement in reading and mathematics, we have implemented various cohorts of the 21<sup>st</sup> Century After School program to reflect this need. We have provided additional support through our Targeted Prep Time Academics, Extended School Hours, Summer School program for elementary school students, and a transitional program for fifth and eighth grade students to acquaint them for 6<sup>th</sup> and 9<sup>th</sup> grade years. With regards to assessment, we have completed benchmark assessments in reading, mathematics, and science, in addition to our Dibbels and the Developmental Reading Assessments (DRA). The following programs are being highlighted for the 2009-2010 school year.

### **Sheltered Instruction Observation Protocol**

The term “sheltered instruction” describes those instructional practices that help teachers make content more accessible and comprehensible for English Language Learners (ELL). One model is the Sheltered Instruction Observation Protocol (SIOP). The SIOP is a scientifically validated model of instruction designed to make grade level academic content understandable for English Learners, while at the same time developing their English language. The protocol composed of thirty features is grouped into eight main components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. The eight components of the SIOP lesson-planning checklist is used systematically with any curriculum or program to scaffold content and language instruction that provides the support that ELLs, at any age or level of English proficiency, need to succeed in mainstream classrooms.

### **Literacy Academy at Wendell Cross School – Total Immersion**

The idea of the Literacy Academy began in 2008 based on an idea that district staff developed almost 10 years ago. The staff at Wendell Cross believed that our students were better than their test scores were showing and decided that we needed to do things differently. It began with intensive training of teachers on research based teaching strategies. Each child would be immersed in a comprehensive literacy program that would promote thinking and reasoning through meaningful integrated instruction. A commitment was made by educators, parents, and the community to work together to ensure that the needs of all students at Wendell Cross were met. The staff was determined to improve student performance by using data driven decision making, research based reading strategies, inclusion, co-teaching and leveling of students for reading instruction. A literacy academy committee was formed that consisted of one teacher from each grade level who had agreed to become the immersion teachers, reading specialist, special education teacher, library media specialist, parent, and administration. Each grade was given the task of developing an implementation guide for reading instruction, along with science and social studies. These were done with the help of the specialists on the committee. Once the guides were completed the teachers on each grade level developed a timeline and assessments including Common Formative Assessments (CFA), Beginning of the Year (BOY), Middle of the Year (MOY), End of the Year (EOY), and quarterly assessments that were used to

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monitor student progress. A Literacy Academy Database was developed where the reading specialist kept track of each piece of assessment on every child. In addition, the open ended response questions were monitored and graphed on an Excel sheet. Shared responsibility included the building principals handling grades 3 to 5 while the reading specialist handled grades K-2. The committee from Wendell Cross Elementary School presented a sample to the Board of Education in May/June and then continued to work on the materials through the summer. Parents were provided information on the Literacy Academy at PTA meetings, kindergarten orientation, and at a picnic held during the summer. The committee met the Reading Supervisor and the Assistant Superintendent for Curriculum and Instruction, to present drafts prior to the implementation of the program during the summer. The program began in September 2008 and included ongoing training for staff, support in the classrooms, and workshops for the parents. It is a work in progress where the staff meets on a regular basis to update and improve our instruction.

## **Pre-K Program**

The Houghton Mifflin Pre K Reading Series were adopted in all 4 year old Pre Kindergarten classrooms focusing on Phonemic Awareness, Oral Language, Concepts About Print and Letter Identification. These are the basic skills that incoming kindergarten students need in which to succeed in school. ARRA funding was used for these purchases. Title I funds were used to hire a Literacy Coach for all non ERF sites to help build literacy classrooms by assessing the quality of the classroom environment and teacher practices.

## **Early Reading First Grant**

The Early Reading First (ERF) grant is in the second year of implementation; operating in 9 of the district's 30 Pre Kindergarten classrooms. The program served a total of 177 students in the 2009- 2010 school year. The overwhelming majority of the ERF students were in at least one of the high risk categories (low income, limited English proficiency, and special needs). The program showed impressive gains in literacy skill development as evidenced by outcome data on the PALS assessment (Phonological Awareness Literacy Screening). The PALS assessment consists of eight categories. The following are the post tests scores: Name Writing-84%, Upper Case Letter Knowledge- 97.2%, Beginning Sound Awareness-100%, Letter Sound-91%, Print and Word Awareness-98%, Rhyme Awareness-94.5%, Nursery Rhyme Awareness-94%. Clearly the ERF Pre Kindergarten students are well on their way to a successful year in Kindergarten.

## **Research and Testing**

Extensive school visits were held with Principals over the past year, targets were set for Adequate Yearly Progress (AYP) based on the prior year's test data. The data was examined to identify students for additional, focused instruction to help the school meet its targets. This year, starting AYP scores were calculated by the department and provided to each school at the beginning of the year to set achievable goals for individual teachers. All CMT, CAPT, and DRA scores were provided for professional development at the beginning of the year by current teacher for immediate action. Data by prior year teacher was made available through a department generated upload to the state test reports website. SharePoint has been expanded to allow greater use of department data by the district community. All CMT and CAPT materials were disseminated this year via SharePoint instead of email. This facilitated the transfer of information to the hands of stakeholders faster than ever before. The Data Warehousing project will allow the department of Research and Testing to work closely with the Computer Technology Center.

## **Enhancing Literacy Through School Libraries**

Enhancing Literacy through School Libraries grant made possible to provide fifth grade students an opportunity to interpret and apply skills to research information and to develop a report about Connecticut to share with students in France and China. The grant allowed for the purchase of Smartboards, flip cameras, and lap tops to enhance the program for international school participation. The learning experience was further extended through collaboration between Literacy Media Specialists and classroom teachers.

## **Grade 8 to Grade 9 Summer Transition Program**

Because the transition from middle school to high school represents a significant event in the lives of adolescents, it was decided to provide a program of support from administrators at both educational levels. Students' experiences in their first year of high school often determine their success throughout high school and beyond. However, more

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students fail ninth grade than any other grade. This important information led to our charge of instituting a support system to best serve the incoming Grade 9 students as part of our District Improvement Plan. The Reading/Language Arts/English Supervisor and the Mathematics Supervisor instituted a bridge program that addressed the skills that will help to promote student success. This program focuses on acquiring and applying specific skills that students need in Grade 9. All work done by the students relate to these foundational skills.

## **TEAM**

Through a Team Collaborative Committee (TCC) membership meeting, Waterbury developed a 3 year plan to assist and support new teachers. The basis of this plan is to provide professional growth support to these new teachers with mentors, master mentors, professional development, and on-site support. The new teachers will need to complete 5 module reflection papers based on the new CCT (Common Core of Teaching 2010). The plan includes regional scoring of the reflection paper, stipends for mentors and master mentors, professional development for new teachers, resources for new teachers and coverage for on-site coaching through an intern. It is the goal of the TCC to retain highly qualified new teachers in the Waterbury School District. Our Team plan is a working document and is on the state website ([www.ctteam.org](http://www.ctteam.org)). The Committee will meet with the Human Resource Department in July to organize the new teacher orientation.

## **Principals' Forum – 2009-2010**

Principals' Forums scheduled for the 2009-2010 school year continued to be a great asset for elementary, middle, and high school principals. They met with their colleagues, the Assistant Superintendent, and content supervisors, to address academics and operational issues pertinent to them individually and collectively. As think tanks, a great deal of effort has been made to resolve old issues and find solutions new in a collaborative manner.

## **Implementation of Progress Book**

Progress Book training for grades has been completed and reports from all schools have been positive. The focal point of this program continues to address accountability. Building principals can now review teacher grades on a regular basis and ascertain all teacher grade completion before report cards are distributed. The number of parents who access the Progress Book continues to increase as more and more parents have computers and on-line access to check on their children's progress. Staff has expressed their satisfaction with the implementation of Progress Book because of its use and benefit. The Progress Book is easy to learn, user friendly, and beneficial to all users and recipients.

## **Data Warehousing**

The Data Warehousing project has proceeded through the review of the Request for Proposal (RFP) phase and the selection of a vendor. NSI was the ideal choice and was selected for the Waterbury School District. Presentation was made to the Board of Education at their workshop on June 21, 2010. The adoption of the Data Warehousing for the district will allow all departments to work closely with the IT department to retrieve on demand demographic information related to test students, supervisors' attendance and Human Resource data.

## **New School Construction**

The Center for Curriculum and Research met with JCJ Architecture, the SLAM Collaborative, Friar Associates, and Svigals & Partners, architecture firms working on Duggan Elementary School, the Career Academies High School, Carrington Elementary School, and the North End Elementary School. The purpose of the planning meetings was to give input on the program planning phase leading to design and schematics. Content supervisors gave suggestions for classroom footage and classroom design. For each school, specific information was required to ascertain the correctness of the programs before designing the building. The excitement of new schools being built in Waterbury is both refreshing and warranted in order to bring our students in the new age.

## **Articulation Agreements with NVCC and Other Institutions of Higher Education**

The Smaller Learning Communities grant for high school redesign for large urban high schools is an initiative sponsored by No Child Left Behind. The purpose of the grant is to prevent the strong sense of emotional isolation felt by students at the majority of large urban high schools. Thus the goal is to create various and multiple small learning teams. Waterbury has been very successful in creating and facilitating Ninth Grade Academies and Career Academies for Grades 10, 11, and 12. The central goal of SLC Cohort 6 is to create a seamless transition from the Career Academies to higher education through the creation of a more rigorous curriculum. Presently, in Waterbury,

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the bridge between secondary and post-secondary school is constructed by vertical teams in small academic teams, SOAR, ACE, and ATOMS, and the Advanced Placement vertical teams that are functioning from Grades 10 to 12. Additionally, the concept of a rigorous curriculum is supported by expanded UConn course offerings at all the high schools and the development of articulation agreements with Naugatuck Valley Community College for the purpose of dual enrolment and the possible creation of a middle college. The past year the Office of Curriculum and Research has developed articulation agreements with NVCC for Mathematics (NVCC 137- Intermediate Algebra), English, Chemistry, Environmental Science, Human Biology, Child Development, and Technology. Articulation agreements for various other subjects are presently under construction for all four Waterbury high schools in partnership with NVCC. The SLC Cohort 6 grant has executed a contract for the consultation services of Dr. William T. Brown from Impact Analysis and Strategies Group for the design and completion of articulation agreements with the Waterbury Public Schools for the purpose of dual enrollment.

## **Closure**

The 2009-2010 school year was both productive and engaging. In that, we provided a considerable amount of training for teachers, administrators, paraprofessionals and parents on school related issues. The focus was to concentrate on effective instruction, assessments, and improving student performance. The training that was provided addressed academics, after school programs, and technology. The availability of the American Recovery and Reinvestment Act (ARRA) funds allowed the district to purchase computers and smart boards, while at the same time allowing for training over a prolonged period. This windfall could not have occurred at a better time, especially in light of diminishing resources. We have also spent a great deal of time on the training and implementation of Response to Intervention (RTI), Scientifically Research Based Intervention (SRBI), and Positive Behavior Support (PBS). District staff at Wendell Cross Elementary School, took up the challenge to improve student reading through a Total Immersion Program in reading. Two years later the results have been staggering and we are now in the process of implementing the program at Sprague Elementary School. This program incorporated several of the SRBI initiatives in order to be successful. We have had several teachers from surrounding school districts who visited the program. This program attributed its success to teacher team work and program ownership. During the school year, we continued to provide tutorial help through such programs as Targeted Prep Time Academy (TPTA), Extended School Hours (ESH), and 21<sup>st</sup> Century After School programs.

Following are details from the Smaller Learning Communities Grant, the Extended Day program, the Extended Year program, the 21<sup>st</sup> Century Community Learning Center programs, and other grant funded programs in our schools. This report was completed by Phyllis Connors, Ph.D.

## **Smaller Learning Communities Grant, United States Department of Education**

### **Goals:**

The SLC Cohort 6 grant has accomplished its 2009-2011 goal of offering a more rigorous curriculum and a seamless transition to post-secondary education.

### **Highlights:**

In 2009-2010, the SLC grant and the wall-to-wall career academies at all three high schools were able to offer a more rigorous curriculum through increased AP courses in all subject areas and an expanded program for the UCONN courses in English and Social Studies. Additionally, articulation agreements have been negotiated and completed with NVCC in the areas of: math, English, science, technology and child development.

### **Strengths:**

The strength of the SLC Program is the visibility of the career academies especially Health and Human Services and the Technology Education Academy in all three high schools for the purpose of forging links with the local healthcare providers and manufacturing base in the greater Waterbury area.

### **Anecdotal Data:**

Smaller Learning Communities Grant  
US Department of Education  
Crosby, Kennedy, and Wilby High Schools

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The Smaller Learning Communities grant for high school redesign for large urban high schools is an initiative sponsored by No Child Left Behind. The purpose of the grant is to prevent the strong sense of emotional isolation felt by students at the majority of large urban high schools. Thus the goal is to create various and multiple small learning teams. Waterbury has been very successful in creating and facilitating Ninth Grade Academies and Career Academies for Grades 10, 11, and 12. The central goal of SLC Cohort 6 is to create a seamless transition from the Career Academies to higher education through the creation of a more rigorous curriculum. Presently, in Waterbury, the bridge between secondary and post-secondary school is constructed by vertical teams in small academic teams, SOAR, ACE, and ATOMS, and the Advanced Placement vertical teams that are functioning from Grades 10 to 12. Additionally, the concept of a rigorous curriculum is supported by expanded UConn course offerings at all the high schools and the development of articulation agreements with Naugatuck Valley Community College for the purpose of dual enrollment and the possible creation of a middle college.

This past year the Office of Curriculum and Research has developed articulation agreements with NVCC:

- Mathematics (NVCC 137 – Intermediate Algebra)
- English
- Chemistry
- Environmental Science
- Human Biology
- Child Development
- Technology
- Articulation agreements for various other subjects are presently under construction for all four Waterbury high schools in partnership with NVCC

## **Extended Day Programs and Extended Year Programs**

### **21<sup>st</sup> Century Learning Centers Grants (after-school programs and summer school programs)**

### **State Department of Education (SDE) Grants (after-school programs and summer school programs)**

#### **Goals:**

To offer an extended day program and an extended year program through 21<sup>st</sup> Century Learning Centers grants and State Department of Education grants

#### **District Improvement Plan**

Engineer and activate effective Tier II and Tier III strategies in Reading/Language Arts and mathematics for students in grades 1 through 12 in Extended Day Programs and Extended Year Programs

#### **Highlights:**

The 21<sup>st</sup> Century Learning Centers grants (Cohorts 5, Cohort 7, Project #1 and Project 2 and Cohort 8, Project #1, #2 and #3) have annually offered summer programs for all students in their catchment areas for the months of July and/or August. This past spring, the State Department of Education (SDE) grants made available funding that was used for a five-day spring enrichment program over the spring vacation for recreation and enrichment experiences to support the academic curriculum at grades 3, 4 and 5 of five schools and three neighborhood community centers.

#### **Strengths:**

The obvious strength of the after-school program and the extended year programs available under 21<sup>st</sup> Century grants and SDE grants is the enrichment experiences that are available as hands-on activities for students in support of the daily classroom curriculum. The programs offer interdisciplinary opportunities to strengthen learning and augment the daily classroom curriculum that is anchored to the Connecticut Frameworks and the standardized testing scheme for the State Department of Education.



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## 21<sup>st</sup> Century Learning Center- Cohort V – 3 sites:

Wallace Middle School  
North End Recreation Center  
WOW/NRZ Community Center

The 21<sup>st</sup> CLC Grant Cohort V is a federal grant (managed by the state) that offers after-school programming for one main site and two satellite sites: Wallace Middle School, and two satellites--North End Recreation Center and WOW/NRZ Community Center. All three programs work with a variety of vendors as education/recreation partners in an effort to facilitate the goals of the program that include academic support and enrichment with recreational activities woven into the curriculum. The Cohort 5 grant specifically targets high interest youth programs and recreational activities that focus upon the goals of literacy and numeracy outlined in the State Frameworks and the further testing standards of the CMT for grades 6, 7 and 8.

The Wallace After-school Academy and the WOW Neighborhood After-school Academy and the North End Neighborhood Academy particularly focus upon providing specific parental support programs for all the neighborhood sites that include: GDE, ESL, and computer training. The programs at the neighborhood sites provide parental support to the Wallace After-school Academy for the purpose of targeting parent interests in the direction of their own individual education and further providing support groups for parental problem-solving for middle school age discipline problems. The most important component of the Wallace Middle School after-school program was the excellent swimming instructional module that was provided to all students during the winter and during the summer program, thus offering life-long safety standards. All three programs provided inter-disciplinary activities with math and literacy, measuring and weighing ingredients, for various cooking and baking activities.

## 21<sup>st</sup> Century Learning Center- Cohort VII, Project #1 – 2 sites:

Washington School  
Wilson School

The After-school Adventures Program at Washington School and Wilson School provide a rich array of program partners and innovative partner activities so that students have multiple opportunities to learn on an inter-disciplinary level. The program especially emphasizes the arts through partnerships with the Mattatuck Museum and the Palace Theater. Recreation is provided as integrated activities with literacy and numeracy through a partnership with the YMCA. The After-School Adventures Program is centered on developing the whole child. Module providers for enrichment activities are drawn from the Mattatuck Museum Arts and History Center, the Palace Theater, and the Girls Scouts. A parent/student leadership component was offered by the YMCA through an extended day activity at the YMCA Camp Mattaucha. Parents and students were given the opportunity to be exposed to nature hunts, and outdoor activities.

## 21<sup>st</sup> Century Learning Center- Cohort VII, Project 2 – 2 sites

Barnard School /Tinker School at Chase Park House  
Sprague School and Waterbury Parks and Recreation

The After -school Adventures Program is provided at the Chase Park House for students from Barnard School and Tinker School for grades 3, 4 and 5, for the purpose of offering inter-disciplinary programs and enrichment activities for the purpose of expanding the literacy and numeracy curriculum outlined in the Connecticut Frameworks and the assessment goals of the CMT. The programs at Chase Park House and Sprague School are based upon partnerships with the Waterbury Department of Recreation, the Mattatuck Museum, and the Palace Theater, and the Area Health Education Center (AHEC). Additional support has been given by the Waterbury Police Department, Fire Department and the State Department of Public Health. Module providers offered excellent programs for both students and parents for physical fitness via Zumba Fitness, golf lessons, computer literacy, numeracy and literacy Bingo Nights. The sewing/arts and crafts module was enthusiastically received by the students and parents. Character education module provided by the Forefathers, Inc. was especially relevant.



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## 21<sup>st</sup> Century Learning Center- Cohort VIII, Project #1

Mattatuck Museum with Crosby, Kennedy and Wilby High Schools

Dare to Dream Performing Arts Program

The Dare to Dream Performing Arts Program for all three comprehensive high schools opened doors at the Mattatuck Museum at the beginning of March, 2010. The academic support team was provided by upper-level certified high school teachers (post- secondary, adjunct faculty certified) staff from the Waterbury Public Schools. The performing arts staff was drawn from adjunct faculty at NVCC, Manchester Community College, Tunxis Community College and Briarwood College. This program was the first of its kind awarded from the State of Connecticut to a public school system for the purpose of creating a seamless transition from secondary school to college. The Spring Enrichment Program which was held during the spring vacation was held part-time at the Mattatuck Museum, and the remainder of the time at Naugatuck Valley Community College. The focus of this partnership is to have students college-ready through Accuplacer placement and relationships forged between students and higher education faculty as a prelude to college admission. The program closed in late May and was a tremendous success, as exhibited through photos and videos viewed on U Tube, and the State Department of Education website. The program will continue for the summer months at the Mattatuck Museum and NVCC. The culminating event for this performing arts program was a “blue ribbon” showcase for students, parents, and invited guests.

## 21<sup>st</sup> Century Learning Center- Cohort VIII – Project #2

*Downtown Academy* (four sites, 100 students)

Wallace Middle School

West Side Middle School

North End Middle School in partnership with:

- Mattatuck Museum
- YMCA
- Waterbury Youth Services
- Connecticut Junior Republic

The Downtown Academy was formed to provide a unique after-school environment that is supportive of middle school youth that are able to engage in academic enrichment activities that will improve academic achievement and deliver a broad array of prevention programming. The program builds the developmental assets and involves parents/families in literacy, art, STEM, and parent leadership activities. The academy at Mattatuck Museum was cited by the State Department of Education as one of the most outstanding after-school programs in the State. This program focused on science and environmental subjects that used the Naugatuck River and explorations of the river’s ecology as a central theme for developing the curriculum. The lead teacher at the Mattatuck Museum incorporated DNA studies, forensic studies and other science explorations with literacy, math and creative writing.

The YMCA Academy focus was health and wellness centered on healthy eating, reading labels, and exercise. Swimming lessons were provided every day. The lead teacher was able to design a curriculum through collaboration with the YMCA recreational staff that answered the goals of the Connecticut Frameworks for literacy, numeracy, science and physical education. The Waterbury Public Schools/YMCA design team will continue to create curriculum for health, wellness and recreational activities for personal wellness throughout the summer in preparation for a renewed program next year.

The Waterbury Youth Services Academy created and successfully completed an entrepreneurship model under the direction of Trevira Boatright, a state award winning DECA teacher at the high school level. The lead teacher with team collaboration from the Waterbury Youth Services staff created a business model from the “bottom up” for the purpose of forming a candy-making business. All aspects of business entrepreneurship were addressed: business plan, accounting, quality control, marketing, and sales. The final business activity was the sale of hand-made chocolates at each middle school and high school.

Connecticut Junior Republic Academy focused on video technology and literacy skills. Students were given instruction in videography, script writing for video, set design for video, stage direction using angles and mathematics, and final cut editing techniques using timing and cuts for the process of video final cut production.

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The 21<sup>st</sup> Century grant at CJR incorporated many activities with the mainstream CJR activities as part of integration of a part into a whole. The CJR local director desired to have many 21<sup>st</sup> Century activities conjoined with the mainstream curriculum of the CJR after-school programs. The 21<sup>st</sup> Century grant students became “separate but equal” in participating in these activities. As a major part of the 21<sup>st</sup> Century after-school curriculum at CJR, students were able to use and practice their newly learned video skills in their participation with other CJR activities.

## 21<sup>st</sup> Century Learning Center- Cohort VIII – Project #3

Walsh School

Carrington School

The Walsh and Carrington sites offer a 21<sup>st</sup> Century After-school Adventures module that is aimed at providing academic, enrichment and recreational activities as interdisciplinary modules throughout the year. Both Walsh School and Carrington Schools utilized the YMCA as the recreational partner with various other modules as support to provide a complete program for enrichment to the students. Walsh School emphasized health and wellness as the focus of their program through a curriculum provided by the YMCA with additional supports in Yoga, Zumba Fitness, and lessons in nutrition and wellness for both students and parents.

Carrington School was named as the “blue ribbon” site for the State in providing the model for designing the best teaming concept in the State. They were invited to present their teaming concept to the State Department of Education and all 21<sup>st</sup> Century program coordinators. A thematic approach was developed by the Carrington team that utilized literacy, numeracy, science, physical education and art. The themes changed from month to month, and parents and families were invited to participate on a monthly basis. Carrington’s thematic curriculum was anchored to the Connecticut Frameworks, the standards for CMT at the appropriate grade levels and the Waterbury Public School’s curriculum on the wall.

Both Walsh and Carrington Schools were able to utilize the theatre/journalism module that was provided by the Palace Theater, and the writing lessons based upon the performance of *Nate the Great* at the Palace Theater. Theater lessons for the development of narrative, writing, and folklore were presented by Shakesperience, Inc. An African drumming module was enjoyed by the 21<sup>st</sup> Century Carrington Program, and both programs participated in the History of Waterbury module presented by the Mattatuck Museum.

Walsh School’s parent program participated in *The Big Read* through the leadership of their parent liaison, Diana Baxter. The Mattatuck Museum in partnership with the Silas Bronson Library offered *The Big Read* to the Waterbury community for participation in reading *A Lesson in Dying* by Ernest Gaines. The 21<sup>st</sup> Century grant provided 200 books with audio and note support for book club/discussion groups for Walsh School and WOW/NRZ Community Center 21<sup>st</sup> Century parent programs.

## Earth Elders Grant – special competitive award given by 21<sup>st</sup> Century Programs

The Earth Elders Project mini-grant was a special grant award given to the Waterbury Public Schools in partnership with the Connecticut Council of Girls Scouts for the implementation of a grant specially designated for after-school programming that focused on senior citizens and the elderly in convalescent homes. This grant was given to the Waterbury Public Schools and the Girls Scouts who chose Wilson School as the designated grantee for implementation of this project. The goal of the project is to create and nurture intergenerational relationships between 9-11 year old girls and elders (senior citizens) through successful social interactions and various activities and projects. The Earth Elders Project began in September and ended during the last week of February. In addition, the *Home-to-Home Foundation*, an organization that works to improve quality of life for nursing home residents, was a third partner with the Girls Scouts for programming for the Earth Elders Project. The Earth Elders Project was one of the most successful endeavors in all of our after-school grant programs. The Girl Scouts completed an extensive and detailed album for presentation to the Board of Education in appreciation for the support and direction received from the Waterbury Public Schools.

## State Department of Education Grant - Bunker Hill School

In the early spring, Governor M. Jodi Rell unfroze the state budget and forwarded the monies that were awarded for the State Department of Education grants. Bunker Hill School was awarded a two-year grant for the After-school Adventures Program, designed to address academic and behavioral issues. The program is designed on the Waterbury After School Program and seeks to meet the standards of the Connecticut Frameworks for literacy,

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numeracy, science and arts enrichment. The standards of the CMT at each grade level are included as part of the goals and objectives of the program. In the early phase of the grant, a spring enrichment program was offered at Lake Quassapaug for five days with a curriculum prepared by the teacher teams and the recreational staff at Lake Quassapaug Park. This activity was a multi-grant initiative and included all students from schools that were recently awarded SDE grants. The spring enrichment program was a huge success and will part of the curriculum for next year. The Bunker Hill SDE grant ends on June 30<sup>th</sup>, and seeks to be re-awarded for another school year. The Bunker Hill grant used a number of enrichment community providers as a support system for their academic/recreation programming: AHEC, CPEP, Seven Angels Theater, YMCA and Zumba Fitness.

## State Department of Education Grant – Driggs School

Driggs School was also the recipient of a two-year SDE grant for the After-school Adventures Program. Driggs participated in the spring enrichment program at Lake Quassapaug as part of the four grant collaborative venture. This school also wishes to repeat the spring enrichment program next year. Driggs has tirelessly sought to meet the goals of the SDE grant by providing academic, recreation, and especially STEM enrichment for their after-school program. They have sought the support from their recreation partner, Waterbury Parks and Recreation for recreational exercises for the students and by also providing horticultural component through the Parks Supervisor, Mark Lombardo. One of the most outstanding community providers was High Touch/ High Tech, along with a Fun with Architecture Program provided by Ray Coughlin, a retired technology education teacher. The arts and history component was provided by the Mattatuck Museum and Historical Society. Zumba Fitness offered an exercise and yoga program for the students and parents. Driggs School offered a model program of design and team collaboration and drew together an extraordinary program in the three short months that it was in operation.

## State Department of Education Grant – Regan School

The Regan School After-school Adventures Program was utilized in the early phase in the spring months by the school's participation in the spring enrichment program at Lake Quassapaug. The school did not have enough students to support the program, thereafter, due to other after-school programs already in operation at the site. The State Department of Education awarded the full one-year grant to the Walnut-Orange-Walsh (WOW) Neighborhood Community Center for the completed facilitation of the grant to its end date, June 30<sup>th</sup>, 2010. Both Regan School and WOW participated in the spring enrichment program at Lake Quassapaug, which serviced nearly 400 students from the multi-grant collaborative. For the WOW SDE program facilitation, Mr. Greg Hadley, Director of WOW Community Center, offered the program to grades 1, 2, 3, 4 and 5 for schools included in the catchment area of the WOW Neighborhood Center. The WOW Center included an academic and enrichment program that meets the goals of the Connecticut Frameworks appropriate for grade level and the standardized tests for grades 1, 2 and 3. The designated partner for the Regan/WOW grant is the YMCA, who provided a wellness and recreation component to augment the math and science initiatives at the site. Emphasis on literacy, creative writing and theatre performance was augmented by the support of the community providers, Seven Angels Theater and Shakesperience, Inc. The SDE grant at the WOW Community Center will provide services up to and including June 30, 2010 for all students in the neighborhood area.

## State Department of Education Grant – River-Baldwin Recreation Center

The River Baldwin Recreation Center was awarded a one-year grant, which will end on June 30, 2010. The River Baldwin Center was also an active participant in the Lake Quassapaug spring enrichment program as part of the collaborative effort of the combined SDE grants awarded to Waterbury. The Center further utilized all of the community vendors recommended for this largely Spanish-speaking population. The Hispanic Coalition has been a significant partner in the facilitation of this grant by offering guitar lessons, computer skills programs, and dance lessons. Adventures in Latin American cuisine and cooking lessons were offered to the delight of the students. A much needed babysitting certificate program was offered by the American Red Cross. Science and math lessons were augmented by a hands-on field trip to Laser Planet/Laser Tec. A larger understanding of Latin music was provided by the John Marshall percussion group. The River Baldwin Recreation Center has very successfully utilized the grant money awarded to the site in a timely manner and for positive youth development programs for the maximum number of students allotted for the grant.

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## **READING/LANGUAGE ARTS DEPARTMENT**

### **Patricia Conlon Moran, Supervisor, K-6**

**I. Goals:** Provide leadership and support in Reading/Language Arts to increase academic achievement for all Waterbury students by increasing proficiency in literacy.

**a. Goals for 2009-2010**

The goals for 2009-2010 were to ensure that all the procedures and strategies outlined in the District Improvement Plan for literacy were implemented. This included:

- o Supporting Data teams and School Improvement teams in individual schools.
- o Implementing Professional Learning Communities at various levels.(Grade, school, district)
- o Implementing revised Reading Tier III Intervention for TPTA and Summer School.
- o Providing Pre/post tests for TPTA and Summer School
- o Literacy facilitators continued to provide on-going job embedded professional development tailored to the identified needs of teachers within individual buildings.
- o Rolling out Scientifically based Reading Researched practices throughout the district.
- o Implementing federal and state initiatives and/or mandates:  
Continued implementation of the Reading First Grant at Bucks Hill School and Driggs School.  
Continued implementation of the Literacy How at Sprague School, Wendell Cross School and Generali School.
- o Implementation of “Enhancing Literacy through School Libraries” Grant
- o Continued focus on oral language, vocabulary and reading in the content areas for all elementary students.
- o Develop a walk-through protocol.

**b. Goals for 2010-2011**

The goal for 2010-2011 is to ensure that all the procedures and strategies outlined in the District Improvement Plan for literacy are implemented. This will include:

- o Developing Professional Learning Communities and Common Formative Assessments
- o Developing systems, procedures and forms that will be district-wide rather than in individual schools
- o Continued focus on oral language, vocabulary and reading in the content areas for all elementary students.
- o Focus on enhancing the rigor of instruction for all students
- o Continue the implementation of the Literacy How and rolling out best practices with the literacy facilitators.
- o Implementing a walk-through protocol.

## **II. Highlights**

- o Literacy Facilitators 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.
- o Discussions about Tier II and Tier III Interventions were begun. Intervention logs were developed to document interventions appropriately.
- o Bucks Hill and Driggs continued implementation of Reading First. Each school was recognized by the Connecticut State Department of Education for having exemplary data/grade level team meetings.
- o Implementation of the Literacy How initiative continued at Sprague, Wendell Cross and Generali. Professional development was job embedded training, modeling and coaching. In addition to being at the three schools, Literacy How provided professional development for the reading department staff.
- o Revised TPTA school intervention program (grades 1 – 5) was implemented. The format allowed for explicit small group instruction based on the targeted needs of students.

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- o Recognition for student achievement in Literacy was highlighted by the Waterbury Language Arts Festival at the Palace Theater. Students (grades 4 – 12) developed authentic responses to literature (poems, essays, plays, musical scores, Readers' Theater, dances, etc.). Students, teachers and parents attended and it was a glorious representation of the creativity and talent of the students in Waterbury.

### III. Strengths of Educational Program

There are many strengths in this department but the overarching one is that the foundation has been laid and the literacy components outlined in the District Improvement Plan are being implemented. Schools are developing professional learning communities which know how to analyze data and then adjust instructional strategies based on the data. Teaching is differentiated and common formative assessments are used to monitor student progress. Students move within and among groups as the data dictates. The Literacy Facilitators provide on-going job embedded professional development tailored to the needs of individual teachers. Teacher knowledge regarding the three tiers of reading has increased as a result of the coaching and modeling and teachers feel that they are being supported in the implementation of Scientific Research Based Interventions. Significant changes have been made to Targeted Prep Time Academy and Soar to Success Summer School based on our data. The DRA2 Continuum and Focus for Instruction have been used to determine the targeted focus for instruction.

## READING/LANGUAGE ARTS DEPARTMENT

Nicholas Albini, Supervisor 6-12

### I. GOALS: The Waterbury Public Schools will attain high academic achievement for all students in literacy.

a. Accomplishment of Goals 2009-2010

#### MIDDLE SCHOOL (6-8)

The goal was addressed through on-going visits to the schools in an effort to support the Reading/Language Arts and literacy teachers. During data team meetings and with individual teachers from September to May, Effective Teaching Strategies (ETS) were implemented. Individual schools designed and administered their own Common Formative Assessments (CFAs) and scoring rubrics. In grades 6 – 8, the CFA data was used to drive instruction and identify specific students in need of re-teaching targeted skills. The Reading/Language Arts content supervisor also attended meetings whenever scheduling permitted at all middle schools to assist with the implementation and analysis of CFAs. Occasionally the supervisor also met with representatives from CALI and CAS during these data team meetings. At the Waterbury Arts Magnet School, the supervisor not only provided data team training to the Reading/Language Arts teachers but also to the mathematics, science, and social studies department teachers.

Middle school students who received marking period averages of less than 75 in the first 3 marking periods at the 3 comprehensive middle schools participated in the Credit Retrieval Program to improve their marking period grade. We also instituted a CMT Prep class in the month of February to support the students with skills that are directly measured on the CMTs. The teachers used lessons that were written by a committee of teachers in conjunction with the Reading/Language Arts Supervisor. All classes were monitored by the supervisor at each middle school to ensure fidelity to the Program and to maintain instructional rigor.

The Read 180 Program was a continuation from last year at North End Middle School for regular education students. While the Program showed some success, an expansion of the time that a student spends in the class daily as well as the number of days per week will produce even greater academic achievement. The Read 180 Program was also instituted in Wallace Middle School and West Side Middle School. There were 60 Grade 6 students in the Wallace Program and 20 Grade 6 and 20 Grade 7 students in the West Side Program.

In preparation for the CMTs in March, each grade level utilized a majority of non-fiction articles as reading passages for all CMT practice assessments. The teachers modeled all assessments with actual Strand A, B, C, and D CMT-type questions using the state-developed scoring rubric. During last summer, the literacy portfolio requirements were expanded for each month from September to June. The requirements addressed each part of the CMT that is tested in Reading/Language Arts – writing, reading comprehension, editing and revising, and Degrees of Reading Power.



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We have completed our first year of the Middle School Accelerated Program and a successful one it was. Added rigor was added to the curriculum and for the most part, the students responded with integrity. There were a very, very small number of students who did not respond well to the additional workload, but adjustments were made. The Program has grown in just 1 year. North End Middle School grew from 1 team to 2 teams and West Side Middle School went from 2 teams to 3 teams. We even started a summer program for the incoming Grade 6 MSAA students for the summer of 2010. There will be 20 students from each middle school who will attend Naugatuck Valley Community College for a science-based program from STARBASE.

## **HIGH SCHOOL (9-12)**

High school students who received marking period averages less than 65 at the 3 comprehensive high schools participated in the Credit Retrieval Program to improve their marking period grade. This is a continuation from the previous year with the Waterbury Arts Magnet School joining the Program this year. The teachers used lessons that were written by Department Chairpersons and the English Supervisor for the after-school program for Grades 9 and 10. It was an extremely successful program that enabled many students to improve their report card grades and prevent failing the course for the year. This should also impact the number of students taking summer school courses.

This year common midterm exams, common final exams, and quarterly benchmark assessments were given in all English 9 and 10 courses at the high school level. By using anchor sets as templates for common scoring, uniformity has improved among teachers. The portfolio requirements were also rewritten to better address our State Curriculum Standards.

For the first time, a mandatory summer reading program will be instituted for all high schools. All incoming Grade 12 students at Crosby, all incoming Grade 12 Honor students at Kennedy and Wilby, and all incoming Grade 9 students at Waterbury Arts Magnet will be required to read a specified novel accompanied with a writing assignment. The books were purchased by the English supervisor to be added to each individual's department resources.

At the Waterbury Arts Magnet School, the English supervisor not only provided data team training to the English teachers but also to the mathematics, science, and social studies department teachers. Full staff training was also provided at a monthly faculty meeting.

This year's BIG Read Program was a huge success with the Grade 11 students. The area's top 5 essay contest winners were from Waterbury Arts Magnet School, Crosby, Kennedy and Wilby. The first place winner was awarded \$200.00 and the 4 runners-up received \$100.00 each. Students from Enlightenment performed at the Mattatuck Museum and in this year's Language Arts Festival at the Palace Theater.

## b. Goals for 2009-2010

There is one Tier I Indicator for literacy and 2 Tier II Indicators as outlined in the District Improvement Plan. The Tier II strategies, results indicators, and monitoring are outlined specifically in the plan. The following is a brief summary of those components.

### **Tier I:**

To increase reading proficiency for all students by a minimum of 15% by the end of three years as measured by Developmental Reading Assessment (DRA), Connecticut Mastery Tests (CMT) and Connecticut Academic Performance Test (CAPT).

### **Tier II:**

Create and implement a district-wide Professional Learning Community System to improve the achievement of all students in core subject areas particularly in literacy and numeracy.

Provide additional prescriptive instructional support systems to address the needs of students identified as below proficient in literacy and numeracy.

## **MIDDLE SCHOOL (6-8)**

The Read 180 Program is offered in all 3 middle schools for either 45 or 90 minutes per day from 3-5 days per week. A schedule was developed with the building principal of each school, house principals and the Reading/Language Arts supervisor. The teachers also received an additional 6 hours of training from Scholastic.

Credit Retrieval in the middle schools was increased to 3 sessions for each of the first 3 marking periods. In addition, a CMT preparatory session was offered to students in February, between the second and third marking periods.

As part of the District Improvement Plan, a new Middle School Accelerated Academy in grade 6 was implemented in each of the 3 comprehensive middle schools. This Program follows a compacted curriculum that enables the students to eventually attain high school credits in grade 8. The Reading/Language Arts/English



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Supervisor is providing the leadership for this Program. These current Grade 6 students received another book to keep and read as part of their summer reading/writing assignment as they did when they entered the Program last year.

## **HIGH SCHOOL (9-12)**

The Credit Retrieval Program was expanded in the high schools. We offered up to 3 sessions for grades 9 and 10 for each of the first 3 marking periods. This Program has prevented students from failing English for the participating year and also from creating additional student retention in the upcoming years.

The Reading/Language Arts/ English supervisor, the department chairpersons, and selected teachers created benchmark assessments in each of the high schools. This provides individual student achievement as well as district status. This initiative is a strategy in the District Improvement Plan for 2008-2011.

We have begun our vertical collaboration between the middle schools and the high schools. This year I, the Department Chairpersons from the 4 high schools, and a representative from Enlightenment presented a CAPT in-service to the Grade 8 Reading and Language Arts teachers. The teachers were given resource materials so that they could focus their instruction on CAPT requirements from the end of the administration of the CMTs to the end of the school year. This is a process that will be expanded in the upcoming 2010-2011 school year.

## **II. HIGHLIGHTS from 2009-2010**

1. The grades 9-12 English curriculum and book list was completed by a committee consisting of department chairpersons, selected teachers, and the English Supervisor that was presented to the Board of Education and approved on September 14, 2009. This was an essential component for Kennedy High School, Crosby High School, and Waterbury Arts Magnet Middle and High School NEASC accreditation in this academic year and Wilby High School in the following year.
2. The Grades 6-8 Reading/Language Arts curriculum and book list was approved by The Board of Education on September 14, 2009. It was developed by a committee of the 2 Reading/Language Arts Supervisors, the elementary Reading facilitators, and selected middle school teachers. The last curriculum was written in 2001. It includes a required reading list, a recommended/suggested reading list, and a below and above reading list with it. This will also significantly assist Waterbury Arts Magnet School (middle school) as they, too, have pursued NEASC accreditation.
3. The Reading/Language Arts/English supervisor has instituted a mandatory reading assignment for all Grade 11 to Grade 12 students at Crosby High School, Grade 11 to Grade 12 Honors students at Kennedy and Wilby, and all Grade 8 to Grade 9 students at Waterbury Arts Magnet School. The assignments and books will be distributed prior to the dismissal of school for the summer and will also be posted on our Waterbury website. The books were purchased with Title I ARRA funds and those books will become part of that school's English Department library for future use as well.
4. A Middle School Summer Reading assignment will be instituted for this coming summer where students can earn extra credit for their written assignments of the books that they read. The extra credit can be used in the upcoming school year as an incentive to read as part of the Governor's Summer Reading Challenge.

## **III. STRENGTHS of Educational Program**

The initiative of a Professional Learning Community (PLC), a District Improvement Plan Tier II Indicator, plays an important role in Waterbury's educational process. It is the charge of our 3 days of Professional Development at the beginning of the 2010-2011 school year. This is a continuation and elaboration from the 2009-2010 year. This training focuses on job-embedded learning for staff members (teachers and administrators) as a commitment to student learning.

This year's focus for the Reading/Language Arts/English supervisor is to focus on "How will we respond when some students don't learn?" The supervisor will provide in-service to all middle school Reading, Language Arts, and literacy teachers in the middle schools and all English and literacy teachers in the high school during the first 2 days of Professional Development in August of 2010. The presentation will highlight Differentiated Instruction as part of student learning. This is a monumental shift in teaching for secondary teachers.

With the ARRA funds that became available this year, the supervisor was able to equip all Reading, Language Arts, ELL, and Focus classrooms with Interactive White Boards in the 3 comprehensive middle schools and 8-12 Interactive White Boards in the 3 comprehensive high schools. The Reading/Language Arts/English supervisor also purchased 300 trade books per grade level for grades 6-12. This translates into a rich classroom with traditional and technological resources where the supervisor can more effectively support teachers.

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The supervisor is in the process of developing a dual articulation with Naugatuck Valley Community College and our high schools for college credit. The new course, Public Speaking, will be added to our high school curriculum so that Grade 12 students in the District can earn 3 elective college credits. The Public Speaking course will be a half-year course for .5 high school credit that will be taught with a Journalism class.

The English Department is moving forward in attempts to address the needs of all students with all ability levels. The driving force is helping students further their educational goals. All students should master academic requirements and societal responsibilities that shape well-rounded and successful community leaders. We are partnering with external agencies, post-secondary schools, and parents in an effort to support student success in the Waterbury Public Schools.

## MATHEMATICS DEPARTMENT

**Pamela Barker-Jones, Supervisor**

### **I Goals**

**A.** Indicate how you accomplished your 2009-10 Annual Goals.

**Tier I Goal: To increase mathematics proficiency for students by a minimum of 15% by the end of three years as measured by the CMT and CAPT.**

### **ELEMENTARY (K-5)**

Once again, the focus was to increase student performance in mathematics. Using the Math Coaching Team the department focused on instructional strategies and how to measure the success of those strategies. One of the most popular strategies was the "Pre-Flight Checklist", a Dylan William strategy. This strategy creates the opportunity for students to review their work prior to submitting it to the teacher using a checklist similar to the idea of what a pilot would use before take-off. This strategy increased the amount of work students put on their papers and significant changes were noted on District Benchmark Assessments.

The 5 mathematics coaches were still assigned to work in 17 of the 20 elementary schools with a focus on the schools in need of improvement as based on adequate yearly progress. Their weekly time at each school was spent modeling, coaching, meeting with grade level data teams, creating Common Formative Assessments, and assisting teachers in their journey in becoming stronger mathematics educators. The continued implementation of SharePoint Math as a means of collecting data via a district web site focused the Data Team Meetings. All schools increased their Data Team time for mathematics which continues to strengthen instructional change in the classrooms.

The department participated in the Targeted Prep Time Academy (TPTA), an after-school program, for the first time this year providing Tier II instruction in mathematics for students in grades 2, 3, 4, and 5 at all elementary school sites. The initial pre-test, post-test data comparison showed growth in students who attended the twice weekly program sessions.

### **MIDDLE SCHOOL (6-8)**

Data Teams continued to strengthen at the middle school level. Although some schools had a stronger Data Team process than others, the overall process was greatly improved over the prior year.

The TI-Navigator System was set-up in all sixth and seventh grade classrooms this year with TI-73 graphing calculators. The eighth grade teachers have been using this technology regularly for two years to monitor student progress and to assist students in using the graphing calculators. This project allows teachers to create Common Formative Assessments electronically and administer them to the students through the calculator. The students respond to the CFAs through the calculator and see their results within 30 seconds after submission. Students have responded well to this process of instant feedback. It will probably take another year to fully implement the project.

A credit-retrieval program modeled after the high school program was implemented at the three middle schools. Students in the program were given the opportunity to improve their quarter grade after attending 12 hours of after school programming over 6 days. The students did well and many of them showed improvement and were able to improve their quarter grade.

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## **HIGH SCHOOL (9-12)**

The biggest change at the high school this year was the implementation of the Board approved curriculum revisions and course sequencing. Through these changes the mathematics department has been preparing for the changes under the new High School Reform Act. The course sequencing changes should facilitate improvement in Algebra I and II and prepare the district for the end of the year assessments in Algebra I due to be piloted next year.

The common midterms and common finals given in all mathematics courses at the high school except for the Calculus and Statistics programs are beginning to bring a cohesiveness to the department that will be necessary as the State Department of Education re-vamps their assessment program. We have some work to do around common scoring of these assessments which will be part of our summer work.

Technology is still a work in progress at the high school level. Teachers are becoming more proficient with the graphing calculator, interactive whiteboards, and Navigator technology.

The program for Credit Retrieval in Algebra I and Geometry was successful this year as well. This program allowed students to make up for failing grades at the end of the marking period through a 12 hour after-school program with strict academic requirements. Of the students that participated, 75% completed the sessions and received grades high enough to improve their quarter grade.

### **Goals for the 2010-11 year:**

**Tier I Goal: To increase mathematics proficiency for students by a minimum of 15% by the end of three years as measured by the CMT and CAPT.**

This goal has not changed over the last three years as it is one of the major goals of the District Improvement Plan. The approach to making this happen changes slightly each year. However, the main focus is on improving instructional strategies and using data to inform instruction. Additionally, we will be making a large push to inform students of their progress, particularly at the middle school and high school levels using the TI-Navigator System.

## **II HIGHLIGHTS**

**HIGHLIGHT 1:** The TI-Navigator system and new graphing calculators were purchased, distributed, and implemented in all sixth and seventh grade classrooms.

**HIGHLIGHT 2:** SmartBoards were purchased for all fourth and fifth grade classrooms along with a new math textbook for the same grades to be implemented beginning the fall of 2010.

**HIGHLIGHT 3:** The Waterbury Public Schools Mathematics Department has been invited to be a regional center for Texas Instruments Technology professional development with the opportunity to host Regional Professional Development in June 2011 and the Regional Meeting in 2012.

**HIGHLIGHT 4:** The SharePoint Math intranet site continues to provide a way to warehouse student benchmark data for over 16,000 students in grades K – 10. The addition of a data consultant to manage the site has assisted with district reporting and making assessment data more readily available to teachers and administrators. It continues to be a protected site with limited access, securing the data.

## **III STRENGTHS**

The major strengths of the department are shared leadership, organization, and program development. The supervisor, district administrators, and the teachers have shared the responsibility for improving mathematics. The supervisor has communicated the vision of the department as well as long and short term goals and continues to advocate for mathematical excellence for all students. The mathematics coaches in conjunction with the district principals have done an excellent job of supporting and communicating these goals to the instructional community in their buildings.

The department stays current with research and its application in the classroom. At all levels, teachers are beginning to realize the importance of research-based initiatives and materials.

Overall the department has shown improvement and will continue to work toward the goals of the District Improvement Plan. The department is well-positioned as a Professional Learning Community and will continue to

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build on collaboration, ingenuity, organization, and public relations both in the district and the community. Mathematics education is the “gatekeeper” to higher education and, as a department we are pushing the gate open for all of our students every day.

## **SCIENCE AND TECHNOLOGY EDUCATION** **Victoria Chaudhuri, Supervisor**

### Science: Achievement of Goals

- 10 Elementary schools, 3 high schools, 3 middle schools, Enlightenment/State Street School all received new science materials and kits from ARRA money. Approximately \$500K was spent on these materials
- All science teachers in North End Middle School, West Side Middle School and Wallace Middle School received Smartboards from ARRA money
- All science teachers at Wilby High School, Crosby High School and Kennedy High School received Smartboards with the use of ARRA money
- The process was begun to have a Chemical Hygiene Plan at each high school and a chemical hygiene officer so as to be in compliance with federal regulations under the OSHA Laboratory Standard
- 3 elementary teachers participated in the Teacher Quality Program Grant in partnership with Sacred Heart University
- Science Curriculum in the high schools and middle schools are being implemented with 100% compliance
- After school programs for elementary science were opened in partnership with the 21<sup>st</sup> Century Grant
- After school programs for middle school science were opened with the STEM grant through University of Connecticut and the 21<sup>st</sup> Century program
- In the high schools and middle schools science classes supported the reading programs by having reading comprehension in each lesson
- Continued to recruit and hire highly qualified teachers as defined by NCLB for middle school and high school science
- Collaborative planning teams continued at the middle schools and were instituted at the high schools.
- Common Formative Assessments were done and did provide data to drive classroom instruction and identify students in need of extra support

### Technology Education: Achievement of Goals

- Continued to hire highly qualified teacher as defined by NCLB for middle school and high school
- 2 teachers were trained for Project Lead the Way
- 2 teachers were trained for the CISCO program
- New laptop computers were provided to Gateway to Technology teachers at the middle school
- 4 courses in the technology education curricula were completely re-written. They had not been revised since 1998. Completely new CT SDE Career and Technology Education Competencies were issued in 2009. These are being used to guide the revisions. The goal is to revise all technology curricula
- Perkins Grant monies were used to buy Smartboards for the high school, buy needed equipment and provide professional development

### Highlights

- The first year of You Be the Chemist was accomplished and one student from Waterbury attended the state competition in Hartford
- 9 teachers across the district attended AP training through Project Opening Doors
- A new Environmental Science course successfully debuted in all high schools. This course replace the old course Science and Society which was retired
- 2 teachers were Peabody Fellows at the Peabody Museum (Yale University)
- After school STEM program at North End Middle School was a success
- Health and Science Fair at Wilby High School was a success
- 8 Students went on internships from technology classes

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- At Wilby High School The National Science Foundation “Innovative Technology Experiences for Students and Teachers (ITEST) program, the Project Opening Doors grant, and the Connecticut Business and Industry Association, partnered to present “Engineering Challenge for the 21<sup>st</sup> Century”. Forty-six selected freshman academy students at Wilby High School in 4 teams participated in a 5 month long process of team building, problem solving, and collaboration with students across the State. One of the Wilby teams placed third overall during the final project competition on May 17<sup>th</sup>
- At Kennedy High School a team of Project Lead the Way students in the Real World Engineering Challenge. The team designed a more efficient airplane tail assembly. The team came in second in the state
- Articulation agreements have been signed with Naugatuck Valley Community College for Human Biology. Plans are being made for 2 more courses in environmental science and chemistry

## Strengths

- The teachers of science and technology are high qualified and seek out projects and programs for students on their own
- Professional development is sought out by the teachers and many pay for their own training
- The reading in the science and technology content areas is done regularly with fidelity to program requirements and reading department paradigms
- The curriculum has scope and sequence from kindergarten through 12<sup>th</sup> grade
- Opportunities for internships in the community

## **SOCIAL STUDIES AND FAMILY AND CONSUMER SCIENCE**

### **Joseph Nole, Supervisor**

This academic year saw a focus on the needs for curricular revision in the area of social studies. One core course U.S. History II was revised and three other course revisions are scheduled to be completed by the end of this summer 2010 and ready for the 2010-2011 academic school year. African American History, Roots to American U.S History I and World History. The schedule for curricular revisit and revision has also been established to meet the requirements of our current NEASC visiting committees. Geography was accepted by the Board of Education as a new course in our newly adopted Pre-K -8 Schools, and is an area of interest for all middle schools to adopt in the near future.

The department saw an expansion in celebration of Black History Month. Two of our high school juniors placed first and sixth in the Comptrollers annual state contest. The social studies department worked with the United States Census bureau in the areas of educating students and parents as well. Lesson plans appropriate for all levels were sent by my office and used in an interdisciplinary cross curricular approach to learning. Continued success with community leaders led to an expansion of voter registration for students in the schools, and a commitment with the Waterbury Fire department has been made to implement fire safety and education to students K-12.

An increase in our federal allotment through the Carl D. Perkins Grant was issued and spent. Over \$500,000.00 was spent in the necessary areas of updating equipment, student transportation, professional development, and implementation of technology in all of our Career and Technical courses (CTE). Students and teacher student organizations participated in state contests and scholarship money was awarded in these areas. For the first time our students studying early child hood development participated in a cooperative work experience with the New Opportunities of Waterbury. In addition to the articulation course of study with UCONN and NVCC, students are now receiving clinical training and are compiling the necessary hours for the state requirement for the Child Development Assistant license. (CDA)

## **GOALS:**

For the academic year of 2010-2011 goals of this department vary from curricular to expansion. I would like to see a new textbook adoption take place at the middle school level. 7<sup>th</sup> and 8<sup>th</sup> grade text need to be replaced due to readability and time. I also want to see an adoption of revision at this level. Geography needs to be implemented at the middle school level and United States history should be limited to one year allowing for one year



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of ancient civilizations. Articulation needs to take place at the high school level in the area of sociology/psychology, government, or U.S. History with NVCC.

An expansion of our CDA program and early childhood needs to be expanded upon offering more career and collegiate opportunities for our students. Technology continues to be a concern and goal for the social studies department as grant funds through AARA were not allocated to my department. Technology is needed in the middle and high schools as smart boards and projection are offered in all other courses. An increase in AP or UCONN offerings is imperative for us to compete with other districts in the area and continues to be a goal for the social studies department. The importance to implement current event topics and community relations into social studies courses is necessary as too much of our focus is on certain social histories of the United States. It is a goal of mine to work with the Waterbury Republican in introducing the newspaper to the classroom especially in the earlier grades where social studies is offered on a limited capacity due to CMT and benchmark assessments. This is a great way to incorporate non-fiction text and improve upon literacy skills while at the same time meeting social studies requirements and educating students on current issues either local or global.

## **MUSIC DEPARTMENT**

### **David Gardino, Supervisor of Music/Theater**

#### **I. Goals:**

##### **a. Accomplishment of Goals 2009-2010**

- Developed a program to include Waterbury students into the C.M.E.A Southern Regional Music Festival
- Finished writing K-12 curriculum which aligns with improving C.A.P.T. and C.M.T scores
- Revamped course offering in the Music Department; eliminated, consolidated and created new courses and numbers to match new K-12 curriculum
- Wrote and implemented new curricula for Piano Lab, Music Theory, Jazz/Rock Orchestra and Foundations of Music
- Created and filled a department head position for the Arts at W.A.M.S.
- Developed music program for the new preK-8 Gilmartin School

##### **b. Goals for 2010-2011**

- To provide on-going professional development and staff development in order to ensure that all teachers' instructional needs are met
- Develop grade level assessments which line up with the music curriculum as well as state and national music standards
- Develop parent groups to support the school band program
- Continue to use the district-wide C.P.R. lesson plan format
- Revamp K-12 music curriculum and edit all weaknesses (revamp and strengthen overall curriculum)

#### **II. Highlights from 2009-2010:**

- a. A working relationship continues with the Waterbury Symphony; free concerts have been provided to students
- b. A working relationship continues with the First Church of Waterbury which provides free concerts for all 5<sup>th</sup> grade students
- c. Wilby, Kennedy and WAMS high schools, Wallace, North End, West Side and WAMS middle schools marched in the Memorial Day Parade
- d. Waterbury Public High Schools participated in the Southern Regional Music Festival
- e. Holiday and year-end programs in every school
- f. Wrote and implemented new curricula for Piano Lab, Music Theory, Jazz/Rock Orchestra and Foundations of Music
- g. Developed music program for the new preK-8 Gilmartin School

#### **III. Strengths:**

The music department is experiencing an on-going revival. There continues to be an increase in student involvement in music related classes. We are in a growth period through student elective and program

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expansion. The Music Department's greatest strength is the music staff and their ability to adapt to situations in a professional manner.

The 2009-2010 school year has truly been one of growth for the Waterbury School's Music Department. We continue to expose the students to performance and arts based enhancement. We look forward to continued growth in the coming years.

## HEALTH AND PHYSICAL EDUCATION DEPARTMENT

Joseph Gorman, Supervisor

Goals for the District Health and Physical Education Department for SY 2009-10 were:

### I. GOALS:

#### a. Accomplishment of Goals 2009-2010

- 1) The Waterbury Physical Education Department will lead the way in standardizing physical fitness test administration throughout the State of Connecticut. It will accomplish this by producing the new Connecticut Physical Fitness Assessment training and administration DVD videos, CDs and website in collaboration with the State Dept. of Education for distribution throughout the entire state.

***Accomplished 9-15-09***

- 2) Complete revision for standardization and alignment to NEASC requirements of the High School Substance Abuse Prevention Education Curriculum.

***Accomplished 12-15-09***

- 3) Complete revision for standardization and alignment to NEASC requirements of the High School Physical Education Curriculum.

***Accomplished 4-15-10***

- 4) Complete revision for standardization and alignment to CT State and District Wellness standards of the Middle School Physical Education Curriculum.

***Progressing on schedule throughout this summer***

- 5) Initiate review and revision for standardization and alignment to CT State and District Wellness standards of the Elementary Physical Education Curriculum.

***Not yet initiated – revision is pending, subsequent to completion of the new Middle School curriculum.***

- 6) Advocate for expansion of intra-district, grade-sensitive Middle School athletics and intramurals.

**Progressing on schedule; and particularly so in regard to preparations for the new Pre-K to 8<sup>th</sup> Grade schools and Waterbury Career Academy High School planning sessions.**

- 7) Maintain momentum for proven, "Reinforced Continuation Strategies" such as:

- All lessons will be consistently structured and assessed in the context of addressing fitness parameters - interdisciplinary and values instruction must align and complement, but not interfere, with this primary mission. All classes must exhibit no less than 50% of available class time spent in moderate to vigorous physical activity.

**Accomplished consistently throughout the year; teacher fidelity and accountability has been enforced via the teacher evaluation process.**

- The Health and Physical Education department will collaborate with all district schools to develop and launch a variety of motivational incentives for students to apply themselves to the best of their ability on the CPFA.

**Goal was accomplished via year-long alignment and facilitation of the district PBS initiative.**

- The Health and Physical Education Department will continue to aggressively seek funding to upgrade facilities development and instructional equipment to improve instructional delivery systems.

**Accomplished – Won the 2009-2011 US SDFS Carol M. White Grant -\$830,000 federal grant over three years.; won 3 \$2,500.00 NEDC 'Fuel Up to Play' Wellness Grants at Wallace, North End and WAMS 05/10/10 (\$7,500 at each school to date with future additional funding expected)**

- Continued cooperative planning with local, state and federal emergency management agencies through the LEPC (Local Emergency Preparedness Council, et. al.)

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## **Progressing on schedule**

- Continuing improvements to school security systems and communications.

## **Progressing on schedule**

- Procurement of upgraded instructional equipment for all district schools.

## **Progressing on schedule**

- Intensive staff technology training in Outlook, Excel, SharePoint collaboration & planning.

## **Accomplished 5/27 and 5/28, 2010.**

- 1<sup>st</sup> Aid/CPR/AED certification training for all district staff to enhance student safety.

Accomplished 11/04/2009

## **Goals for 2010-2011 (from Department Improvement Plan)**

## **II. HIGHLIGHTS from 2009-2010**

### **Achievement Area #1: Student Performance**

District-wide results on the 2009 Connecticut Physical Fitness Assessment reached an historical high. This was an expected and welcomed improvement, with 41% of all fourth, sixth, eighth and tenth grade students meeting or exceeding the assessment Health Standard on all four test items.

As such, Waterbury exceeded the 2008 state-wide district performance average on the 2009 CPFA.

- *All students tested district-wide passing all 4 assessment items experienced an increase of 24%, thereby raising 2009 performance on the CPFA to a record high of 41%.*
- *Grade 4 students passing all 4 assessment items increased 22%*
- *Grade 6 students passing all 4 assessment items increased 30%*
- *Grade 8 students passing all 4 assessment items increased 19%*
- *Grade 10 students passing all 4 assessment items posted a statistically insignificant 3% decrease; this may/may not have been attributable to the minimal data sample available.*
- *The right angle pushup appears to have replaced the mile run as the greatest predictor of success on all four assessment items now that the district has adopted the P.A.C.E.R.*
- The data suggests that, for a 4<sup>th</sup> consecutive year, school-based data driven decision-making and prescriptive individualized intervention strategies are successfully driving instruction that improves student performance as measured by the Connecticut Physical Fitness Assessment.

**Our 2010-2011 student performance goal is to continue to improve, or at least maintain these advanced gains on the 2010-2011 Connecticut Physical Fitness Assessment.**

### **Achievement Area #2: Staff Development**

- The Waterbury Physical Education Department standardized physical fitness test administration throughout the State of Connecticut by producing the new 3<sup>rd</sup> Generation Connecticut Physical Fitness Assessment training and administration DVD videos, CDs and website content. This standardization was achieved in collaboration with the State Department of Education for distribution throughout the entire state.
- Led collaborative Health and Physical Education Professional Learning Community development re: testing norms for the 20 meter PACER assessment; high school curriculum preparation and alignment to NEASC compliance reviews at Kennedy, Crosby and WAMS High Schools.
- All Health and PE staff members were re-certified in CPR and AED management on November 4, 2009.
- All Health and PE Teachers presented Data Walls and Intervention plans regarding the Ct. Physical Fitness Assessment to their principal/supervisor, and displayed their data at the BOE workshop on May 10<sup>th</sup>, 2010.
- Informal professional learning community activities occur daily through technology – via the District Health & PE collaboration site SharePoint. Teachers share lesson and unit plans and grading rubrics with each other and their principals as a regular order of day-to day business.
- Participated fully in the development of the district's New Teacher Orientation & Mentor training projects.
- Title IIA funded presenters conducted intensive staff development technology training on May 27-28, 2010.
- Middle school staff training on the use and maintenance of the new fitness center equipment began on June 9, 2010 and will continue throughout the coming year.

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## **Our 2010-2011 staff development goals are to:**

1. Fully train all middle school staff in regard to the use and maintenance of all new fitness center and bio-analysis equipment and initiate infusion within the curriculum.
2. Train all high school staff to prepare for implementation of the revised High School Health, Physical Education and Wellness Curriculum in SY 2011-2012.

## **Achievement #3: Grants Management**

- Administered initial implementation of a three-year, \$825,000.00 federal Safe and Drug Free Schools grant to install high-tech exer-gaming fitness centers at three middle school sites, the Waterbury Police Athletic League and the Waterbury YMCA.
- Conducted 5 data collection weeks pertaining to students' weekly physical activity logs to establish and initial baseline and track students progress at engaging in 'moderate to vigorous physical activity' (MTVPA) time. This data will serve to advance other competitive grant opportunities for Waterbury.
- Won three (3) separate competitive grants - \$2,500.00 New England Dairy Council 'Fuel Up To Play' Wellness Grants at Wallace, North End and WAMS 05/10/10 (\$7,500 at each school to date – future funding anticipated).
- Application for \$250,000 federal Safe and Drug Free Schools Emergency Management Grant funding submitted 03/01/10 – notification pending.

## **Our 2010-2011 goal is to secure and implement the federal Resources for Emergency Management for Schools competitive grant.**

## **Achievement #4: Athletics**

- Facilitated the purchase and deployment of a Pole Vault Landing system to service all WPS High School Track and Field Teams September 2009.
- Initiated free sports physicals for student –athletes at all 6 comprehensive middle and high schools – May & June 2010.

## **Our 2010-2011 athletics goal is to not only sustain, but institutionalize this important program to empower increased student participation rates in interscholastic athletics district-wide.**

## **Additional Highlights:**

- Crafted Pandemic Flu prevention plan in collaboration with the Waterbury Department of Public Health and Education Department.
- Provided initiative oversight and facilitation of the Waterbury Pandemic Flu Prevention Plan throughout SY 2009-2010.
- Represented Waterbury at the Safe and Drug Free Schools 'Resources for Emergency Management Training and Assistance Center in Washington, D.C. to present our nationally-recognized Pandemic Flu management plan – February 2010.
- Student focus groups were conducted at all four high schools to account students' feedback regarding the proposed high school curriculum revision – March & April 2009
- All Health and PE staff surveyed for feedback regarding proposed curriculum revisions – December 2009
- Facilitated Prevention Policy Board Developmental Assets survey of all 6<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> grade students.
- Conducted regular maintenance and policy compliance re: 35 pediatric defibrillator units in all schools and district administrative buildings.
- Constructed and produced child obesity prevention brochure in collaboration with the president of the Waterbury Board of Health for distribution at the outset of the 2010-2011 school year.
- Provided technical assistance pertaining to facilities development for the architectural designs of the following new schools: Waterbury Career Academy, Enlightenment & State Street renovation, Gilmartin Pre-K to 8, Duggan Pre-K to 8, North End Pre-K – 8, Carrington School Pre-K to 8.

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## III. STRENGTHS of Educational program

**The strength of the Health and Physical Education Department is in its people, its program, and in the process through which all contribute to our commitment to seek continuous improvement.**

- High school students participate in the design and execution of their own personalized Fitness Plans.
- Staff participation in developing alternatives to the traditional physical education program continues to demonstrate genuine responsiveness to the needs of all students.
- The ongoing direction and supervision of prevention services and grants management by the department of Health and Physical Education will continue to serve the interests of the district, and all its students.
- Data Driven Decision Making (DDDM) advises Health and Physical Education instruction and continues as the embraced norm within the Department.
- Elementary Physical Education teachers administer a content area that is exceptionally attractive to the vast majority of children. We intentionally capitalize on this interest to advance interdisciplinary learning through the medium of movement and creative play.
- The blending of Middle School Physical Education with Health and Wellness instruction has addressed a long-term student need for pre-adolescent learners, and continues to evolve positively.
- Department staff is actively engaged in both the academic and extracurricular life of their schools through their participation in committees, special events, coaching assignments, and other roles of leadership within their respective Professional Learning Communities. As such, they are connected to the school improvement planning process, and utilize this knowledge in designing effective interdisciplinary instructional improvement.

## EARLY CHILDHOOD EDUCATION PROGRAM

**Kris Keidel, ECEP Supervisor**

### I. GOALS:

#### a. Accomplishment of Goals 2009-2010

This year the Early Childhood Education Program serviced 442 regular education students. 34% were white, 42% were Hispanic, 19% were black and 5% were other.

Through the use of ELLCO (Early Language and Literacy Classroom Observation Tool) we see remarkable gains in the Pre Kindergarten students' performance. ELLCO helps build better literacy classrooms by assessing the quality of both the classroom environment and teachers' practices. With ELLCO, we are able to collect the essential data needed for professional development and program improvement that leads to better literacy outcomes for our students.

Another tool that is used to track students' performance in all Pre K sites is the DIAL 3 screening. Based on the DIAL Pre Test Score average of 18.5 and Post Test score average of 31.7; we have seen outstanding growth in the 2009-2010 school year. This growth can be attributed to the new reading series, the professional development given by the HM consultant and in-class training given by the Pre K literacy coach.

The Early Reading First (ERF) grant is in the second year of implementation; operating in 9 of the district's 30 Pre Kindergarten classrooms. The program served a total of 177 students in the 2009 - 2010 school year. The overwhelming majority of the ERF students were in at least one of the high risk categories (low income, limited English proficiency, and special needs). The program showed impressive gains in literacy skill development as evidenced by outcome data on the PALS assessment (Phonological Awareness Literacy Screening). The PALS assessment consists of eight categories.



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The following is an overview of the ERF gains for the 2009-2010 academic school year.

Sub Test/% of students in or above developmental range	Pre Test	Post Test	Target Goal	Gains Made/
name writing	20.6%	84%	75%	63.4%
Upper Case Letter knowledge	29.4%	97.2%	80%	67.8%
Beginning Sound Awareness	33.8%	100%	80%	66.2%
Letter Sound	51.3%	91%	80%	39.7%
Print and Word Awareness	20.0%	98%	80%	78%
Rhyme Awareness	38.1%	94.5%	70%	56.4%
Nursery Rhyme Awareness	28.8%	94%	75%	65.2%

## b. Goals for 2010-2011

Below is a specific list of goals for the 2010-2011 school year.

All teachers received an average score of 90% or higher on the ELLCO.

85% of the Pre Kindergarten students receive a 3 or above on Cognitive strands 3, 9 and 11.

The new ERF sites (Wilson and Gilmartin) will be included in the following goals:

Specific to the ERF goals:

On the PPVT, 90% of ERF students score 85 or above.

On the PPVT 85% of the ERF students to increase scores by 4 or more standard points.

On the PRELAS, 33 % of ERF NES/LES students will move to fluent.

Upper Case Letters: Goal of 85% of the ERF students to score above the developmental range.

Lower Case Letters: Goal of 85% of the ERF students to score above the developmental range.

85% of the ERF students to score between the development range for Beginning Sounds.

75% of ERF students to be within or above the developmental range on Rhyme Awareness.

80% of ERF students to be within or above the developmental range for Nursery Rhyme Awareness.

75% of ERF students to score at the developmental range for Name Writing.

On Print and Word Awareness, 80% of ERF students to score within the developmental range.

90% of the number of ERF classrooms to score a total of 95 points on ELLCO.

## II. HIGHLIGHTS

The 8 classrooms at the Bucks Hill Annex are at the end of a 3 year NAEYC accreditation process. This accreditation was mandatory when the Waterbury Board of Education accepted School Readiness funding. With the acceptance of this grant we also had to put policies into place dealing with a sliding fee for families to attend the full day centers. We currently are accepting \$759,000 in School Readiness funding for Bucks Hill Annex and Gilmartin. NAEYC Accreditation represents the mark of quality in early childhood education. Bucks Hill Annex had their NAEYC site visit in the Spring. Not only did Bucks Hill Annex pass NAEYC accreditation but we really did a phenomenal job. The Program passed with a 98+%

The classrooms scored an average of 99.25%. 100% of the required criteria were passed and 100% of the candidacy requirements were met.

## III. STRENGTHS of Educational program

This year we have implemented the Houghton Mifflin Pre K Reading Series in all of the 4 year old Pre Kindergarten classrooms. This series focuses on Phonemic Awareness, Oral Language, Concepts About Print and Letter Identification. As research shows us, these are the basic skills that incoming kindergarten students need to succeed in school. With the use of ARRA funding, we had a Houghton Mifflin consultant come in monthly to work with all the teachers on the implementation of this series. With the use of Title 1 money we have brought on board a Literacy coach for all Non ERF sites. This coach has proven to be an invaluable resource for the teachers.

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With budget constraints we were forced to eliminate the 2 teaching positions at Waterbury Youth Services. With this we are able to use the existing ERF grant and take it into two other schools. For the 2010-2011 school year the new ERF sites will be at Wilson and Gilmartin. These teachers will receive invaluable professional development, support and a great deal of onsite coaching.

## **BILINGUAL/ESOL EDUCATION DEPARTMENT**

**Adela Jorge-Nelson, Supervisor**

### **I. GOALS**

#### **A. 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 Language Learners (ELLs)
- Offering and providing services in accordance with state, local and federal mandates
- Provision of Language Transition Support Services (LTSS) to all students who have reached 30 months in the Bilingual Program
- Maintaining and analyzing student data to ensure student academic success
- Assessing and monitoring curriculum implementation by Bilingual/ESOL department staff by ensuring adherence to the CT ELL Framework; LAS Links; Curriculum on the Wall; CPR; CMT Standards; and Content Area Curricula by conducting Professional Learning Communities meetings; teacher training, walkthroughs, and monitoring student assessments
- Conducting a series of city-wide Professional Development on Classroom Instruction that Works for ELL's and All Learners
- Supporting the implementation of Sheltered Instruction Observation Protocol (SIOP) Model in all schools to maintain and enhance Best Practices for all students
- Monitoring OCR recommendations regarding ELLs as well as the Action Plan for the District in coordination with the Superintendent, Assistant Superintendent for Curriculum & Instruction, central office staff, school administrators, and Bilingual/ESOL Department Staff
- Maintaining a partnership with the Reading/Language Arts, Math and Science Department Supervisors in order to improve literacy and numeracy proficiency for all students
- Completing LAS Links testing for all ELL students in the district as required by law

#### **B. Future and Immediate Goals to Improve Student Performance and promote Effective Delivery of Instruction:**

- Increase ELLs academic achievement by monitoring curriculum implementation, teacher training, and student assessments
- Monitor the implementation of policies and procedures under NCLB
- On-going partnership with the content area department supervisors in order to incorporate SIOP in all content areas
- Continue focus on academic language development: oral language, vocabulary development, and reading in the content areas for ELLs
- On-going Professional Learning Communities meetings to ensure that all procedures and strategies outlined in the District Improvement Plan for ELLs are implemented
- Monitor OCR recommendations and District Action Plan in coordination with the Superintendent, Assistant Superintendent for Curriculum & Instruction, central office staff and administrators
- Revise assessments and reports for grades K-12 to communicate student progress in language acquisition to mainstream teachers, data teams, administrators and parents

### **II. Highlights**

- Administered Language Assessment Scale (LAS) Links to all ELLs as mandated by state and federal requirements & NCLB

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- District exceeded the State of Connecticut Department of Education targets for students making progress in English by five percentage points and the target for ELLs scoring proficient by fifteen percentage points for the 2009-2010 school year
- One Bilingual teacher (Luanelly Iglesias) was selected Teacher of the Year for her individual school
- Seven ELLs (three Bilingual and four ESL) were selected by their particular schools to participate in Olympics of the Mind
- Bilingual Supervisor, Bilingual Coordinator and Bilingual Literacy Facilitator participated in Professional Learning Communities training; Virtual Institute on Response to Intervention, and attended a three-day training through the Center for Applied Linguistics on “What’s Different about Teaching Reading to Students Learning English?”
- Provided Parental Involvement workshops to improve student attendance, behavior and academic performance:

Date	School	Title
September 30	Carrington	Family Literacy (Kindergarten)
October 7	Carrington	Story Retelling/Elements and Making Connections
October 8	Hopeville	Grade Level Expectations
October 14	Carrington	Grade Level Expectations
October 16	Chase	Grade Level Expectations
November 4	Carrington	Reading Tips for Parents (Kindergarten)
November 5	Hopeville	Helping Your Children Succeed in School
November 24	Carrington	Reading Tips for Parents (Kindergarten & Grade 1)
December 4	Chase	Helping Your Children Succeed in School
January 14	Carrington	Helping Your Child Become a Good Reader
January 22	Chase	Developmental Reading Assessment DRA2/EDL2
January 28	Carrington	Helping Your Children Succeed in School
February 25	Carrington	Reading Strategies, DRA2/EDL2 (K-3 Bilingual & Regular Ed.)
March 16	Carrington	Reading Strategies, DRA2/EDL2 (K-3 Bilingual & Regular Ed.)
March 26	Carrington	Trip to Naugatuck Valley Community College: Grade 1
April 23	Chase	Accomplishments/End of the Year/Summer Tips/Strategies
May 26	Chase	Kindergarten Orientation

- Conducted a series of city-wide workshops for Bilingual and mainstream teachers on Classroom Instruction that Works for ELL’s and All Learners, which encompasses Marzano’s 9 strategies, stages of language acquisition, and the Sheltered Instruction Observational Protocol (SIOP) Model:

Date	Number of Participants	Title
October 8	44	Setting Objectives and Providing Feedback
October 14	18	Summarizing, Nonlinguistic Representation and Note Taking
October 15	46	Setting Objectives and Providing Feedback
October 19	23	Identifying Similarities and Differences
October 26	16	Cues, Questions & Advance Organizers Generating & Testing Hypotheses
October 29	17	Cooperative Learning, Homework and Practice-Reinforcing Effort and Providing Recognition
November 12	18	Setting Objectives and Providing Feedback
November 16	20	Summarizing and Note Taking (Part 1)
November 17	24	Setting Objectives and Providing Feedback
November 18	19	Summarizing and Note Taking (Part 2) Non-Linguistic Representations
November 19	20	Setting Objectives and Providing Feedback
November 20	21	Setting Objectives and Providing Feedback
November 23	17	Identifying Similarities and Differences
November 24	23	Summarizing and Note Taking (Part 1)
November 30	19	Summarizing and Note Taking (Part 1)

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December 1	24	Setting Objectives and Providing Feedback
December 2	21	Cues, Questions & Advance Organizers Generating & Testing Hypotheses
December 3	18	Identifying Similarities and Differences
December 7	22	Cooperative Learning Homework and Practice-Reinforcing Effort and Providing Recognition
December 8	19	Cues, Questions & Advance Organizers Generating & Testing Hypotheses
December 10	42	Identifying Similarities and Differences
December 11	20	Identifying Similarities and Differences
December 14	9	Setting Objectives and Providing Feedback
December 15	13	Summarizing and Note Taking (Part 1)
December 17	12	Summarizing and Note taking (Part 2) Non-Linguistic Representations
December 21	20	Identifying Similarities and Differences
January 11	30	Cues, Questions & Advance Organizers Generating & Testing Hypotheses
January 12	20	Summarizing and Note taking (Part 2) Non-Linguistic Representations
January 13	12	Cues, Questions & Advance Organizers Generating & Testing Hypotheses
January 14	13	Cues, Questions & Advance Organizers Generating & Testing Hypotheses
January 20	23	Summarizing and Note Taking (Part 1)
January 21	18	Cues, Questions & Advance Organizers Generating & Testing Hypotheses
January 22	18	Cues, Questions & Advance Organizers Generating & Testing Hypotheses
January 25	45	Establishing District-Wide PLCs for ELLS
January 26	17	Summarizing, Nonlinguistic Representation and Note Taking Part I and Part II
January 27	18	Summarizing and Note Taking Nonlinguistic Representation
January 28	19	Summarizing and Note Taking Nonlinguistic Representation
February 1	52	Stages of Language Acquisition Setting Objectives and Providing Feedback
February 2	44	Building Academic Identifying Similarities and Differences
February 4	19	Cooperative Learning Homework and Practice-Reinforcing Effort and Providing Recognition
February 8	39	Summarizing and Note Taking (Part 1)
February 9	38	Summarizing and Note Taking (Part 1)
February 17	10	Putting It All Together using the Nine Categories in Instructional Planning
February 22	35	Cues, Questions & Advance Organizers Generating & Testing Hypotheses
February 24	16	Reflection, Creation, Application
February 25	39	Identifying Similarities and Differences
March 2	34	Building Academic Vocabulary Identifying Similarities and Differences
March 10	28	Cues, Questions & Advance Organizers Generating & Testing Hypotheses
March 11	10	Reflection, Application and Creation
March 15	10	Reflection, Application and Creation
March 22	12	Reflection, Application and Creation
March 31	38	Summarizing and Note Taking Nonlinguistic Representation
April 5	28	Setting Objectives and Providing Feedback
April 6	28	Identifying Similarities and Differences
April 7	32	Summarizing and Note Taking (Part 1)
April 8	27	Summarizing and Note Taking (Part 2)
April 19	23	Cues, Questions & Advance Organizers Generating & Testing Hypotheses
April 19	7	Reflection and Application
April 20, 2010	12	Summarizing and Note Taking Nonlinguistic Representation Part 2
April 21, 2010	6	Reflection and Application
April 28, 2010	37	Cues, Questions & Advance Organizers Generating & Testing Hypotheses
April 29, 2010	29	Cooperative Learning Homework and Practice-Reinforcing Effort and Providing Recognition

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## III. Strengths

- ELL students were identified, placed, and serviced in accordance with Connecticut General Statutes (CGS), Section 10-17 and federal mandates (NCLB)
- Provided 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
- Ensured ELLs linguistic and academic achievement by implementing 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 all Bilingual/ESOL Education Department staff along with district-wide mainstream teachers and administrators; collaboration with Content Area Supervisors to ensure academic success for all ELLs
- Continue evaluation and monitoring of teacher performance through the evaluation process designed and implemented by the district

## IV. Statistical Data (as of June 2010) for the School Year 2009-2010

- The Bilingual/ESOL Education Department currently serves approximately **2100** English Language Learners (ELL). Under the state statutes, a student who has reached the thirty month maximum in the Bilingual Program, and has not met the requirements for English Mastery Standard, is provided with Language Transition Support Services (LTSS). Language Transition Support Services (LTSS) were provided to approximately **555** students for the time frame noted. **138** of these became eligible for services during the 2009-2010 school year.
- **948** students were serviced through ESL classes and approximately **491** students through the Bilingual Transitional Model. There were **106** ELLs who did not receive direct services due to parental request but are monitored and tested annually per NCLB.
- A total of **864** new incoming students were tested for English proficiency, of which **568** qualified for and accepted services. Of these, **275** received ESL services, **254** entered the Bilingual Program and **27** were serviced through LTSS.
- **180** students met the exit criteria for proficiency and exited the program for the 2009-2010 school year.



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## **SPECIAL EDUCATION DEPARTMENT**

**Anne Marie Cullinan**

**Assistant Superintendent for Special Education**

**Roberta Abell, Lisa Brown, Luisa Cumbo, Wendie Dawiczky, Denise Derenches**

**Robert Delaney, Elaine Hlavacek, Wendy Owen, and Jason Sconziano**

**Special Education Supervisors**

### **I. Goals**

The following goals were accomplished during the 2009/2010 school year.

### **District-Wide Department Goals**

- A. Fostered collaboration between regular education teachers, special education teachers and Speech and Language Pathologists by encouraging staff to continue to participate in grade level common planning. Review CMT, CAPT requirements to support instruction in the content areas.
- B. Continued to encourage communication and increase awareness between parents, community agencies and the schools by attendance at Family Focus Partnership meetings.
- C. Representation at meetings of the Manage System of Service, which includes DCF, local agencies and school systems.
- D. School-wide and district-wide data teams continued to monitor/disaggregate CMT/CAPT data and to make recommendations for school teams
- E. Special Education Staff and Supervisors continued to participate in building Positive Behavior Support Systems.
- F. District-wide Positive Behavior Supports team continued to meet quarterly to analyze and review progress of Positive Behavior Supports model.
- G. The Read 180 Program in the middle, high and alternative programs was monitored by the Special Education Supervisors under the direction of the Assistant Superintendent.
- H. Collaborative Instruction Coaches monitored inclusive practices and Co-Teaching
- I. Continued involvement with CPAC as they intermingle with our parent population
- J. Special education staff in the buildings continued to monitor parent attendance at PPTs.
- K. Parent liaisons continued to assist with home-school collaboration
- L. Special education staff assisted in maintaining the well being of students to ensure access to the learning environment and community support services.
- M. The Special Education Department collaborated with district personnel to develop strategies to reduce the disproportionate number of Hispanic students classified as Language Impaired
- N. Effective Instructional Strategies were developed and presented to staff in five modules. The purpose of the trainings was to help special educators to develop strategies in educating students with autism in the mainstream. There were two sequences, one held in the fall and the other in the spring. Over 100 staff attended. This professional development was well received
- O. Using a trainer of trainer's model, a curriculum was developed to train paraprofessionals. The role and responsibilities of paraprofessionals has expanded and changed. Utilizing this curriculum, a special education teacher in each building was trained to in-service the paraprofessionals in their building. This was successfully completed with a survey review. The trainings were found to be beneficial and the paraprofessionals gained a new perspective of their responsibilities.
- P. A Professional Development was planned to help teachers learn instructional strategies in educating children with autism in the mainstream. The two presenters are Doctors from Yale.
- Q. Non Public staff was provided in-service training on early intervention and differentiated instruction

### **Preschool Goals**

Achieved Accreditation from the National Association for the Education of Young Children.

- a. We accomplished this goal by meeting all required criteria and candidacy requirements
- b. We received accommodations in all of the ten areas for the required criteria.
- c. The program portfolio passed with a score of 98%

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- d. Within the classroom portfolio area out of a total of 8 classrooms a score of 100 was awarded to two of the 8 and a score of 99 was awarded to the remaining 6 classroom portfolios
- B. Continued to utilize Best Practices in Early Childhood Education for maintaining a safe learning environment i.e., classroom management techniques, individual behavior plans, functional behavioral analysis, crisis intervention, positive behavior supports and Common Formative Assessments.
- C. Provide positive Birth to Three and PRE-K to K transitions through collaborative efforts with school readiness and Early Children Education Program (ECEP) supervisors and staff.
- D. Continue ongoing parent-training at the Preschool Learning Center. Social Worker will continue to coordinate parent training groups (English and Spanish) to teach parenting behavior management skills and transition to kindergarten support. Continue to support a Parent Teacher Council (PTC).
- E. Train new special education staff to support consistent output in the areas of evaluation, documentation and instruction.
- F. Continued and Increased Family participation in school-wide Parent Teacher Council
- G. Paraprofessionals and Teaching Assistants have completed and/or continue to work towards CDA certifications
- H. Increased collaboration with school readiness community sites in order to provided continued targeted interventions for all preschool students
- I. Improvements to physical building to promote preschool safe and educational friendly environments
- J. New playgroups plans approved and work to begin on site June 2010.

## **Elementary School Goals**

- A. Train special education staff on a continuous basis in order to support consistent output in the areas of evaluation, documentation and instruction, SRBI and new LD guidelines
- B. Continue responsible inclusive practices by analyzing student data and allocating staff appropriately.
- C. Continue to work on increasing parent involvement in the planning of their child's educational program.
- D. Collaborate with building administrators in developing alternatives to out-of-school suspensions.
- E. Continue to encourage and facilitate participation of a majority of special education students in summer school programs at their currently enrolled schools.

## **Middle School Goals**

- A. Review 2008-2009 CMT data and ongoing district-wide and building-wide assessments to identify areas in need of improvement to make recommendations for instructional change.
- B. Continue to analyze Read 180 student performance data at the Middle School level to assess growth in reading.
- C. Continue improvement on increasing time of identified students with their non disabled peers.
- D. Continue work on increasing parent involvement in the planning of their child's specific educational needs
- E. Continue implementation of Developmental Guidance Curriculum at Middle School level.
- F. Conduct professional development to assist secondary special education teachers with test data interpretation, report writing, SRBI and new LD guidelines.

## **High School Goals**

- A. Continue to utilize strategies to support responsible inclusive practices (co-teaching, collaboration) through site building support in conjunction with technical assistance.
- B. Expand opportunities for students in community based training sites by building upon work opportunities within the site.
- C. Continue collaboration with local college/university personnel for on campus community and post-secondary transition opportunities for selected students age 18-21. Continue to monitor the vocational transitional pilot program that was developed at both Naugatuck Valley Community College and Post University.

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- D. Continue partnerships with local companies, small businesses, Municipality of Waterbury, Chamber of Commerce and Community Colleges to bridge the gap to post secondary education/employment.
- E. Conduct professional development to assist secondary special education teachers with test data interpretation, report writing, new LD criteria and SRBI.

## **B. Goals for 2010/2011**

### **District-Wide Department Goals**

- A. Continue to work collaboratively with the reading and math content supervisors on data collection and the SRBI/EIP process
- B. Utilize the data collection effectively toward identifying students with Learning disabilities under the new LD guidelines
- C. Improve the accuracy of CAPT/CMT accommodation data collection
- D. Speech and Language pathologists will continue to develop strategies to reduce over identification of language minority students
- E. Decrease the incidences of errors relating to CAPT/CMT MAS testing process through monthly monitoring of Tienet reports
- F. Continue to implement Positive Behavior Support Programs
- G. Continue programs to increase parent engagement
- H. Continue to work collaboratively with Probate Court and Truancy Clinic
- I. Implement a continuum of positive intervention strategies to address student behaviors
  - a. Improve school climate through Positive Behavior Support (PBIS) teams at the school and district level
  - b. Provide after School Detention Programs at the comprehensive Middle Schools and High Schools
  - c. Continue to utilize the in-school suspension model existing at the middle & high school level per the district model
  - d. Establish in-school suspension programs in every elementary school per the district model
  - e. Increase the availability of alternative education sites for grades 5 -12
  - f. Continue to utilize the automated message system for parental notification of absenteeism
  - g. Continue to utilize the Truancy Clinic in selected sites as an intervention to reduce truancy
  - h. Continue to utilize the attendance retrieval program in the Middle and High Schools
  - i. Monitor the use of Support Service Personnel to implement research-based programs

### **Preschool Goals**

- A. We will maintain compliance with the NAEYC Early Childhood Program Standards and Accreditation Criteria
- B. Integration of playground activities into pre school curriculum
- C. Continue to strengthen partnership with community preschool programs
- D. Develop Family/Social Lending Library
- E. Increase attendance at parenting groups

### **Elementary School Goals**

- A. Implement EIP with effective use of data to identify students with a learning disability

### **Middle School Goals**

- A. WSMS will continue to pilot System 44 reading program and assess its effectiveness in improving reading skills and possible district wide
- B. WSMS BDLC work teachers collaboratively to develop uniform protocols for entrance and exiting the program, consistent behavior tracking and data collection and a continuum of academic and social skills to improve student overall success

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- C. WSMS will continue to utilize system 44 with special education students and assess its effectiveness in improving reading skills and possible use district wide

## **High School Goals**

- A. Continuity of CBT programs between the three high schools utilizing the EIP process effectively and with fidelity to be able to identify students with learning disabilities as well as to maintain the diagnosis or to exit from special education services
- B. Incorporating the Rally & Rigor into our daily reading program to increase reading skills

## **II. Highlights**

### **Department Highlights**

#### **A. Annual Performance Reports and Determinations**

In accordance with the Individuals with Disabilities Education Improvement ACT (IDEA 2004) each state must have in place a performance plan that evaluates the state's efforts to implement the intent and requirements of the law and describes how states will implement this law. Connecticut's State Performance Plan (SPP) is a six – year plan that describes the states' performance on 20 indicators around special education, including targets and improvement activities for each year. States must report annually on the performance of each district in relation to the targets in the SPP under IDEA. According to the data used from our district's Annual Performance Report (APR), the CSDE acknowledged Waterbury's efforts in being one of 150 districts to be assigned to Meets Requirements in the identified areas used to make the determination for the 2008/2009 school year

#### **B. PBIS**

The PBIS Coaches from each building and the District PBIS Team met with SERC Consultants Michelle Weaver and Terry Miller, along with the Collaborative Instruction Coaches and Mrs. Cullinan three times during the school year. The dates of those meetings were October 27, 2009, January 6, 2010, and April 27, 2010. These meetings provided the coaches with additional technical support from SERC and district staff in the continued implementation of PBIS Practices in each building. Best practices were shared, primary coaching functions were explained, and the use of data for decision making was presented. Coaches also worked on the Four PBIS Elements: Supporting Social Competence and Academic Achievement, Supporting Staff Behavior, Supporting Decision Making and Supporting Student Behavior...all through the utilization of systems, data, and practices to achieve the desired outcome. The Three-Tiered Prevention Logic—Primary Prevention-School/Classroom- wide systems for all students, staff and settings; Secondary Prevention- Specialized group systems for students with at-risk behavior; Tertiary Prevention- Specialized individualized systems for students with high-risk behavior- was explored further. The coaches were instructed to complete two surveys, the TIC (Team Implementation Checklist) and the EBS (Effective Behavior Support), provided through the PBIS website, which would provide the district and buildings with implementation data which the coaches would bring back to the building teams to discuss.

The District Team members met to organize the SET (Self Evaluation Tool) schedule and to plan the training of two more team members to become reliable to conduct the audit of PBIS Practices in each building. They, along with the Collaborative Instruction Coaches (previously trained), conducted the SET throughout the school year. By June, 2010, all schools had been visited for the SET and reports were submitted to SERC, the individual building, and the assistant superintendent, Mrs. Cullinan. These reports will provide data for each building to use to sustain the effective practices which they have begun and to improve in the areas which indicate the need to do so. The District Team also worked, through a sub-committee, to plan and execute the End of Year PBIS Celebrations. Through grants, district funding, and private funding, the district provided several activities for the students who were documented as successful PBIS students. The celebrations were:

- Quassy Day for elementary students. Each school could send 50 students on May 26, 2010.
- HIP-HOP DIMENSION 400 students from each middle school participated as the audience in a performance by a group, The Poetry in Motion Crew. The performers provided a combination of dance, physical education, music, history, and social studies as they explored the evolution of Hip Hop. The dates of these performances were May 20<sup>th</sup>, May 24<sup>th</sup>, and May 27<sup>th</sup>.

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- High School Celebrations - Each high school hosted a day of activities for their feeder elementary schools. The activities ranged from a carnival/field day to activities and stations in the gym with ice cream and goodies provided. The dates for these activities were May 20<sup>th</sup>, May 28<sup>th</sup> and June 3<sup>rd</sup>.

The district team is continuing to define its role in the implementation of the PBIS Practices throughout the district. The team will be meeting monthly during the next school year to continue to provide support to the building coaches, and to ensure that the initiative is viable in each building.

## **C. Gifted and Talented Program**

### High School Gifted Program

To implement a modified enrichment triad model with students in the Smaller Learning Communities

SLC teachers will be asked to identify ten to twenty students from each SLC who would benefit from the process training model used in the gifted program. This model will integrate the following skills: study skills, learning styles, and time management, note-taking, research skills, creative thinking skills, brainstorming, mapping, webbing, etc., resume preparation, career and college exploration. Recommendations will be solicited from the SLC teachers. It is suggested that the teachers use the following criteria for selecting students who will participate. These criteria have been determined after consulting with several teachers in these communities and identifying areas requiring reinforcement and/or remediation of the aforementioned skills.

1. students who demonstrate an interest in participation in this program offering
2. students who exhibit higher level critical thinking skills
3. students who exhibit a high level of task commitment

A rating scale and rubric will be developed collaboratively between gifted program teachers and SLC teachers in order to facilitate selection.

### Elementary & Middle School Gifted Program Proposal

The FOCUS program will look differently during the 2010/2011 school year. The FOCUS teachers will be on sight at their feeder elementary schools. The principals were enthusiastic about the possibility of the FOCUS teachers becoming immersed within *their* school improvement programs; thereby offering support, not supplanting them as we've done in the past. They see us being utilized within the daily 2 hour LA blocks, serving as both co-teachers and enrichment facilitators. Obviously, each principal would offer input as to ways we could best serve the needs of their population.

Middle School Academies, both 6th and 7th grades, from 3 different houses, would be serviced in the afternoons, leaving one afternoon to work with the 8th graders. This proposed schedule greatly increases the number of students serviced by our program.

### Guidelines for Identification

Waterbury's method for identifying intellectually gifted students follows State guidelines that require the use of multiple criteria, more specifically an achievement measure (CT Mastery Test), an aptitude or ability measure (Cognitive Ability Test), and a research-based rating scale completed by teachers (Scale for Rating Behavioral Characteristics of Able Students).

All students who scored at or above the 90<sup>th</sup> percentile (using national norms by age) on either the composite achievement or verbal aptitude test scores are listed, and teachers complete a rating scale for each of these students. Actual scores are plotted on a form of the Baldwin Identification Matrix, which permits weights to be assigned to specific scores. The weights are tallied and a single score is derived for each student. These summary scores are then rank-ordered for each grade within the district.

When necessary, additional information may be gathered or additional testing may be done. For gifted minority group students, or other gifted students who may lack test-taking skills, a special nomination procedure (requiring concrete evidence of classroom performance, as well as test scores) is used to assess potential. A central placement committee reviews data on all students and makes recommendations regarding placement. Pending written parental consent, students are scheduled to participate in the program.



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## **D. READ 180**

- An analysis was performed based upon data from 7 schools in the district that used READ 180 during the school year
- The analysis was conducted at the school level
- The data was exported on 10/30/09 and contained 175 student records with READ 180 use and an SRI pre-test and post-test. The Focus for the meeting was to improve implementation fidelity practices within the district to maximize student reading gains for next year
- 93 of 175 student (53%) had 1.0 or more years of reading growth to date
- Of those students, 74 students (42% of 175) had 2.0 or more years of reading growth to date
- 5 Schools (North End Middle School, Wallace Middle School, West Side, Crosby and Kennedy High Schools) had approximately 1 year of reading growth to date.
- All schools had reading gains during the period of study
- Software Usage: The average number of software sessions was 49 with an average session length of 15.8 minutes
- Assessment: 79% of 228 students took a post-test
- There were 29.0 weeks between pre-test and post-test
- 22 students with SRI pre-test scores over 100 Lexilies and at least 40 sessions achieved 2 to 4 years' reading growth in a year
- All schools showed positive gains
- Students with a higher number of READ 180 software sessions had higher Lexile gains
- Mean pre-test SRI scores ranged from 187 Lexilies to 616 Lexiles
- Mean weeks between SRI pre & post test ranged from 20.2 to 35.5 weeks
- The data indicates an average READ 180 software session usage of 49 days and 1.8 days per week, with an average range of 13.3 to 19/8 minutes per session
- There is opportunity to improve next year's implementation through effectiveness monitoring and by increasing time on software
- Recommendations: take steps to replicate the success of schools that showed greatest gains
- Reinforce importance of on-model implementation to building level leadership
- Make certain of ongoing protocol for regular reporting and review of implementation status to senior level district leadership
- Encourage teachers to enroll in literacy focused professional development courses
- Invest in an ongoing coaching and support program to increase implementation fidelity and enhance teacher instructional practices; suggest 1 coaching day per teacher per moth
- Evaluate expansion of READ 180 into additional areas of high need

## **E. Autism Program**

There are presently at least one hundred children with autism, on all levels of the spectrum, being educated in Waterbury. A Board Certified Behavior Analyst oversees the elementary program at Generali School and a middle school program at North End Middle School. There are three special education teachers at the elementary and one at the middle school experienced in autism. Each student is provided the assistance of a behavior therapist as needed, throughout the day, particularly in the mainstream setting. All children have the opportunity to participate in the least restrictive environment with inclusion in homeroom, lunch, recess and all specials so generalization across all settings can occur. Additional inclusion opportunities are introduced as the student progresses. There is always a continuum of services depending on each student's individual needs.

At the preschool level, a special education teacher was hired to offer support to children in preschool who may not need the intense ABA Program. This teacher also supports students district-wide. Pupil personnel staff has been trained in administering the ADOS with the goal of completing thorough evaluations for identifying children on the spectrum. There are presently five trained staff members

1. Currently 4 students have progressed to total inclusion and an additional 4 students have returned to their district schools.

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2. The Behavior Therapist's job description was rewritten this year to foster the hiring of the most experienced and qualified individuals. These individuals get on-going training with the BCBA and the teacher.
3. The ABLLS, a best practice assessment tool, is being used to measure student's achievement goals. The IEPs are then written based on the information gained from the ABLLS in conjunction with the curriculum.
4. Maximum emphasis has been placed on verbal behavior, utilizing behavior principles. The V-B MAPP, actual assessment in this area has been ordered and is being used.
5. The staff who have been trained in autism strategies have become a resource to the entire district, providing support and programming for children with autism in the district's schools.

The program continued developing at the middle school level with a Board Certified Behavior Analyst, one teacher and nine Behavior Therapists. The program enhances academic, adaptive and functional skills. A functional skills curriculum has been purchased. Appliances, for instruction for daily living skills were purchased.

Four students will graduate on to the high school.

As the students age up, a High School Program is being developed to open in August 2010. The middle school and high school programs will be combined in a new large environment. The room will be set up with centers to address academic, daily living skills and functional needs of the students. The goal will be to foster independent living skills. The program will begin with four high school age students and seven middle school students.

## **F. Behavioral Disordered Learning Center Program (BDLC)- Elementary Level**

1. All elementary BDLC students went on a field trip to Beardsley Zoo to discover the diversity of habitats and the specialized plants and animals that live in them.
2. Fountas and Pinnel Leveled Literacy Intervention kits were ordered for all elementary BDLC classes and training provided.
3. In district recertification training was provided on positive support training for all BDLC teachers and paraprofessionals.
4. An opportunity area was utilized as needed by the elementary BDLC students.
5. All elementary BDLC classes were given a "reward chest" and tangible rewards to be used for positive reinforcement.
6. All elementary BDLC teachers use Excel to collect and graph data on student behavior. During the 09-10 school year BDLC staff implemented consistent classroom behavior plans for logging students' daily points.
7. Special Education Supervisors met with BDLC teachers bi-monthly to review "Stage Review Form", student behavior graphs, time-out log and suspension log. Data was reviewed to determine students' progress in the BDLC program. Special Education Supervisor also met with intermediate BDLC students individually and reviewed weekly points and programmatic progress.
8. BDLC "Stage Review Form" was revised to include specific recommendations, and a recommendation page was added to allow teachers to document their recommendations.
9. Referrals to BDLC elementary program were tracked throughout the year. Special Education Supervisor's completed a "BDLC Placement Request Form" which reflected interventions and special education services prior to placement recommendation.
10. Elementary BDLC Seclusion/Restraint logs were reviewed monthly by Special Education Supervisors.

## **G. School Readiness Program**

There are a total of 15 programs funded through the School Readiness Grant with the Waterbury Public Schools receiving funds as of October 2007. There are 2 WPS sites and 19 community sites serving a total of 1275 children. 81% of the seats are 12 month programs and 19% are school year part day or full day. WPS currently receives funds for 130 part day school year and 29 full day school year seats. 86% of all sites are NAEYC Accredited.

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In 2009-2010, there has been a concerted effort to ensure children in School Readiness funded programs in Waterbury use the Connecticut Preschool Curriculum Framework and children receive a high-quality preschool experience that includes the quality components: (a) education and outreach; (b) collaboration with community services; (c) parent involvement; and (d) referrals for health services including immunizations and screenings. Continued examination of why families do not access available preschool programs fully (at rate of 100%) in the community is the goal of the *Bridge to Success* Early Care and Education Committee.

Other highlights of the Waterbury School Readiness Program in its 12<sup>th</sup> year include:

- Successfully transitioning the fiduciary responsibilities to the Education Business Office;
- A full year of electronic submission of monthly reports by sub grantees;
- Programs are ending the year with a 97% utilization rate;
- Challenges addressed this year included
- Reduction of SDE payments in July;
- Closing of care4Kids which negatively impacted programs fiscally;
- Recruitment and retention of School Readiness grant qualified preschool teachers;
- Maintenance and obtainment of NAEYC accreditation; and
- Building consistency and understanding of SRBI between public schools and community programs including services provided by Early Intervention Services teams.

## **H. School Psychology Department**

The School Psychology Department has continued to meet monthly to discuss programmatic issues and collaboratively discuss district and state initiatives. Local community agencies have been integrated to inform staff of local programs to assist the emotional and behavioral health of all students. Clinical Supervision is held monthly for all non-tenured staff with discussion topics focusing on: Evaluation Training, Assessment Report Writing and School Based Counseling Techniques. The School Psychology Department is currently receiving specific training in Scientific Based Research Interventions as well as Early Intervening Services. The department continues to meet monthly to address programmatic decisions.

## **I. Out-of-District Caseload:**

1. The database system has continued to be updated to include pertinent educational information as well as delineating separate service fees for tuition costs.
2. DCF 603 notifications were monitored closely to be sure Waterbury was fiscally responsible for only those students in which the parents still reside in Waterbury. Home visits were also made to ensure parental residency within the City of Waterbury.
3. The out placed students continued to fluctuate throughout the school year. We currently have 113 special education and 18 general education students in active placements. During the 2009-2010 school year we had 10 students move to other facilities; 19 students return to in-district schools; 14 students went to foster out placements; 10 students will be graduating in June 2010; 5 students were transferred to USD I/II students transferred to Adult Education and 3 students changed Nexus status from Waterbury to other districts.
4. Our office also oversees the Waterbury students that are placed in foster homes outside of our district. We currently have 30 out placed students. The caseload fluctuates throughout the school year. During the 2009-2010 school year we had 1 student change Nexus status from Waterbury to other districts; 2 students were adopted or had parental rights terminated; 3 students returned to an in-district school (Wilson, State Street, Bucks Hill). Our office continues to maintain records for students placed in USD II facilities (Connecticut Children's Place, Connecticut Juvenile Training School, High Meadows School and Riverview Hospital); as well as a variety of statewide detention centers.

## **J. State Street School**

The State Street School Program services students with severe emotional and behavioral needs in Kindergarten to grade twelve. The program was housed in the Police Athletic League (PAL) Building for the 2009-2010 school year. Staff has partnered with PAL providing recreational based activities to all students. The State Street Program has also begun the implementation of an

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After School Program during the 2009-2010. The program served 31 of the 85 enrolled students. Incorporated within the After School Program were academic, social, emotional, and recreational activities. The Read 180 program continues to be included in an effort to facilitate improved reading skills. The therapeutic nature of this program has enabled students the opportunity to academically develop while receiving intensive counseling services. School based counseling is provided both individually and in a small group setting. An average staff to student ratio of 1 to 5 enables students to receive high quality individualized services. State Street School continues to integrate local community based agencies to assist in establishing positive working relationships with parents and students. A partnership was also established with the district-wide collaborative instruction coaches who provided staff with specific training and modeling in differentiation of instruction and data-driven models of decision making. A highly structured behavioral system of management is implemented for all students to assist in goal setting and behavioral growth and development. A team of highly trained school based social workers provide daily and ongoing services to all students.

## **K. Data/Medicaid**

- Medicaid Reimbursement is up 10% from last school year, the highest Medicaid Reimbursement in the last 5 years.
- 100% Data compliance in the 2009-2010 school year as reported by the SDE – all data was timely and accurately reported.
- 100% compliance with 45 day evaluation time – 1<sup>st</sup> time ever!
- IEP data submitted through SEDAC daily in the active roster to maintain timely and accurate data.

## **L. After School Programs**

The Waterbury School District continues to expand after school programs. Vigorously pursuing funding sources, the District obtained funding for an after school program at the Enlightenment School to improve attendance and school climate. The program steadily grew throughout the year and included academic tutoring, science and literacy projects, community service, sports and fitness and the creation of the yearbook club. The District received the grant again for next year and Enlightenment looks forward to an expanded after school program next year.

In addition, after school programs were instituted at the elementary schools with the Truancy Clinic to help students with their academics and homework and at State Street School to expand the therapeutic day school model. Students enjoy and benefit from the programs and the parents and families are more involved with school.

## **M. Elementary Guidance Program**

The Waterbury Elementary School Counseling Program and its school counselors revised and expanded the use of the Connecticut Developmental Guidance curriculum throughout the District. The elementary school counselors, funded through a Department of Education three year federal grant, provided school counseling services in all of the Waterbury elementary schools and taught several social skills lessons for the first, third and fifth graders. In the last year of the grant, the elementary school counselors also participated in school wide presentations and helped to implement the District's Positive Behavioral Support program. The District continues to seek funding opportunities to provide the program in the future.

## **N. Uniform Procedures**

In an effort to standardize various procedures in the district, the Special Education Department created a Special Education Procedure and Policy Manual and developed records procedures to organize and respond to student records requests made by third parties and parents. Attendance procedures and Section 504 procedures were also reviewed. In response to state laws relating to suspensions, the District refined and set forth school wide procedures relating to in-school suspensions. Through the purchase of the SWIS data collection system, the district can more effectively monitor its students.

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## **O. Professional Development**

The Waterbury Special Education Department sought to increase staff knowledge and expertise relating to special education, scientifically based research interventions, inclusion and co-teaching, early intervention, discipline, Section 504 and state and federal laws relating to Individuals with Disabilities. Many opportunities were provided to all levels of education staff for Professional Development in these areas with in school and after school sessions offered in Waterbury. In addition, Waterbury staff attended various out of district workshops in many areas including autism, early childhood, transition, speech and language, educational review processes, attendance, discipline, student drop outs and drop out prevention. Other Professional Development presentations involved First Aid Training, crisis team intervention training, State Department of Education special education eligibility guidelines, and transition planning training. Paraprofessionals engaged in rigorous training throughout the year and compiled a Paraprofessional Handbook. They also took on-line courses to advance their knowledge and expertise to assist preschool children.

## **P. Community Collaboration**

Waterbury School District staff members sit on various community and school collaborative organizations including the Prevention Policy Board, the School Readiness Council, and the Connecticut Consortium on School Attendance, the Bridge to Success Group, the United Way Education Council and the Waterbury Coalition to Reduce Underage Drinking. These groups involve members of the community, parents and families. The District is an active partner with community and state agencies and private groups in the Waterbury area to bring grant money or more services to our students and families.

## **Q. Financial Impact of ARRA Grants**

1. Invested in upgrading the Bucks Hill Annex Pre-School and applied for accreditation from NEASC.
2. In the process of constructing a new Handicapped Accessible Playground at Bucks Hill Annex designed specifically for pre-school age children to be completed summer 2010.
3. We were able to hire 7 new Para-professionals; 5 new behavioral therapists, a counselor, and provided the services of a special education teacher to the non-public schools.
4. The pre-kindergarten classrooms were enhanced with the purchase of ten (10) Hatch TeachSmart Learning Systems specifically designed for pre-kindergarten.
5. The State Street School was able to have an After-School program.
6. We were able to invest over \$80,000 to purchase and maintain assistive technology.
7. Purchased over 40 Smart Boards for classrooms that are currently being installed with completion of installation expected in the summer of 2010.
8. The PPT rooms are in the process of being upgraded throughout the school district.
9. Over 1,200 hours of additional Professional Development training was provided to teachers with students in their classrooms that have special needs through March 31.
10. The Special Education Department has purchased the Laser fiche Software system that will allow for paper records to be converted into electronic format.

## **Preschool Highlights**

- A. Achieved Accreditation from the National Association for the Education of Young Children with accommodations and high scores in all areas of required criteria. Accreditation from the National Association for the Education of Young Children demonstrated exemplary programming and standards for the Preschool at Bucks Hill Annex
- B. Increase in Family Volunteers
- C. We had PTC Meeting on Family Night Activities
- D. Held second multicultural potluck dinner
- E. Was awarded \$500.00 Library Support Grant from Target
- F. Building was updated and painted



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- G. Had our first year celebration for participation in the young athletes
- H. Student and faculty staff participated in Monthly PBIS
- I. Playground construction began on 6/7/10

## **Elementary School Highlights**

- A. SRBI Professional Development provided to all elementary administrators.
- B. CSDE consultant provided professional development on SRBI to elementary school staffs.
- C. Collaborative instruction coaches met with 29 of 30 elementary schools to assist with SRBI training and new EIP forms.
- D. Supplementary instructional materials provided to all elementary schools.
- E. Professional development on writing measurable goals and objectives was provided to all new staff.
- F. To celebrate success of PBIS, elementary feeder schools visited their future high schools for a day of activities.

## **Middle School Highlights**

- A. Piloted System 44 a reading program for students with very low reading skills
- B. WAMS Collaboration continues between regular and special education teacher
- C. Data teams meet and analyze student performance to improve instruction

## **High Schools Highlights**

- A. Read 180 students have shown growth over the past year in reading abilities. Rally and Rigor supplemental reading programs in schools to be utilized by BDLC and CBT classrooms
- B. Data teams are meeting to analyze student performance data
- C. Counselors wrote a proposal to address QPR formula
- D. READ 180 students have shown growth over the past year in their reading abilities
- E. Rally and Rigor, supplemental reading materials in school to be utilized by BDLC and CBT programs
- F. Developed a 4, 5 and 6 year course of study for ID population and students who will remain in high school until age 21, which increases time with non disabled peers while providing a curriculum

## **III. Strengths**

### **Department Strengths**

- A. Development of supervisory PLC between Content and Special Education Supervisors
- C. Utilized computerized testing process for MAS CMT/CAPT throughout the district
- D. Schools working with Collaborative Instruction Coaches to improve Co-Teaching, EIP and PBIS

### **Preschool Program Strengths**

- A. National Association for the Education of Young Children Accredited
- B. Increased parent volunteering
- C. Created community partnerships
- D. Became a unified school in collaboration of ECEP and Special Education to meet the needs of all preschool students

### **Elementary School Strengths**

- A. Collaborative partnership between special education and general education teachers

### **Middle School Strengths**

- A. Teachers working on data collection through CFA's and pre and post test to begin implementation of new LD guidelines
- B. Utilizing System 44 to improve reading abilities of students who lack the foundational reading skills to be successful

### **High School Strengths**

- A. Teachers writing post secondary outcome goals consistently according to guidelines provided by the state
- B. Read 180 continues to assist students in improving reading skills

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## RESEARCH AND TESTING

**Tara Battistoni**

### I.A.

#### Accomplishment of Goals 2009-2010

- Selected achievement management system for district implementation
- Met with Principals on a regular basis
- Expanded department SharePoint site
- Worked collaboratively with schools and other departments to ensure accuracy of all student data
- Visited all schools during CMT/CAPT to ensure secure and valid testing conditions
- Provided lists of students by subgroup and achievement level to Principals to target instruction and increase chances of making AYP
- Calculated starting AYP based on current students for each school and teacher to set attainable objectives for the year
- Provided test scores for incoming students by school and teacher before the first day of school for professional development purposes

### I.B.

#### Goals for 2010-2011

- Expand department SharePoint site to include a special education portal
- Create data verification form for parents to check student demographics prior to October 1
- Calculate starting AYP for each school/teacher to set attainable objectives for the year
- Provided test scores for incoming students by school/teacher to target instruction and increase chances of making AYP
- Continue to work on achievement management system implementation
- Continue to meet with Principals regularly
- Continue to work collaboratively with schools and other departments, particularly special education, to ensure accuracy data
- Visit all schools during CMT/CAPT to ensure secure and valid testing conditions

### II.

#### Highlights from 2009-2010

- Successfully overturned the In Need of Improvement status of WAMS
- Data resource for executive District Improvement Plan committee, Principals, and grant personnel
- Conducted/analyzed data from the Kindergarten Inventory, CogAT, DRA, SAT, AP, CMT, CAPT
- Generated all safe harbor data for schools
- Thoroughly analyzed and reported CMT, CAPT, and AYP results
- Computed proficiency for current subgroups based on prior year test data; gave schools and teachers a starting point to compare to AYP targets and identify gaps to be addressed
- Core teachers were downloaded for every student in grades 3-8 and 10 to incorporate with CMT/CAPT results
- All CMT and DRA data was provided by prior year teacher and current year teacher
- All CMT/CAPT data was provided by prior year teacher and further delineated by regular education, special education, ELL, and both to provide accurate comparisons between class results
- Calculated AYP targets for all schools and subgroups (outright and safe harbor)
- Computed all CMT and CAPT results with the inclusion of new MAS testers as not proficient (excluded from CSDE analysis); highlighted schools that had “false increases” because these students were excluded
- Provided online training special education teachers on how to administer the new CMT/CAPT MAS online

### III.

#### Strengths

- Relationships established with all school principals
- Contacts established at CSDE and other district and regional offices

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- Technology – 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 AYP formulas
- Recognized by CSDE as a leader in the field: selected to represent urban districts at multiple committees/meetings for feedback regarding new state initiatives, allowed to preview files prior to release to check for data integrity
- Experience with many years of CMT/CAPT administration
- Accuracy of information and attention to detail
- Building of historical test data (paper and electronic format)
- Statistical expertise
- Knowledge of amendable No Child Left Behind legislation and how it impacts/will change student testing
- Commitment to monitoring and improving the achievement of all students across all subgroups
- Collaborative work with other departments to ensure accuracy of all student data

## COMPUTER TECHNOLOGY CENTER

Will Zhuta

### ACCOMPLISHMENTS

**Data Warehouse:** Develop a reliable source of information access across all Board of Education agencies that allow the Waterbury Public Schools to measure and monitor progress. This solution will present application data to users and provide a single point of access and analytical capabilities. It will allow for development of program specific performance management capabilities and performance dashboards so as to improve analytical capabilities by integrating program data and standardizing information modeling and reporting capabilities based on Local, State and Federal standards.

**Redistricting:** Developed New school boundaries and identified students that will be attending the new elementary schools, slated to open over the next few years.

- Create seat availability in an existing small elementary school and aid in the expansion of the alternative educational program
- Eliminate need for existing rental properties
- Reduce transportation costs
- Spur neighborhood redevelopment/revitalization
- Some students will be required to change schools - School assignment will be based upon the home address

The criterion used to create the new neighborhoods was:

- Student safety
- School size
- Class size
- Simplicity
- Walk zones
- Transportation efficiency

**District Improvement Reports:** standardized attendance and discipline reports, as called for in the DIP. These reports create a scorecard that allows school administrators and central office personnel to quickly assess current trends and establish benchmarks for their school on a monthly basis, and/or year over year. The data points are used to provide comparison benchmarks for their school or other schools in the district. The data is updated monthly and stored on the department's SharePoint directory for easy access.

**Electronic Rubric Report Cards** were created for the Pre-K, Kindergarten and W. Cross Elementary School. This has simplified the reporting process and has established a more efficient and effective procedure for creating this type of report card. Teachers can now prepare and store the rubric report electronically.

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**Power Saving Script:** Implement a power script that shut down PC's after a certain time, each day. This power saving script has cut the energy consumption of the 6,000 PC's used in the district by as much as 30%.

**Automated Attendance Call-** an automated attendance call is now made to every parent/guardian of every child that is absent from school. The procedure uses data from the Student Information Systems and technology from the emergency call system to call the homes of students absent from school.

**Wireless Access Controllers:** Cisco Aironet wireless controllers are being implemented throughout the school district to allow for roaming profiles and LDAP authentication. This new technology allows us to control wireless access to the network and maintain better control over rogue guests or hackers.

**New Elementary School Technology specifications and build design:** Working with the building architects and project managers, we have standardized school technology requirements. The newly adopted guidelines will be used in all current and future projects.

## RESPONSIBILITIES AND STRENGTHS

### Student Management

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

### District Administration

- ◆ Analyze, investigate, and advise the administration regarding purchase or leasing of suitable equipment and supervise feasibility and procedural studies
- ◆ Backup and Maintenance procedures
- ◆ Co- Chair District Technology Committee
- ◆ District Improvement Plan Committee
- ◆ Supervise the installation of routers, servers, computers, printers, controllers, and cabling of such equipment

### Human Resources

- ◆ Teacher Attendance and Absence Call-In System are managed by this department, data is updated daily
- ◆ Teacher seniority, certifications and general information is maintained by this department

### System Administration

- ◆ Responsible for over 18,000+ network users - Security and data Integrity maintained
- ◆ Manages administrative computer and information technology tasks
- ◆ Web based student administration access to high school staff members

### Networking

- ◆ Setup and Maintain Internet Services, Proxy Servers, Domain Name Servers, Active Directory, MS Exchange, Antivirus and Firewall Services for all schools.
- ◆ Monitor, Troubleshoot and Maintain Internet and Intranet.
- ◆ Web Page Administration (system)

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- ◆ Network Administration: Security, User Rights, Groups, Configuration and User Policies
- ◆ Wide Area Network Design and Implementation

## Computer Repair and Maintenance

- More than 800 on site computer repairs
- 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
- Web site maintenance
- Technical support for school Administrative and teaching staff
- Inventory of the district equipment
- Warranty repair
- Network infrastructure maintenance and repair

## FUTURE AND IMMEDIATE GOALS:

- ◆ Implement the Data Warehouse System to improve the storing and dissemination of student achievement data
- ◆ Continue to redistrict elementary and high school boundaries for cost savings, ease overcrowding and simplify bus routes and ensure neighborhood schools
- ◆ Create the district's 2012-2015 Technology Plan
- ◆ Develop best practice procedures that will ensure continuity with technology integration
- ◆ Continue to enhance the district WEB site
- ◆ Integrate state reports in to the database for automation
- ◆ Continue to plan and coordinate Technology Professional Development activities that will enhance classroom computer literacy
- ◆ Continue to provide a high level of technical service to administration and school personnel on all computer-related aspects
- ◆ Train and support classroom teachers in the use of instructional software
- ◆ Refine middle school scheduling processes
- ◆ Computerize teacher and administrative certification
- ◆ Integrate CMT and CAPT scores in the data stores and perform cross analysis with grading, discipline and attendance data
- ◆ Collaborate with the Special Education department to ensure communication between the electronic I.E.P. system and the district Student Information System
- ◆ Develop Curriculum Management Data collection portals that will allow content supervisors to ease the burden of data sharing, between supervisors and subordinates.



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## CHIEF OPERATING OFFICER

**Paul Guidone**

### **Budget and Finance**

- Continued to control costs and achieve a year end budget surplus in a year of a no-growth budget.
- Implemented a no-growth budget and prepared a consecutive no-growth budget with little negative effect on educational programs offered to our students.
- Received a completely “clean” audit report void of any findings or comments.
- Successfully prepared and implemented Federal Stimulus grant programs totaling \$13 Million dollars.
- Implemented measures to significantly reduce overtime costs.

### **School Construction**

- Continued construction on the new Gilmartin School which is slated to open on schedule and under budget.
- Addressed the unexpected problems with Duggan School; construction is progressing successfully.
- Obtained State funding approval for the additional costs associated with Duggan School.
- Acquired properties and commenced demolition for our new North End Pre-K to 8 School.
- Obtained State funding approval and began planning for a new high school, construction of a new Carrington Pre-K to 8 School, and renovations to Wilby High School’s Science Suite.
- Implemented a complex redistricting plan for the Pre-K – 8 schools.

### **Operations**

- Continued to improve the conditions and cleanliness of all our schools.
- Prepared buildings for accreditation visits for Kennedy and Crosby High Schools, Waterbury Arts Magnet School and Bucks Hill Pre-K.
- In order to address long standing concerns regarding the School Inspector’s Office:
  1. installed surveillance camera system at our warehouse,
  2. installed Global Positioning System (GPS) in our vehicle maintenance fleet,
  3. implemented an automated inventory control system.
- Conducted numerous and thorough investigations resulting from allegations regarding the School Inspector’s Office and took responsive personnel actions.
- Oversaw purchase and installation of Smartboards to all grade 4 and 5 classrooms and throughout the middle and high schools.
- Implemented first phase of Tools-for Schools program.
- Made and coordinated preparations for the expected second round of the HINI flu pandemic.

## EDUCATIONAL GRANTS

**Linda Riddick-Barron, Supervisor**

### **1. Goals**

#### **A. Accomplishments of Goals 2009-2010**

The major accomplishments of the 2009-2010 school years included the early completion of the Title I Regular and Title I ARRA application. The Title I ARRA funds provided the district with smart boards, reading and math materials, buses and science kits. The Title I Regular funds were allocated to the schools for the first time since 2005 for the purchase of additional smart boards, part time tutors, an after school program and additional technology. The accomplishments

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in the No Child Left Behind tutorial and choice programs are a continuation based on the federal law. In 2009 -2010 all eligible students were provided the opportunity to apply and receive Public School Choice Transfer options and Supplemental Educational Services (SES). Waterbury Public school system provides selected schools as location sites for interested SES providers.

For the Parent Involvement piece, district parent meetings were scheduled at various times. The District level Title I activities/meetings Translators, transportation, facilitators, childcare, family fun learning activities and free educational books were available as stated in Section 1118. The Community Liaison co-coordinated district efforts to raise funds for Haiti 2010 (\$10,000) co-coordinated with Ryan Gomes on the "Warm Coats for Children".

A Literacy Facilitator was hired to work with tutorial staff and parent involvement. Private School materials were purchased and organized to facilitate the selection process for Title I Tutors and parents with children receiving Title I services. Support was available to Title I Private School tutors through meetings, internet, telephone calls, and visits to the schools and at 30B Church Street. There was also assistance to the Title I staff in completing required forms for documentation of Title I programs. A copy of the Federal Title I Tool kit was printed and is incorporated it into the daily routine of operating successful Title I programs and has been very helpful in explaining Title I to the newly hired private school tutors.

## **B. Goals for 2010-2011**

My goals are to work with the Human Resource department to make sure the funds set aside for non-highly qualified teachers are used as outlined and to continue the support given to the twenty eight public schools for continued management of expenditures within the guidelines. With state grants, the goal is to visit more programs and with all federal grants the goal is to monitor spending and increase the spending before the end of the fiscal year. The goal for NCLB is to continue as required by federal law. With parental involvement, the goal as co-chair is to implement the Tier # 4 goal. The parent liaisons will be required to provide specific data and the district workshops will focus on specific policies, programs and procedures. With the addition of the Private School Literacy Facilitator the goal with Title I private schools will be the scheduling of quarterly staff meetings and increase support with Title I Private Schools tutors. The goal for the private schools is always to be of assistance with federal guidelines and support in spending in a timely manner.

## **II. Highlights**

- Highlights of the Educational Grants Office are:
- Allocated Title I funds to twenty eight Title I schools for the first time since NCLB
- All Title I schools are operating school wide programs
- Included a transitional summer school for 8<sup>th</sup> -9<sup>th</sup> graders with Title I School Improvement Funds
- Piloted site based summer school in 2009
- Prior to hiring of ARRA staff; consulted with district administrators and parents to complete the plan ARRA including completing the application and spending the majority of the funds with a sustainable spending plan
- Met with Private School administrators to review and plan the spending of Title IID ARRA funds
- Increased expenditures of private schools Title IIA funds
- Hired a Title I Private School Literacy Facilitator to work with Title I tutors. All private schools receiving Title I funds have a Title I Tutor
- Private School Literacy Facilitator spoke at the Mother's Day Brunch on the topic of Family Literacy. The feedback from parents was very positive
- Based on unsolicited comments from Title I Private School Tutors, they are very pleased to have a resource person in the newly hired facilitator that a connections to the Title I programs, regulations and materials
- Facilitator provided professional development sessions geared to Title I Private School tutors needs
- Provided PBS funds to the district and individual schools
- Participated and provided NCLB information in annual Back to School rally-August 19, 2009 at Library Park. Collaboration from School Family Community Partnership (1500 in attendance)

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- Provided NCLB Parental Workshops with Parent liaisons and NCLB Expo for Parents to talk to providers October 2009
- Provided two rounds of Supplemental Educational Services (SES) for School District for purposes of ARRA funding
- Worked with five new providers for Waterbury SES program
- Financially support the Community Day Program and provide valuable educational information to the Extended Community Team
- The Annual Title I meeting held Tuesday September 29, 2009 at Maloney Magnet School with Title I Parents (Public and Non Public invited 75 attendees)
- District- Level Parent Involvement Policy was revised annually as required by law
- School Compacts were revised with the help of the Partnership of the State Department of Education
- Staff worked on fundraising for Haiti (\$10,000) and with Ryan Gomes 'Warm Coats for Children'

### III. Strengths of Educational Program

The strengths of the programs at the Educational Grants office include the ongoing communication between the various departments and the financial management of the funds, both federal and state. The opportunity to speak to administrators enhances the ability for all to understand the grant guidelines and spend accordingly. As an educator with financial experience, I am able to speak to the school business staff with a focus on the educational needs and speak to the educators about financial needs; this strength is beneficial in both the public and private schools. The parent involvement, although changing, is still continuing on the district level. Another strength is the opportunity and ability to work with parents and parent liaisons. As a parent and an administrator, this and the financial/ grant knowledge are unique strengths. The communication with private schools is great and the NCLB implementation by legislation is continuing. My staff is the best strength because as an administrator regularly away from my desk, I rely on their communication skills and knowledge to help others.

## OFFICE OF COMPETITIVE GRANTS

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

### I. Goals

- A. During the 2009-2010 year, the Competitive Grants Writer aggressively pursued competitive grants and discounts for Waterbury Public Schools, submitting grants applications to federal and state government agencies, and to a private foundation. The following lists detail competitive grants awarded to Waterbury Public Schools in this fiscal year, and competitive grant applications submitted during this fiscal year.

#### COMPETITIVE GRANTS AWARDED To Waterbury, 2009-2010

- |                                                                   |                       |
|-------------------------------------------------------------------|-----------------------|
| ✓ Primary Mental Health Grant – Brooklyn School & W. Cross– (SDE) | \$ 25,000.            |
| ✓ USF (e-rate) telephone service discounts (FCC) 2009-2010        | \$ 155,886.80         |
| ✓ 21 <sup>st</sup> CCLC After School Grants                       |                       |
| ○ Down Town Academy (Crosby, Kennedy & Wilby)                     | \$ 822,433. (5 years) |
| ○ Dare to Dream (Crosby, Kennedy & Wilby)                         | \$ 850,000. (5 years) |
| ○ Carrington/Walsh Elementary Schools                             | \$ 849,926. (5 years) |
| ✓ CSDE After School Grants                                        |                       |
| ○ NEMS STEM                                                       | \$ 264,370. (2 years) |
| ○ Bunker Hill Elementary School                                   | \$ 180,871. (2 years) |
| ○ Driggs Elementary School                                        | \$ 169,043. (2 years) |
| ○ River Baldwin Recreation Center                                 | \$ 46,493. (1 year)   |
| ○ Regan Elementary School                                         | \$ 56,262. (1 year)   |
| ○ Wilby High School                                               | \$95,227. (1 year)    |
| ✓ Know How 2 Go (African American Affairs Commission (AAAC, 2010) | \$ 5000.              |
| ✓ School Attendance Program – (OPM, June 2010)                    | \$ 35,891.            |
| ✓ C. White Physical Education Program - (USDE)                    | \$710,195.            |
| ✓ Improving Literacy Through School Libraries – (USDE)            | \$500,000.            |

**TOTAL GRANTS AWARDED 2009-2010**

**\$4,766,597.**

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## **Additional Competitive Grants SUBMITTED in 2009-2010:**

➤ Youth Empowerment Grant – US Dept. of Health & Human Services	
○ Amount of Request: \$818,064.	Not Funded
➤ Know How 2 Go (2009) - (AAAC)	
○ Amount of Request: \$ 5000.	Not Funded
➤ Enhancing Education through Technology (EETT)-SDE	
○ Amount of Request: \$ 64,991.	Not Funded
➤ ARRA Technical Grants (SDE)	Not Funded
○ Amount of Request: \$ 139,938.	
➤ USF (e-rate) telephone service discounts (FCC) 2010-2011	PENDING
○ Amount of Request: \$155,886.	
➤ Improving Literacy Through School Libraries – USDOE	PENDING
○ Amount of Request: \$ 600,000.	
➤ Readiness and Emergency Management for Schools – USDOE	PENDING
○ Amount of Request: \$ 299,526.	
➤ 21 <sup>st</sup> CCLC After School Grants	Not Funded
○ Driggs/Sprague	\$844,322.-5yrs
○ River Baldwin Rec. Center	\$377,154.-5yrs
○ State Street	\$849,966.-5yrs

In addition to grants submitted by Waterbury Public Schools as applicant, the Grant Writer facilitated the review and approval of several grants by the Board of Education, with Waterbury Public Schools as a participant.

## **B. In the next year, the Competitive Grants Writer will:**

1. Continue to aggressively pursue competitive grants and discounts for Waterbury Public Schools.
2. Continue to assist teachers and administrators to develop the ability to pursue grants for their schools, through workshops, technical assistance sessions, other consultations, and/or newsletters.
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/Accomplishments**

As of June, 2010, the total of competitive grants awarded to Waterbury Public Schools is **\$4,766,597**. The amount of competitive grants sought for Waterbury Public Schools during the 2009-2010 fiscal year totals **\$8,921,444** with **\$1,055,412** still pending.

The Competitive Grants Writer strengthened Waterbury's working relationships with numerous community organizations, universities, and businesses during 2009-2010. She also developed new working relationships with additional community organizations and with additional divisions of previous partner organizations on behalf of Waterbury Public Schools. By developing and nurturing institutional relationships Waterbury continues to position itself well to take advantage of future competitive grants opportunities.

Additionally, once again this year the Competitive Grant Writer was named to the Executive Committee of the Waterbury Prevention Policy Board. This type of hands-on involvement with other youth serving providers in the community builds capacity within the educational and general community to seek and secure funds necessary to meet the goals of the Waterbury Public Schools. The Prevention Policy Board is gaining in recognition and the Executive Committee, has participated in developing one comprehensive community youth plan that includes the Waterbury DIP. The plan is called *Bridge to Success* and was announced publically at a Press Conference called by the Mayor on March 11, 2009.

The Competitive Grants Writer met with teachers and administrators throughout the year by appointment to facilitate the development, writing, start-up, or continuation of competitive grants. She also assisted grant program staff with budget revision requests and other grant-related matters.

The Competitive Grants Writer facilitated consideration by the Superintendent and Board of Education of numerous grant funded projects in which Waterbury teachers and students were invited to participate. In this way Waterbury teachers and students were able to benefit from many additional grant funded programs.

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## **III. Strengths**

Competitive Grants continue to fund programs to support the District's four Goals concerning improving student achievement in literacy and numeracy, providing a safe/healthy environment, and involving parents/families in education. Grant projects were developed and proposed to improve teaching and learning in literacy and numeracy; to reduce truancy, absenteeism, drop-outs; and to involve parents in after-school programs. Through the use of USF Discounts obtained this year Waterbury has provided the City with substantial discounts for telephone service for the Education Department.

The continued pursuit of competitive grants by the Competitive Grants Writer will afford Waterbury teachers/administrators and students additional new opportunities to improve teaching and learning. In so doing, the Competitive Grants Office will continue to help Waterbury Public Schools to accomplish its mission of providing all students with opportunities "to maximize their skills and talents."

## **FOOD SERVICE DEPARTMENT**

**Linda Franzese, Director**

We began the school year with every cafeteria equipped with the new POS (Point of Sale) System that tracks and records all student meals and ala carte items sold to students and provides accurate information for myself and my Central Office staff for filing reports to the State.

From a nutritional standpoint, we continued to purchase additional fresh fruits and vegetables from the DOD (Department of Defense) program offered through the State of CT and USDA. We also had 3 schools accepted by the State to participate in the Fresh Fruit and Vegetable Program where certain schools are chosen based on the interest of the principal and the % of free & reduced eligible students at the schools, excluding Middle & High Schools. Many schools applied for the school year 2010-2011, and we await the State's determination at this time.

The Board of Education again chose to participate next school year, which will be our fourth year, in the CT Healthy Snacks and Beverages Certification Program that only allows certain items to be sold to students that are approved by the State at our ala carte lines, in the vending machines, school stores and through school held fundraisers. The Food Service Division receives additional funding, which is presently 10¢ for every meal served the previous school year, including the Summer Program. We've averaged approximately \$225,000.00 each year over the past 3 years and anticipate about the same in 2010-2011.

In 2010-2011 much of the money we received for the Healthy Snack Program will be used to completely renovate the kitchen and part of the cafeteria at Kennedy High School as well as the kitchen at Bucks Hill School.

The department continues to operate financially without any assistance from the general fund, allowing us to make these types of improvements and replace old equipment on an annual basis.

## **SCHOOL / COMMUNITY RELATIONS**

**Nancy Dzija Vaughan, APR, Coordinator**

### **I. GOALS:**

#### **a. Accomplishment of Goals 2009-2010**

##### **Goal #1 – Improve school and district communication with parents**

This year, as part of the District Improvement Plan implementation process, the School / Community Relations Coordinator served as co-chair of the Goal #4 parent involvement sub-committee. As part of this process, the Co-Chairs met regularly with the Parent Liaisons to listen to their concerns and to provide tips for more effective communication with parents. The Action Plan associated with this goal was revised to place an emphasis next year on parent-initiated communications with the schools. Educational Grants Supervisor Linda Riddick-Barron (also a co-chair) suggested the use of federal grant money to purchase one computer for each school to be designated for use by parents to access Progress Book. Use of this computer will be monitored by Parent Liaisons. All parent Liaisons were offered training in Progress Book so that they could assist parents in accessing individual student records with the belief that this represents the most valuable form of family involvement (monitoring student progress).



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To further the ideal of providing parents with the assistance they need to help students achieve, the Coordinator designed a parent survey administered in October that asked, among other questions, when parents were available to attend meetings and what type of information they wished to receive, such as information on college admissions, curriculum, homework tips, and the like. Each school Parent Liaison did the initial analysis on school level results, so that they were then able to use this information to set up meetings or provide families with information. The results from all of the surveys were then combined and compared to the previous year's survey and one from October of 2005. The results assisted the district in evaluating communications efforts made throughout the school year as concerning parents, especially those efforts made by the Parent Liaisons.

In an effort to promote family friendly schools, the Coordinator presented two sessions of NSPRA's "Unleashing Sensational Service" to school and district clerical and secretarial staff at the end of the year. This professional development focused on ways to provide a welcoming atmosphere to visitors and how to handle complaints. It also provided an opportunity for feedback on ways to improve job efficiency and lower stress levels for this group. The coordinator also periodically provided school administrators and staff with "communication tips" on such topics as improving communications with parents and how to improve school newsletters, and it encouraged schools to provide pictures and stories for the newspaper and district newsletter.

## **Goal #2 – Assist district in meeting its goals to improve student achievement, especially in literacy and numeracy**

As a result of cut-backs to the Big Brothers Big Sisters school-based program, the Waterbury Mentor Program welcomed previous BBBS mentors into the schools as well as new Webster Bank mentors. In addition, the School / Community Relations Coordinator met representatives of The Governors Prevention Partnership, the Connecticut Business and Industry Association, and CPEP (Connecticut Pre-Engineering Program) to develop a new career-based mentoring component for the popular after-school program.

In addition to these programs that provide assistance to select students directly, the Coordinator also served as a member of the District Improvement Plan Executive Committee and continued to provide communication tips to school staff. Improvements in communication is one key to helping students achieve. Research shows that districts with an effective, proactive communication program as a whole do better than districts without such a program.

Also, one school noticed the information for parents provided on the district web site and requested permission to utilize materials for its Positive Behavior Support staff training.

## **Goal #3 – Increase use of district web site in order to provide greater information to parents, staff and the community**

The School / Community Relations Coordinator continued to play a major role in the district's web site by updating it regularly to allow visitors up-to-the-minute information on district news. This includes the maintenance and update of the district pages, the Board of Education sub-site and the Office of the Superintendent sub-site. The staff and parents page sections were both expanded to provide even greater information to these two groups. One feature of the web site allows questions to be directed to one of five staff members, and questions about the school district or policies have been coming to the School Community Relations Coordinator for quick response. Communication coming into the district via this "contact us" page has continued to increase. Questions have ranged from school placement to the availability of special programs, such as after-school or tutoring assistance, and other concerns. Most responses are made within 24 hours of the original post.

The district web site serves as a major marketing arm for the Waterbury Public Schools and the city in enticing businesses and potential employees to relocate to Waterbury. Over the course of the past year, several contacts were made to the School / Community Relations office from out-of-state companies or individuals seeking additional information about the Waterbury Public School district, some of which specifically referenced the web site or previous contacts with the Coordinator (through her memberships with national organizations).

## **Goal #4 – Improve communications between staff and district**

The School / Community Relations office addressed this issue in several ways: it continues to feature staff accomplishments as part of the district newsletter and the educational access channel; it continues to regularly communicate with staff on issues identified as important in previous research, and it encourages staff to provide feedback to the office on various issues. In addition, the Coordinator provides information when requested to staff and parents and provides information on schools or education issues to community groups when requested.

## **Goal #5 – Improve on district's positive image in the community**

The School / Community Relations Coordinator continued to utilize various media sources to publicize new educational initiatives and to highlight district accomplishments, including newspaper, video, the district web site, the district newsletter, and word-of-mouth out to the community. Anecdotally, the district's image has improved dramatically with all stakeholders over the past several years. As mentioned in Goal #3, the district web site serves as a major marketing arm for the Waterbury Public Schools and the city in enticing businesses and potential

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employees to relocate to Waterbury. Over the course of the past year, several contacts were made to the School / Community Relations office from out-of-state companies or individuals seeking additional information about the Waterbury Public School district, some of which specifically referenced the web site or previous contacts with the Coordinator (through her memberships with national organizations).

## **b. Goals for 2010-2011**

### **Goal #1 – Improve school and district communication with parents**

The Coordinator will continue to provide staff with tips based on best practices gathered from such sources as the National School Public Relations Association. She will continue to encourage schools and parent liaisons to use all media to connect with parents, especially the district's education access channel and other district-controlled sources. She will continue the practice begun last year of holding smaller focus groups within selected schools to determine new strategies for communications with parents, so that she may continue to produce and expand on current district communication strategies.

### **Goal #2 – Assist district in meeting its goals to improve student achievement, especially in literacy and numeracy**

Utilizing proven recruitment strategies, the Coordinator will continue to seek new volunteers to serve as mentors for the district's students. She will train new and existing mentors in the use of developmental assets to enhance services provided. She will also provide assistance to the district's DIP Executive Committee and administrators to increase support for schools and school initiatives. This assistance will include ongoing publicity and recognition efforts as well as efforts to improve parent involvement, a key ingredient for student success.

### **Goal #3 – Increase use of district web site in order to provide greater information to parents, staff and the community**

The Coordinator will continue to expand content on the district's new web site to make it more informative as well as more up-to-date in its information. The goal this year will be to post new "news stories" on the front page an average of once per week.

### **Goal #4 – Improve communications between staff and district**

The Coordinator will continue regular positive contact with staff as well as improve the amount and types of information staff may receive directly from the district's web site and other sources.

### **Goal #5 – Improve on district's positive image in the community**

The Coordinator will continue to capitalize on district achievements through the use of all media and through partnerships with area businesses and neighborhood / community groups. This year it is hoped that the school district will implement a "key communicators" program, which will enable the district to maintain ongoing contact with key community leaders throughout the year.

## **II. HIGHLIGHTS from 2009-2010**

The Coordinator has developed and administered several family involvement surveys. After analyzing the results, she has been able to develop suggestions for parent liaisons and district administrators on how best to meet the needs of parents so that they may assist their students in improving their academic achievement. For the past year, she has been working regularly with the Parent Liaisons on improving family involvement in education, providing some professional development for this group on how to better communicate with parents and other family members. This past year she was named co-chair to the Goal #4 Family Involvement Sub-Committee.

Following the end of the school year, the Coordinator provided professional development workshop for school and district clerical / secretarial staff, where she discussed ways to deal with difficult situations and to make schools more welcoming for parents.

## **III. STRENGTHS of Educational program**

The strength of the School / Community Relations office lies in its Coordinator, who is Accredited in Public Relations and who keeps herself updated in the newest research and technologies available in her field. She continues to do all that she can to assist the district in meeting its goals and in providing appropriate communications advice to all. An example of this is her participation in the parent involvement sub-committee and her development of a training session for clerical staff to help schools develop a more family-friendly environment.

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## PERSONNEL DEPARTMENT

**Ron Frost, Director**

In fiscal year 2009-2010 the office of Education Personnel supervised the recruitment, selection and appointment of 103 highly qualified teachers to replace teachers that resigned or retired or non-renewed or were promoted to higher positions. The average salary level for these new teachers was \$49,074 and came in under budget.

Each new teacher was partnered with a trained and certified Mentor teacher through an enhanced mentoring program. Numerous mentor teachers were recruited, trained and certified through district initiatives and incentives. A three day New Teacher Orientation was conducted for all of the new hires to acclimate them to proper school procedures from Attendance Policy to Dress Code. Additionally class management and special education procedures and policy were included in the three day orientation. All new staff were evaluated and supported in accordance with the Waterbury Guidelines for Teacher Evaluation and Professional Development. Only teachers who demonstrated the potential for excellence were offered contracts for the 2010-2011 school year.

Our continuing efforts to monitor and control absences resulted in a reduction of 2.5%. This has reduced our expenditures for substitutes and temporary assignments by approximately \$80,000. Our absences due to injuries on the job were reduced by 58%.

Under direction from the Superintendent and the Chief Operating Officer, The Director of Personnel has 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.

Thirteen administrative vacancies occurred for 2009-2010 as a result of retirements, resignations, transfers, promotions and expansion positions. All of these vacancies have been filled with qualified staff.

Thirteen WTA grievances, a significant reduction (62%) from the 2008-2009 school year, reached Stage 2, Level 2 (Superintendent) of the grievance process. Twelve were resolved or withdrawn at this stage. One was referred to the Board but subsequently resolved at the Superintendent's level of the grievance process.

As part of our recruiting efforts, we participated in thirteen career day fairs, including a "Teacher Fair" held at Rotella Magnet School, where candidates interested in employment with the Waterbury School District attended. In addition we have engaged the services of Applitrack, an on-line application system, and expect to have it implemented for the 2010-2011 school year. In addition to creating a paperless application process – which saves space and paper costs, the system advertises Education's vacancies – thus saving advertising costs, enables immediate access to candidates' applications directly by our Administrators – providing convenience and saving time, provides immediate confirmation of receipt of application to the applicants – saving calls and postage, thus increasing the efficiency of the Personnel Office.

In addition to our successful negotiations of the Waterbury Teachers' Association contract, the Personnel Department successfully negotiated four other Education union contracts.

### **2009-2010 Teacher Hires By Subject Area**

<b>School/Department</b>	<b>Subject/Grade</b>	<b># of New Teachers</b>
Bilingual	Bilingual/TESOL	3
Elementary	Art	1
Elementary	Grades Pre-K through 5	20
Elementary	Guidance	1
Elementary	Library Media	1
Elementary	Literacy Facilitator	1
High School	English	2
High School	FCS	1
High School	Foreign Language	3
High School	Guidance	1
High School	Health/P.E.	2
High School	Mathematics	6
High School	ROTC	1
High School	Science	7
Middle School	Art	2

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Middle School	English/Language Arts	5
Middle School	Foreign Language	1
Middle School	FCS	1
Middle School	Literacy	2
Middle School	Mathematics	3
Middle School	P.E.	1
Middle School	Science	6
Middle School	Social Studies	1
Middle School	Tech Ed	2
Special Education	Psychologist	4
Special Education	Social Worker	4
Special Education	Speech	3
Special Education	Self-Contained or Resource	18
	Total	103

## 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 2009-2010, 3 new teachers were hired through the DSAP. This represented 3% of all new teachers hired in 2009-2010. DSAP teachers were hired in the content areas listed below.

### Certification Area

### # of DSAPs

	08-09	09-10	Difference
Special Education	0	1	+1
Math (7-12)	4	0	-4
Science (7-12)	1	0	-1
Literacy	1	0	-1
Special Ed	5	0	-5
Spanish	0	1	+1
Reading	1	0	-1
Foreign Languages	1	0	-1
Pre-K	1	0	-1
Library Media	1	0	-1
Biology	0	1	+1
Total	15	3	-12

% of new teachers

11%

3%

## Relevant Salary Data for Teachers Hired During 2009-2010

61% of new teachers hired in 2009-2010 were placed at Step 1 of the salary schedule.

The average starting salary for teachers hired during 2009-2010 was \$49,074.

The budgeted salary for new teachers was \$50,000

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## **Education Level of Teachers Hired During 2009-2010**

<b><u>Degree Held</u></b>	<b><u># of New Teachers</u></b>	<b><u>% of New Teachers</u></b>
Bachelors	30	29%
Masters	57	55%
6 <sup>th</sup> Year	16	16%
Doctorate	0	0%

## **2009-2010 TEACHER HIRES BY RACE/ETHNICITY**

<b><u>Race/Ethnicity</u></b>	<b><u># of Hires</u></b>	<b><u>% of Total Hires</u></b>
Asian	0	0%
Hispanic	4	4%
Black/African American	3	3%
Two or More Races	4	4%
White/Caucasian	92	89%
Total	103	100%

Approximately 11% of teachers hired during 2009-2010 were minority.

## **2009-2010 Teacher Resignations/Deaths**

<b><u>School/Department</u></b>	<b><u>Subject/Grade</u></b>	<b><u># of Resignations/Deaths</u></b>
Bilingual	Bilingual/TESOL	1
Elementary	Grades Pre-K through 5	9
Elementary	Art	1
Elementary School	Library/Media	1
Elementary School	Reading	2
High School	Allied Health	1
High School	Business	1
High School	Dance/Art	2
High School	Foreign Language	1
High School	Health/Physical Education	1
High School	Mathematics	3
High School	ROTC	1
High School	Science	5
Middle School	English/Language Arts	2
Middle School	Foreign Language	1
Middle School	Mathematics	1
Middle School	Science	1
Middle School	Social Studies	2
Middle School	Tech Ed	1
Special Education	Self-Contained or Resource	9
Special Education	Social Worker	2
Special Education	Speech	1
	Total	49



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## 2009-2010 Teacher Retirements/NonRenewals 09-10

<b>School/Department</b>	<b>Subject/Grade</b>	<b># of Retirements/ Nonrenewals</b>
Bilingual	Bilingual/ESL	2
Elementary	Pre-K through 5	10
Elementary	Reading	3
Elementary	Librarian	2
High School	Consumer Science	1
High School	Tech Ed	1
High School	Math	1
High School	Social Worker	1 (Non-renewed)
Middle School	Art	1
Middle School	Social Studies	1
Special Education	Self-Contained or Resource	1
Special Education	Speech	2
	<b>Total</b>	<b>25</b>

## ADMINISTRATOR HIRING

Thirteen administrative vacancies occurred for 2009-2010 as a result of retirements, resignations, transfers, promotions and expansion positions. All of these vacancies have been filled with qualified staff.

<b>POSITION</b>	<b>TRANSFER REQUESTS</b>	<b>INTERVIEW DATE</b>	<b>ANTICIPATED DATE OF APPOINTMENT</b>
Driggs Principal	None	7/16/2009	08/17/2009 Marc Levy
SVP State Street	None	N/A	07/01/2009 Lisa Ariola-Simoes
SVP at Walsh	None	N/A	08/10/2009 Maria Zillo
House Principal at NEMS	One Reviewed	1/19/10	01/19/2010 Joseph Begnal
Wilby Vice Principal	None	12/17-22/09	01/19/2010 Paul Drewry
Crosby Principal	None	1/13/10	7/1/2010 Louis Padua
Maloney Principal	None	6/8/2010	8/10/2010 Donna Cullen
House Principal at WSMS	None	6/15/10	7/1/2010 Candace Kostka
Crosby Vice Principal	None	6/16/2010	7/1/2010 Joseph Nole
Wilson Principal	None	6/9/2010	8/10/2010 Robin Henry
Gilmartin Principal	None	4/6/2010	7/1/2010 Donald Burzler
Wallace Principal	None	6/10/10	07/01/2010 Donald Rapuano
SVP at Gilmartin	Three reviewed	5/24/2010	08/10/2010 Janet Phillips

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## MINORITY HIRING REPORT

Approximately 19% of teachers hired during 2005-2006 were minority.

Approximately 15% of teachers hired during 2006-2007 were minority.

Approximately 10% of teachers hired during 2007-2008 were minority.

Approximately 12% of teachers hired during 2008-2009 were minority.

Approximately 11% of teachers hired during 2009-2010 were minority.

Over the last five years approximately 13.4% of teachers hired were minority.

### **2005-2006 TEACHER HIRES BY RACE/ETHNICITY**

<b><u>Race/Ethnicity</u></b>	<b><u># of Hires</u></b>	<b><u>% of Total Hires</u></b>
Asian	0	0%
Hispanic	12	15%
Black/African American	3	4%
White/Caucasian	65	81%
Total	80	100%

Approximately 19% of teachers hired during 2005-2006 were minority.

### **2006-2007 TEACHER HIRES BY RACE/ETHNICITY**

<b><u>Race/Ethnicity</u></b>	<b><u># of Hires</u></b>	<b><u>% of Total Hires</u></b>
Asian	0	0%
Hispanic	8	8%
Black/African American	7	7%
White/Caucasian	84	85%
Total	99	100%

Approximately 15% of teachers hired during 2006-2007 were minority.

### **2007-2008 TEACHER HIRES BY RACE/ETHNICITY**

<b><u>Race/Ethnicity</u></b>	<b><u># of Hires</u></b>	<b><u>% of Total Hires</u></b>
Asian	1	1%
Hispanic	7	4%
Black/African American	9	5%
White/Caucasian	156	90%
Total	173	100%

Approximately 10% of teachers hired during 2007-2008 were minority.

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## **2008-2009 TEACHER HIRES BY RACE/ETHNICITY**

<b><u>Race/Ethnicity</u></b>	<b><u># of Hires</u></b>	<b><u>% of Total Hires</u></b>
Asian	2	1%
Hispanic	8	6%
Black/African American	6	4%
Two or More Races	1	1%
White/Caucasian	121	88%
Total	138	100%

Approximately 12% of teachers hired during 2008-2009 were minority.

## **2009-2010 TEACHER HIRES BY RACE/ETHNICITY**

<b><u>Race/Ethnicity</u></b>	<b><u># of Hires</u></b>	<b><u>% of Total Hires</u></b>
Asian	0	0%
Hispanic	4	4%
Black/African American	3	3%
Two or More Races	4	4%
White/Caucasian	92	89%
Total	103	100%

Approximately 11% of teachers hired during 2009-2010 were minority.

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## **BARNARD SCHOOL** **Thomas Pannone, Principal**

### **I GOALS**

#### a) Accomplishment of Goals 2009-10 from School Improvement Plan

Barnard School's 2009-10 School Improvement Plan goals were consistent with the district's five major District Improvement Plan Goals. The goals are listed below:

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

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

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

A number of continuing initiatives are in place for the 2009-10 school year. These include:

- Four monthly grade level common planning team or data team meetings (2 for Math and 2 for Reading), 35 minutes / week
- CFA, Development in Math and Reading/LA by grade level teachers and support staff
- 90 minutes minimum literacy block for all grades
- 45 minutes minimum math block for all grades
- Individual reading plan for all identified deficient readers
- Mathematics coach for all grades (2x month)
- Title I Literacy facilitator for grades 3-5 (2/week)
- TPTA After School for identified grade 1-5 students
- ESH After School for identified grade 4-5 students
- Implement all district assessments

Barnard School focused on one Tier Two Indicator on the 2009-10 School Improvement Plan. The Tier Two Indicator is to utilize guided reading strategies along with literacy stations across the curriculum to increase all students' reading proficiency by a minimum of 15% by the end of three years as measured by the Developmental Reading Assessment (DRA) and the Connecticut Mastery Test (CMT).

Barnard School has implemented the following instructional strategies and initiatives to meet the objectives of the goal of the Tier Two Indicator:

- Focus on reading instruction in all grades, K-5, driven by guided reading supported by flexible grouping strategies (continuation of year one 2008-09)
- Continued development and integration of literacy stations to support guided reading instruction, K-5
- Purchase and development of a comprehensive leveled reading library for all grades K-5
- Integration of non-fiction leveled reading texts to support Social Studies and Science curricular content
- Frequent assessment of reading fluency at grades 1-5
- All teacher evaluations for 2009-10 focused on flex reading strategies supported by literacy stations
- Bi-monthly classroom walk-through with emphasis on guided reading observation protocol
- Bi-monthly grade level CFA to drive instruction
- Bi-monthly grade level Data Team analysis of student reading performance
- CMT scores will be reviewed in August 2010 PD
- Review of DRA scores indicated a significant decrease in primary grades (K-3) students scoring substantially deficient and an increase in percent of students scoring in the proficient range

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- Gr. 5 students showed significant growth in percentage of students scoring at proficient level (more than doubled) over grade 4 2008-09 scores

## Goal 3

Barnard School maintained a very safe and secure learning environment for students and staff. A total of only 6 students out-of-school suspensions were recorded all year. This is a decrease of 46% over last school year. This year all teacher and bus discipline reports were entered into the SWISS student management system. This allowed for maintaining and accessing student discipline very effectively and efficiently. Outstanding teaching practices and classroom management were a major contribution to this factor. School rules were enforced consistently and fairly. A total of 29 discipline referrals were processed. Bus discipline reports accounted for 10 of that total.

## Goal 4

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

## Goal 5

Through the outstanding effort of our Parent Liaison and entire staff, Barnard School maintains excellent parent communication and parental input. Parents were active in the School Improvement Plan, School Environment Committee and Grants Committee. The PTO showed 10% growth in its membership. A newly created school governance committee with six parent members was established.

### b) Goals for 2010-11 (from School Improvement Plan)

The School Improvement Plan goals for the 2009-10 school year will be to continue and refine our progress toward our Tier Two Indicator which is utilizing guided reading strategies along with literacy stations across the curriculum to improve students reading proficiency. Classroom teachers and support staff will expand the use and number of literacy stations as well as overall guided reading strategies. Non-fiction leveled reader texts will be used to support curricular integration in the content areas of Science and Social Studies. The regularly scheduled fluency assessments proved to be a very effective tool to improve student fluency rates. The data from the pilot year (2009-10) was very encouraging. Increased use of Fluency Data assessments will be incorporated in the 2010-11 SIP Plan. A major focus of the 2010-11 SIP will be the organization and scheduling of specific reading and math intervention/enrichment blocks. This will be directly tied to the SRBI Tier II and Tier III instructional intervention. Data team/Grade level team meetings will be expanded to 45 minute blocks per week.

## II Highlights of 2008-09 Program

### a) ING Grant

#### CARE-Cultural Awareness Regarding Ethnicity

A \$2,000 mini-grant award from the ING corporation designed to encourage first grade students to look forward to reading, involve family members, and improve reading proficiency. The project provided students with the opportunity to develop a home library while promoting greater awareness regarding the importance and pleasure of reading.

The CARE project utilized innovative techniques and strategies administered by our three first grade teachers. The project encouraged independent reading by first graders, and fostered cultural awareness through innovative instructional approach. During the term of the initiative (Sept 2009-May 2010), five books were introduced to students involving the awareness of various cultures, including China, Africa, Ireland, Mexico and the United States. Holiday traditions, history and celebrations within these countries were discussed and explained.

### b) Grade Level Data Team

Grade Level Data teams moved from the initial training phase 2008-09, to the implementation phase in 2009-10. Through the support of our Reading Facilitator and Mathematics Coach, along with our CALI consultant, Barnard grade level teams met weekly for data team analysis. Team members became increasingly more proficient with the 5-step data team model, and were effectively creating CFA's to assess student performance. The PLC concept also encouraged the sharing of best practices as well as positive team building skills.

### c) Improving Literacy Through School Libraries Grant - Global Sharing "Getting to Know You"

This grant was designed to develop communication between 5<sup>th</sup> grade students in Waterbury with other students abroad. Our connection was with the students from Toulouse, France.



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Each elementary school received a portion of this \$500,000 grant. Barnard School benefitted from the following new resources in both technology and print format: 1 Smart Board, 2 laptops, 2 Flip Video cameras, and many books. The focus of the books is the State of Connecticut.

All 5<sup>th</sup> grade students were required to complete a project about the state of Connecticut in order to teach their French friends about our state. Projects were developed by the School Library Media Specialists and co-taught with 5<sup>th</sup> grade teachers. The end project consists of a research packet containing a written portion about the history, geography, and tourism of Connecticut, an illustrated state map, art work, a letter to France, a short lesson on French vocabulary, and a bibliography.

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

### **III Strengths of the Educational Program**

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

### **IV Statistical Data**

- a) Number of students transferred into Barnard School
  - within system in 13 out 23
  - outside system in 43 out 20
- b) Superintendent Award 1
- c) Student of the Month 250
- d) Honor Roll 150
- e) Perfect Attendance 20

## **BROOKLYN SCHOOL**

### **Dr. Patricia Frageau, Principal**

### **I. Goals**

#### **A. Accomplishment of Goals 2009 - 2010**

- Offered Extended School Hours (ESH) for a second year
- Designated CPT (grade level) meeting to monitor and analyze student work
- Differentiated instruction to meet diverse learning styles for all
- Offered TPTA for at risk students in the area of Reading
- Used results of district assessments to adjust instruction and curriculum pacing
- Continued the Primary Mental Health Grant project for at risk K-Grade 3 students
- Utilized the IRIS phone system as a means of contacting parents
- Conducted parent outreach through classroom teacher, parent liaison, guidance counselor, social worker and principal
- Implemented a School Improvement Plan Committee (SIP) in order to take a closer look at student data

#### **B. Goals for 2010 - 2011**

Data will be collected in each goal area and analyzed to determine the Effective Teaching Strategies to be used to improve student achievement. Data Walls will be created for teachers, students, and parents (Data Driven Decision Making). Weekly Common Planning Time (CPT)

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will be used to discuss students' progress and analysis of student work. Professional development will be planned and implemented based on the data analysis and the needs of the school and the students.

## **Goal #1 Literacy**

- Increase percentage of all students who are reading at grade level by 15% at the end of 3 years.
- Increase percentage of all students scoring proficient or higher on district wide formative assessments in reading.
- Decrease percentage of all students who are above substantially deficient by 20% as measured by the DRA's in grade 1-3 over a 3 year period
- Increase the percentage of all students meeting the Kindergarten Exit Criteria in standards in reading to 90%
- Reduce truancy by 15% over 3 years
- Add additional collaborative time blocks to each teacher's daily schedule.

## **Goal #2 Numeracy**

- Increase by 15% the percentage of students scoring proficient or higher on district assessments over a 3 year period
- Increase the number of students attaining grades of "C" or higher at the end of each marking period to 70%.
- Grade level Common Planning Time is used to review student work and performance in mathematics.
- 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 Prevention Services Team (attendance counselor, parent liaison and other support staff).

## **Goal #4 Parental Involvement**

- Increase to 100% the number of parents who sign and return the Family School Compact.
- Increase communication on parent notification of NCLB requirements using school newsletter, website, and display in the main hallway of the school.
- Increase family involvement in the educational process by 15% over 3 years

## **II Highlights from 2009 - 2010**

- A. Brooklyn School staff volunteered after hours to implement several educational family events, including a reading, math, CMT, and science night that were successful and grew in attendance as the year went on.
- B. Monthly and weekly PBS celebrations conducted.
- C. An end of the year field day was held.

## **III Strengths**

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

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## IV Statistical Data

### A. Elementary

1. Number of students receiving various kinds and types of awards.
  - Superintendent's Award (1)
  - Tiger of the Week (960)
  - President's Award for Educational Achievement (10)
  - Average percentage of students attending monthly programs ( 676%)
  - Just For Me (48)
  - Citizenship Award (10)
  - Superlative awards (8)
  - Olympics of The Mind, grade three and grade five team (12)
2. Number of students transferred in and out of your building

Within system	in <u>38</u>	out <u>6</u>
Outside system	in <u>44</u>	out <u>4</u>

## BUCKS HILL SCHOOL

Ann M. Begley, Principal

## I Goals

### A. Accomplishment of Goals for 2009- 2010

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

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

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

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

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

The PBS committee continued to get direction through the district wide training initiative. The training helped them to refine the procedures already in place at Bucks Hill.

School-wide rules and expectations have been developed and were explicitly taught beginning in September. Specific lessons were given to teachers in August to ensure that all staff was teaching the explicit expectations for all areas within the school. The team helped teach expectations in areas outside the classrooms such as the lunchroom and recess.

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

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Data was used during 2009-2010 to show trends, highlight successes, and identify students with repeat issues. Additional incentives included addressing hallway and 'caught being good' behavior by giving out Bucks Hill Bucks. A monthly school store was held where students could "spend" their Bucks Hill Bucks.

## **B. Goals for the 2010-2011**

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

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

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

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

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

## **II Three highlights or outstanding accomplishments for 2009-2010**

- Hearing Dr. Dufour speak in August began our journey of becoming a PLC. The most outstanding accomplishment at Bucks Hill for 2008-2009 was the development of this **Professional Learning community (PLC)**. Teachers have begun taking leadership roles throughout the school. This has been evident in grade level meetings. The teachers rotate being the facilitator and leading the meeting. This is also evident in the suggestions that have come from the teachers. Several areas of improvement have occurred because teachers have made suggestions and shared how they have worked for them. This has been especially true in the area of lesson planning. Several grade levels have stepped up and shown their colleagues what they have done to use their data to plan instruction and meet the needs of all the students.
- This school year has been highlighted by the work of our guidance counselor. The development of a peer mentor group began late last school year. The children were trained and started doing conflict resolution with their peers. They also were mentors to new students at Bucks Hill giving tours of the building and sharing important information. The guidance counselor has worked in classes on lessons for areas identified by the teachers. She worked with individual students on their needs. Mrs. Scully helped identify books that would be beneficial to the teachers and established a reference library.
- The addition of our collaboration days has been a highlight this year. Having the time to meet in cross grade level teams and to include all staff has enhanced the discussions about students. The team at Bucks Hill has used this time wisely.

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## III Strengths of Bucks Hill

The growth of the staff continues to be a strength at Bucks Hill. They continue to embrace the strategies presented to them as they develop their teaching styles. They truly care about the students, and they work hard so that each and every child gets the best possible education. Developing the Executive Management Team has brought several groups of staff together to address the goals for Bucks Hill. This has broadened the scope of what this group does for the school.

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

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

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

## IV Statistical Data

- A. Elementary and Middle Schools only:
  - 1. Number of students transferred in and out of Bucks Hill
    - (a) from within system, in 161; out 106;
    - (b) from outside the system, in 83; out 77
- B. **NUMBER** of students receiving awards, etc.
  - (a) from within the school:
    - a. Student of the Month - 270
    - b. Honor Roll – about 200 per marking period
    - c. Reading Every Night – about 45 per month
    - d. Silas Bronson Poetry Contest - 2
    - e. Superintendent Award – 1
    - f. MSAA - 8
  - (b) from outside the school :
    - a. CAS Art Award – 2
    - b. Quassy Art in the Park - 10
    - c. Presidential Awards:
      - i. Excellence – 18
      - ii. Achievement - 15

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## **BUCKS HILL PRE-K @ THE ANNEX** **Marissa Blakesley**

### **I. GOALS**

#### **a. Accomplishment of Goals 2009-2010:**

1. Results of Dial R and Brigance post-testing show more than 50% improvement in both literacy and numeracy areas of development for the majority of the 4-year old children tested.
2. The Annex has proven to be a safe and secure teaching and learning environment by our successful NAEYC accreditation visit this spring.
3. The Parent-Teacher Council has been an active and involved parent group planning and executing fundraisers and multi-cultural activities in which families and staff participated to benefit education at the Annex.
4. Staff consistently makes efforts to engage parents in the learning process for their children through participation in PPT's, field trips, parent group, and volunteer service in the classrooms.

#### **b. Goals for 2010-2011:**

1. Bucks Hill Pre-K @ the Annex will continue to attain high academic achievement for all students in literacy.
2. Bucks Hill Pre-K @ the Annex will continue to attain high academic achievement for all students in numeracy.
3. Bucks Hill Pre-K @ the Annex will continue to provide a safe and secure teaching and learning environment.
4. Bucks Hill Pre-K @ the Annex will continue to ensure that parents are actively engaged in the educational process.

### **II. HIGHLIGHTS**

High points include our successful application for NAEYC accreditation, a good increase in the number of parents volunteering, a very successful BINGO night, our 2<sup>nd</sup> Annual Multicultural Dinner, our recent Field Day, our new landscaping and beautiful plants, the cheerfulness of our newly painted doors, and.....work will begin soon on our brand new playground!

### **III. STRENGTHS**

Our co-taught environment fosters positive learning and inclusion of School Readiness children enhances the learning process for all children. They are exposed to concepts, i.e, socialization, numeracy, literacy, speech/language development, which will strengthen their experiences in Kindergarten and beyond.

Multicultural population fosters understanding and appreciation for diversity.

The classrooms are developmentally age-appropriate and children are exposed to up-to-date technology, and a language-rich environment at all times.

Highly-qualified staff works diligently to enhance learning and keep children safe.

### **III. STATISTICAL DATA**

We were privileged to have two students receive the Superintendent's Award this year.

Transfers: 90 came into our school via evaluation or transfer in. Some students are designated to receive services at their preschool setting, or at their district school. 20 students transferred out to other school districts. 5 children transferred in from outside the system.



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## **BUNKER HILL SCHOOL** **Shretta Taylor, Vice Principal**

### **I GOALS:**

#### **A. GOALS FOR 2009-2010**

- B. Goal #1** - To increase reading proficiency for all students by a minimum of 5% as measured by the Developmental Reading Assessment (DRA) and the Connecticut Mastery Test (CMT) and to increase math proficiency for all students by a minimum of 5% as measured by the Connecticut Mastery Test (CMT).  
**Literacy** – Bunker Hill met its goal, based on the School Improvement Plan of 35% of students reaching proficiency in Reading on the DRA and 49% on the CMT. Grades K-2 rose high above the school-wide goal on the DRA: Kindergarten – 87.7; Grade 1: 81.4; Grade 2: 78.2. A plethora of materials were purchased to monitor students’ improvement, to effect change in small group learning, centers and interventions.

**Numeracy** – Bunker Hill School has continued to improve in working toward its goal to strengthen our math skills each year and have our students achieve proficiency or higher on the Connecticut Mastery Tests. The six assessment tests that our third, fourth and fifth graders took during this school year have helped our teachers test the skills that students need to master. Teachers continue to create CFAs to assess students’ strengths and weaknesses and follow the 5 step process for improvement.

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

Bunker Hill Elementary School has a trained Positive Behavior Support Team in place which has initiated a school-wide program based on the six pillars of character, which has resulted in a dramatic shift in the culture and environment of our learning community. There was a 34% decrease from the 2008-2009 out-of-school suspension rate.

#### **GOALS FOR 2010-2011**

**Goal #1:** To increase reading proficiency for all students by a minimum of 5% as measured by the Development Reading Assessment (DRA) and Connecticut Mastery Tests (CMT)

**Goal #2:** To increase the efficacy of the PBS program and to enhance compliance with the school rules and regulations we will include interventions for Tiers 2 and Tier 3 of the PBS Pyramid. Our out of school suspension rate will have a 5% decrease.

### **II. HIGHLIGHTS**

1. Reduction of out-of school suspension rate.
2. 74% of Transitional 1<sup>st</sup> graders moved on to 2<sup>nd</sup> grade.
3. Continuation of family themed activities after school hours.
4. Continued use of Saxon Math curriculum K-2.
5. Upgraded computer equipment for all grade levels and support staff..
6. Relocation and upgrade of our Library Media Center has been completed.
7. 1.2% attendance appeals.
8. As part of our PBS initiative, we held an essay contest to name our bear mascot. The name chosen was Bennie. He has three Bee friends. Their names are Bee Safe, Bee Respectful, and Bee Responsible. Quarterly Galas were held for high “bear buck” earners. In addition, we have a school store, regular raffles of Bear Bucks, and the Quassy PBS celebration.

### **III. STRENGTHS OF THE EDUCATIONAL PROGRAM:**

- A. The average class sizes are:

Pre-K	19	Third Grade	23.66
Kindergarten	16.6	Fourth Grade	23.66

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Transitional First Grade	13	Fifth Grade	27.33
First Grade	22.66		
Second Grade	22		

B, Targeted Prep Time Academy, a small group tutorial after school program for identified students In grades 1 through 5.

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

D. State Department of Education After School program was offered to Grades 3 and 4 students, and will continue into the 2010-2011 school year.

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

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

F. Guidance Services: The School Psychologist is in attendance half time and provides small group or individual counseling when recommended by an IEP. A Social Worker is in attendance 3 days per week to assist at risk students. A Guidance Counselor is in attendance 2 days per week to assist at risk students.

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

H. Title I Parent Liaison continued to act a resource and linkage person for parents.

## IV. STATISTICAL DATA:

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

Students of the Month	182
Superintendents Award	1
Presidential Award	6
Honor Roll	29
Citizenship Award	5
Perfect Attendance Award	20
5 <sup>th</sup> grade Art Award	3
5 <sup>th</sup> Grade Music Award	5
Physical Education Award	3
Library Behavior Award	28
PBS Incentive Awards	6

2. Student Transfers (the numbers listed below are as of June 11, 2010):

Within System	IN	44
	OUT	80
	Total	124
Outside System	IN	70
	OUT	53
	Total	123

**CARRINGTON SCHOOL**  
**Kevin Brennan, Principal**

## I. GOALS:

### a. Accomplishment of Goals 2009-2010

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

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in literacy and numeracy. Additional goals are: creating a safe and secure learning environment and engaging parents in the education process.

Carrington expanded implementation of Guided Reading to build students' literacy performance. AARA funding allowed us to hire three part-time literacy tutors to work with small groups, and to purchase literacy software and materials. Through the use of Common Formative Assessments to determine what students need to learn, the teachers now have the ability to prescribe instruction precisely. Teacher teams meet regularly to assess students' learning.

Carrington's learning environment is safe and secure. We reduced the number of suspensions. We taught procedures and employed positive behavior encouragement.

We have accomplished our goals to engage parents in the educational process. We have communicated directly with parents, created a welcoming school environment, and brought parents into classrooms to assist in instruction. Parents are engaged at Carrington. The PTA has been revitalized with a cadre of active volunteers.

## **b. Goals for 2010-2011**

Carrington School will pursue achievement of these goals:

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

Major emphasis for 2010-2011: achieve AYP for all subgroups, including English Language Learners and Special Education students. We will refine formative assessments for effective learning, and build effective strategies for small-group instruction.

English Language Learners in Bilingual Classes will "mainstream" to English-only classes to be totally immersed in English, with support. This mainstreaming will follow success of 2009-2010.

## **II. HIGHLIGHTS from 2009-2010**

- Carrington's Parent-Child Read-Together Book Club met monthly and attracted families of readers.
- Carrington's Bilingual class parents met several times to learn parenting strategies and literacy-building to ensure their children's success.
- Through grants from Thomaston Savings Bank Foundation, Naugatuck Savings Bank Foundation, and the federal government, we acquired an additional SmartBoard and had a series of nature and environment sessions in classrooms and in assemblies.
- Carrington School gained the 21<sup>st</sup> Century After-School Learning Center.
- Carrington teachers and students used the technology lab to build skills in technology and learning.
- Parents attended school events, such as Reading workshops, the 7<sup>th</sup> Annual International Dinner, the 7<sup>th</sup> Annual Ice Cream Social, and PTA Harvest Festival, PTA Sports Night, and more.
- Principal Brennan's proposal for the Fresh Fruits & Vegetables Program was funded, and students enjoyed a fresh fruit or vegetable almost every day.
- Teachers collaborated during the school year to strategize for more effective instruction.
- Principal Brennan traveled with a delegation from the Connecticut Association of Schools to establish a partnership with Qingdao Experimental Primary School in China.
- Carrington's Positive Behavior Support program won evaluators' highest rating.

## **III. STRENGTHS of Educational program**

Carrington School implemented "Guided Reading" fully on every grade level. Part-time reading tutors aided the process, and the Literacy Coach and Reading teachers worked together well. Carrington School data teams collected and analyzed information to guide teachers in designing instruction for effective and efficient learning. Teams meet as grade-level groups every week to evaluate the needs of students having difficulties academically or behaviorally. The teams have administered assessments to students, collected data on the results, and analyzed the results to group students.

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

The Positive Behavior Support (PBS) team planned implementation of the PBS program for the 2010-2011 school year.

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

Carrington's annual Math Contest for grades four and five attracted many competitors. District Math common assessments helped identify areas for instructional emphasis.

## IV. Statistical Data:

### Students Receiving Awards

Fifth grade student Solmary Vega won the essay contest and fourth grade student Janelle Ortiz won the poster contest for: *The American Dream: What Is It?*, sponsored by the Elks Club.

Third grade student Kaitlyn Malinis won Honorable Mention in the Silas Bronson Poetry Contest for all 3<sup>rd</sup> grade students in Greater Waterbury.

Number of students transferred

within system in 133 out 144  
outside system in 195 out 77

## HENRY S. CHASE SCHOOL Celia Piccochi, Principal

### 1. Goals

#### A. Accomplishments of Goals (from the Chase School Improvement Plan) 2009-2010

- Implementation of Positive Learning Community (PLC) philosophy
- Implementation of SMARTboard Technology and Training in all grades and classes
- Create a weekly time schedule for first through fifth grades
- Provide computer technology support
- Implemented Guided Reading Blocks in K-5 classes, supported by Learning Centers using meta-cognitive comprehension strategies
- School-wide Word of the Week challenge
- Reading Tutors for Grades 3,4,and 5
- Establish a Safety Team to ensure mandatory safety procedures
- Science and Social Studies weekly newspaper to support and enhance curriculum
- Integrate and utilize Discovery Education websites in daily lesson plans
- Implemented Blue Ribbon CMT Prep to monitor reading growth – grades 3-5
- Use of Individual Reading Plans to target students' instructional reading levels
- Continued with school-wide inclusion and co-teaching models
- Formative and Summative tests given in Reading and Math
- Weekly collaborative meetings K-5 with administrative support
- Written communication to parents in English, Spanish, and Albanian
- Parent Liaison working with all parents on a regular basis
- More effective grade level meetings using 5-step data process
- EIP system more effective with monthly team meetings scheduled
- Continued with Truancy Clinic with Probate Judge on site once a week

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- School wide Positive Behavior Support system used by all staff and students

## B. Goals for 2010-2011

- Implement daily intervention block times for grades K-5
- Implement Direct Instruction Phonics/Reading Program in grades K-5
- Coordination of instructional programs with emphasis on Computer Technology
- Provide professional development for technology requirements
- Establish a daily use of laptop and SMARTboard in lesson plans
- Continue to facilitate good teaching practices through BEST model
- Continue to foster PBS Motto - Respectful, Responsible and Caring
- Regularly scheduled walk-throughs by administrators in classrooms
- Continued use of District wide agenda/minute forms used at all meetings
- Teacher weekly self assessment to monitor guided reading groups/learning centers in classrooms
- Update SIP Binder regularly with pertinent data related to SIP
- Encourage positive home-school relationships

## II. Highlights from 2009-2010

- PLC implementation school wide-commitment goals from all staff
- Blue Ribbon CMT Prep Program grades 3-5
- Computer technology instructor in lab
- Use of computer lab weekly by all grades
- Installation of SMARTboards in classrooms
- Laptop given to all teachers for technology integration
- Team goals and norms established based on PLC philosophy
- Safety team established needs and goals
- Monthly newsletters for school parent communication ( English, Spanish and Albanian)
- Students created Power Point slides by 3, 4, and 5 grades as part of the technology competencies
- PBS program used school wide
- PBS Carnival with family and student participation
- Purchased a book for every student to encourage summer reading
- Provided 2 part-time reading tutors working in grades 3,4, and 5
- Partnership with University of Bridgeport for grade 4 utilizing reading strategies to increase comprehension skills
- TPTA grade 3; Grades 1-5 after school programs focusing on math/reading; Truancy After School Program focusing on homework assistance; Supplemental School Services: Princeton Review, A-Plus Learning, Smarties, Global Learning (on site)
- Implementation and integration of Discovery Education and Streaming Video
- Utilized Word of the Week to improve vocabulary knowledge
- DRA 2 Grades K-5
- CALI (Connecticut Accountability of Learning Initiative) available for technical assistance five times on site

## III. Strengths of Educational Program

1. I have observed the strengths of the educational program to be the following:
  - Caring, responsible, and respectful school motto involved all teaching staff.
  - Goals for all staff to achieve (PLC) for student learning
  - Teachers that are willing to take risks and experiment with technology (SMARTboard)
  - Willingness to form committees and work toward their common goals.
  - Very involved School Improvement Team which effectively manages and recommends remedial and enrichment activities to teachers who need support
  - Thorough documentation of Basic Skills, Special Education and FOCUS student progress. .
  - Technology Literacy Time utilized for continuation of reading focus and specific decoding lessons
  - Staff is able to deal with difficult situations and resolve conflict

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- Implementation of successful school wide Positive Behavior Support Plan
- Positive teacher expectations
- Learning environment that supports positive inter-racial contact.
- Integration of multi-cultural texts within curriculum in Language Arts and Social Studies.

## IV. Statistical Data

### Fifth Grade Awards

Superintendents Award.....	1
Citizenship Awards.....	25
Presidential Awards.....	25
Art Awards.....	1
Perfect Attendance.....	6
TOTAL	58

### Transfer In \*As of (09/01/10)

Within Waterbury System.....	88
From Outside of Waterbury System.....	25
TOTAL	113

### Transfer Out \*(As of (09/01/10)

Within Waterbury System .....	95
From Outside of Waterbury System.....	29
TOTAL	124

## WENDELL CROSS SCHOOL Joseph Amato, Principal

### I. Goals

#### A.

Wendell Cross School's number one concern and initiative continues to be the improvement of CMT scores. Our hard work and efforts were realized when we did make AYP via Safe Harbor. 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. 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.

Wendell Cross has hosted many school visits from both in district and from outside of the district. We have been working with our district schools in an effort to expand what we do as far as literacy in other schools. We have shared everything with them including our schedules in an effort to facilitate such a transition. Our second year as the Literacy Academy has been a huge success. We continue to fine tune and make changes as appropriate.

#### B.

##### **Goal 1:**

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

##### **Goal 2:**

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



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## **Result Indicators:**

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

## **II. Highlights:**

1. Wendell Cross continued to receive training from Haskins Laboratories during the 2009-2010 school year. Using only scientifically/research based strategies and methodologies to teach reading, we were able to have grade 3, grade 2, grade 1, and kindergarten teachers receive advanced training this year. As in the past three years, teacher training was accomplished by releasing teachers from the second scheduled monthly staff meeting to meet, be trained, and observed utilizing the strategies taught. The facilitator also modeled these strategies weekly in their classrooms.
2. Wendell Cross completed its second 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. We increased our reading block from ninety minutes to 120 minutes daily and plan to increase grades K, 1 and 4 an addition 20 minutes each day for the 2010-2011 school year. Each quarter, twenty students identified as in need of more intense remediate were provided thirty minutes of Tier III remediation daily. This intervention was extremely successful and teachers reported that in most cases students were able to progress adequately in the classroom without further remediation needed. Our new report card was also expanded this year and will be used district wide next year. It now explains in detail how their child's grade was achieved in each subject. It has been very successful in every way.

## **III. School Strengths:**

As always, our greatest strength at Wendell Cross School is the professionalism and competency of our teachers and support staff, along with our exceptional student body. Our staff continues to go above and beyond and, as a result, always exceeds expectations. Teachers continue to embrace Data Driven Decision Making and the PLC model. 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 Common Planning Time. It is at these meetings that data is analyzed and, as a result, educational decisions are made.

Our second strength continues to be our level of parent support. We have seen a lot of improvement in this area this year. We are convinced that 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 second consecutive year, we have several minority members on our PTA executive board including President.

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## IV. Statistical Data

- C. Elementary and Middle Schools only:
2. Number of students receiving various kinds and types of awards.
    - 1 student received the Superintendent's Award
    - 1 student participated in the Gettysburg Address recitation competition
    - 1 teacher was recognized as Wendell Cross School's Teacher of the Year.
    - The Parent Liaison and Principal received the Life Time Achievement Award from the national PTA.
  3. Number of students transferred in and out of your building (a) within system, in 52; out 70;  
(b) outside the system, in 75; out 26.

### **DRIGGS SCHOOL** **Mark Levy, Principal**

#### I. **GOALS:**

##### a. **Accomplishment of Goals 2009-2010**

One of our School Improvement Plan goals for the 2009 – 2010 school year was to improve our student performance in reading to make AYP in this area. To do this we began to structure the school per SRBI model to meet the needs of the T2 and T3 students. While the large number of students involved posed a significant challenge, we were able to finally get the schedule to work. Earlier in the year seven certified tutors were hired to meet the needs of these students. This became significant support to our students and staff because it made it possible to service the T2 and T3 students.

Another goal was to get more parents involved in school. This year the parents were phenomenal with their support and involvement at school. Hundreds of parents attended activities at the school. The PTO was initiated and had approximately 16 meetings for the year. We also started a Parent Safety Team. The team was made up of parent volunteers who wore a special vest and supervised locations and some streets around the school before school started and at dismissal. One parent under the supervision of the principal coordinated this service to the school community. This was greatly appreciated by parents and teachers because everyone felt safer in and around the school.

##### b. **Goals for 2010-2011**

Our School Improvement Plan at Driggs will remain essentially the same for the 2010-2011 school year because the goal will still be to achieve AYP in Reading and Math. We will refine our strategy and efforts to make greater gains and achieve AYP. Another major area would be to improve behavior and reduce the number of incidents resulting in referrals. To achieve this we will provide training for teachers and students on deescalating conflict and choosing better ways to relate in a non confrontational way.

#### II. **HIGHLIGHTS from 2009-2010**

There were many very successful events and activities at Driggs during the course of the year. It was exciting at the beginning of the school year at Open House to have over 300 parents and guardians attend. The year continued to be a very good one for parental involvement at school. All our events were well attended by parents and not only did they attend but they assisted in planning and volunteering at these events as well.

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The PTO was established and officers elected. Along with this, the Parent Safety Team was established. That helped to create a safe and more secure environment for all of the school community. This was a team of parents who volunteered to supervise areas and streets around the school to ensure they were safe for everyone.

Another significant highlight for Driggs is the creation this year of a house system that included all students and staff. Balancing the distribution of male and female staff and students everyone was placed in one of four houses. Each house had a name of a bird of prey and color. A t-shirt of the house color with the house name and school were made for each student. All staff wore yellow t-shirts with Driggs Staff on it. At our annual Sports Day the houses competed against each other in athletics, soccer, basketball, and many other events. All winners (1st, 2<sup>nd</sup>, and 3<sup>rd</sup> places) from the different events received awards at our first Sports Day Awards Ceremony.

The greatest highlight for Driggs was at the Olympics of the Mind, a competition among the district schools. Driggs won the championship for the Western Division for the first time and was in the finals. It was a high moment for the school, parents and students alike.

### III. STRENGTHS of Educational Program

One of the strong points of the school is a cooperative staff that supports each other and has the students' best interest at heart. Because of their dedication to teaching and the hard working and willing students, it is hopeful to see consistent increase in student performance. Another strength is the increasing support of parents not only to activities but also their interest in their children's success.

As far as academics are concerned one of the areas that received much of our focus this year was reading. For most of the year the tutors focused on numeracy and literacy and, after CMT in March, the focus was on the lower grades reading only. This was intended to boost the reading levels of students and help prepare them for the next grade level.

### IV. Statistical Data:

#### Perfect Attendance

Specials Awards (one student per grade for each special [Pk-5]): Gym, Art, Library, Music. Total= 104

Outstanding Subject Area (one student per class): Math, Reading, Writing, Science, Social Studies, Total= 125

Most Improved (one student per class, per subject area): Math, Reading, Writing, Science, Social Studies  
Total = 125

Best Effort Overall (one student per class in the areas of reading and math): Math, Reading Total = 50

Best Overall Effort (One student per class Pre K-5): Total=26 Awards.

Fundraiser of the Year (One for whole school)

Student PBS Award (One student per class) Total=25.

Class PBS Award (One class per grade level) Total= 6

Citizenship Award (One student per class.) Total = 25

Leadership Award (One student per class) Total= 25

Principals Award (One student for whole school)

#### Number of students transferred:

Within system in \_178\_\_\_\_ out \_\_133\_\_\_\_

Outside system in \_38\_\_\_\_ out \_\_80\_\_\_\_

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## **M. M. GENERALI SCHOOL** **Kathy Stamp, Principal**

### **I. Goals**

#### **a. Accomplishments of Goals 2009-2010**

Although we did not make Adequate Yearly Progress on the 2008-2009 CMT we have made steady growth in all areas. We continue to be a “School of Choice” and intend to maintain that status. We have made Adequate Yearly Progress on our 2006-2007 and 2007-2008 CMTs. We strive to repeat this accomplishment on the 2009-2010 CMTs.

The general goals for the 2009-2010 school year at M. M. Generali School are: the continuation of life-long learning, the functioning of students in our society as responsible citizens, and the continuation of growth and productivity. We analyze test scores and meet with grade level data teams on a weekly basis. We discuss our strengths and weaknesses. We review student work and portfolios. We use our data to drive our instruction.

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

- i. To improve reading
- ii. To improve math
- iii. To improve health, safety, and discipline
- iv. To improve parent involvement

We have made gains in our CMT areas. We have shown significant increases in scores in every area in every grade level.

We use responsible inclusion for our Special Needs population. Our special needs students spend a maximum amount of time with their non-disabled peers

#### **b. Goals for 2010-2011**

We will continue to work on the four School Improvement Goals.

We will revise our School Improvement Plan after analyzing our data.

Improvement on the CMTs will once again be our primary focus.

We would like to improve our CMT scores, integrate arts into our curriculum, and raise responsible and successful future citizens.

### **II. Highlights-**

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

- o Our TPTA –After School Program was an academic program providing assistance to students in Grade Three and was extended to Grade Two as well. The DRA scores of our grade 2 students showed growth after attending the program.
- o Literacy Now Initiative 2009-2010 was extended to our kindergarten and second grades this year, addressing the phonemic awareness needs taught to all grade one students. Professional development was offered for staff after school as well.
- o Our science fair was a huge success. It included all third, fourth, and fifth grade students.
- o Science Fair Family Night to assist the families with the projects
- o We also held a Kindergarten Orientation on May 27, 2010.
- o We held a “Field Day” to promote healthy living and the parents were invited to participate.
- o We held two CMT reading/math nights to explain to parents what the test was about and to stress the importance of the test.
- o We had two family literacy nights and one CMT night where students, parents, siblings, and staff families came together to enjoy some community spirit.

### **III. Strengths of the Educational Program**

Parental Involvement is a strength at Generali School. Children need consistent effort both at home and at school. Parental involvement is important to the success of the students. We have a

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“Parent Friendly School” where parents are welcome and encouraged to come in often. Parents volunteer for in-school assistance.

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

We encourage the development of a culture that supports traditions and responsible behaviors. The “Student of the Month” awards provide recognition for personal accomplishment.

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

## **IV. Statistical Data**

### **a. Awards**

Superintendent’s Recognition Award	1
Student of the Month	270
Perfect Attendance	25
Good Citizenship	26
Effort	27
Math	27
Language Arts	27
Reading	27
Social Studies	27
Science	27
Spelling	28
Penmanship	5
Art	26
Library	26
Instrumental Music	26
Physical Education	26
Henry Capozzi Memorial	2
M. M. Generali Award	1
Highest Academic Achievement Award	3
Principal’s Award	5
Vice-Principal’s Award	5
Grade 5 United States Department of Education Awards for:	
Excellence	5
Achievement	17
Citizenship	4

### **b. Number of Students transferred in and out:**

Within the system:	in:	61	out:	70
Outside the system:	in	55	out:	62

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## **JOHN G. GILMARTIN SCHOOL** **Dr. Donald R. Burzler, Principal**

### **I. Goals:**

#### **a. Implement Our School Improvement Plan (SIP) for 2009-2010**

Analysis of the 2009 Connecticut Mastery Test (CMT) results indicated that our students made Adequately Yearly Progress (AYP) in the areas of mathematics, and writing. AYP was not achieved in the area of reading. Reading comprehension continues to be an area that needs attention and therefore remained the major focus of our improvement plan for 2009-2010. Our goal is to maintain strong performance in mathematics and writing and improve student performance in the area of reading. To enhance reading comprehension in this area we have designated comprehension strategies from the Nancy Boyle's text "Constructing Meaning." Professional Development was geared toward the training and implementation of these strategies. Our literacy coach and reading teacher conducted several workshops training teachers in the use of these teaching strategies geared toward improving student reading comprehension. Professional Development also addressed small group guided reading and the establishment of reading centers for independent group work. Our School Improvement Team established protocols to ensure that teachers are including these strategies in their plans as well as implementing them in their classroom instruction. Our Extended School Hours (ESH) after school program once again included students who would benefit from intensive targeted instruction. This program utilizes resource personnel in a coordinated instructional effort to improve the reading skills for these students. Targeted Prep Time Academy (TPTA) an additional after school program, addressed the needs of students in grades 1-5 in the areas of reading and mathematics. Collaborative teacher time was used to address student performance using student data and SMART (Specific, Measurable, Attainable, Relevant, Time Sensitive) goals for reading, mathematics, and classroom behavior management with a five step process. Technical support from the Connecticut Accountability for Learning Initiative (CALI) helped establish and facilitate this process.

A second area of emphasis for the 2009-2010 school year was the continuation of our school-wide Positive Behavior Support program. The purpose of this program is to reduce the number of office disciplinary referrals and the number of out-of-school suspensions. In addition to a comprehensive teacher's manual for our school, behavioral procedures were established for classroom, before-school, playground, and cafeteria behavior. Rewards were used to acknowledge students who demonstrated positive behaviors.

Consequences were executed and closely monitored for students who did not practice these positive behaviors. Our school team continued to monitor and adjust this program to enhance the effectiveness of the system. An independent team evaluated our program using the School-wide Evaluation Tool (SET) at the end of this school year. We were pleased that we had a mean score of 98% for all areas with only one area falling below the 100% level. This evaluation provided some recommendations for improvement which will make an excellent starting point for the 2010-2011 school year.

#### **b. Implementation of our School Improvement Plan (SIP) for 2010-2011**

A three year School Improvement Plan (SIP) was developed in 2008 for Gilmartin School based upon analysis of student performance on the Connecticut Mastery Test (CMT) as well as other district formative and summative measures of student achievement. It has been adjusted over this period to address academic concerns identified by student assessment measures. Gilmartin School will transition to our new school on the Wyoming Avenue site for next year and begin the process of establishing a pre-kindergarten to grade eight school program. A major focus of our SIP for the 2010-2011 school year will be to assess student data and establish a comprehensive SIP that will address this new school configuration. Our school-wide Positive Behavioral Support (PBS) program which has been very successful will need to be adapted to the new site and grade levels. The primary challenge for our next school year will be to build upon our significant success from the past with accommodation for the additional middle school population. Gilmartin School (continued)

### **II. Highlights from 2009-2010**

a. Analysis of student performance on the Connecticut Mastery Test (CMT) indicated that we achieved Adequately Yearly Progress (AYP) in the areas of mathematics, and writing but not in reading. When an independent agency (ConnCan) evaluated 566 schools in the State of Connecticut, Gilmartin ranked 6th when considering growth in the areas of reading, mathematics, and writing as measured by the CMTs. The



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goal of our School Improvement Plan (SIP) for this year was to strengthen our reading program. Professional Development directly addressed this area of need. Workshops were conducted in small group guided reading instruction as well as independent learning centers to improve reading. Our two after school programs, the Extended School Hours (ESH) program and our Targeted Prep Time Academy (TPTA) both focused on the improvement of reading instruction. Our first annual literacy night was a huge success. This program was very well supported by building staff and was one of the best attended family events we have ever had at Gilmartin School.

b. The continued implementation of a comprehensive Positive Behavior Support program throughout Gilmartin School had a major impact on student behavior. Our students responded to the reward systems and followed school rules in a variety of instructional and non-instructional settings. A special program and incentive system was adapted to address concerns in our cafeteria. This adjusted program had significant success in making our cafeteria a safe environment. This greatly enhanced the safety of our students as well as providing them with a more productive and positive learning environment.

c. Through the Connecticut Accountability for Learning Initiative (CALI) technical support, regular collaborative grade level meeting times were established. The purpose of these meetings was to examine data and plan differentiated instruction strategies using a five step process with SMART (Specific, Measurable, Attainable, Relevant, Time sensitive) goals. This was done on a three week rotation basis looking at performance in the areas of reading, mathematics and behavior respectively. These grade level data team meetings served as a basis for instructional planning and will provide a primary vehicle for collaborative sessions in the next school year.

### III. Strengths of the Educational Program

a. The level of experience of the Gilmartin staff and their cooperative attitudes toward addressing issues contributes to an excellent learning environment. While we did not make Adequate Yearly Progress (AYP) this year, our sixth position placement in the ConnCan report supports the premise that significant student growth is occurring at Gilmartin School. Teachers enthusiastically embrace professional development and welcome initiatives such as this year's introduction of collaborative data team meetings. Staff are also willing to get involved with after school initiatives such as Extended School Hours (ESH), and Targeted Prep Time Academy (TPTA) to extend and strengthen student skills covered in the regular school day.

b. Gilmartin School has continued to provide a small academic setting that families find favorable. Students have consistently made Adequate Yearly Progress (AYP), making Gilmartin one of the few sites in Waterbury that has always received No Child Left Behind (NCLB) students from "failing" schools. The challenges ahead as we transition to a new Pre-kindergarten to grade eight level configuration, will be to maintain and expand upon this family oriented environment. The community based concept of the neighborhood school needs to be established and developed during the next school year. The interaction and communication the Gilmartin community has maintained with our families places us in a cutting edge and favorable position to accomplish this goal.

### IV. Statistical Data

Students Receiving Awards:

One student received the Superintendent's Award for the 2009-2010 school year.

Student Transfers:

Within System	22 in	171 out
Outside System	13 in	27 out

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## **HOPEVILLE SCHOOL** **Maria Moulthrop, Principal**

### **I Goals**

a) Hopeville School's goals for the 2009-2010 school years reflected the district and the school improvement plan. We collected baseline data in the goals addressing student achievement in literacy and numeracy, providing a safe and secure teaching environment, and achieving an increase in parent involvement in the educational process. Data analysis from formative and summative assessments has driven instruction and implementation of flexible teaching groups throughout the Hopeville School curriculum. At grade level meetings, assessments (CMT, DRP, Writing Samples, Signatures, Trophies, and Open ended guided reading questions), student portfolio reviews, classroom performance, and grade level exit criteria's are analyzed and instructional practices are modified to meet the student's instructional needs.

b) Hopeville School goals for the 2010-2011 school year will continue in the improvement of academic achievement in literacy and numeracy, parental involvement in the educational process and a safe and secure teaching environment. Upon the receipt of the spring 2009 CMT's, 2009-2010 suspension data, and end of the year parent and student climate survey, analysis will begin by student, class and grade level, results will then drive Hopeville Schools instruction and school improvement plan objectives. Instructional and assessment trends will be analyzed and the information incorporated into our data analysis, which will be reflected in the instructional and strategies and materials utilized to reinforce, re-teach and teach students.

### **Highlights:**

Hopeville School's highlights for the 2009-2010 school year included literacy activities for parents and students, after school programs for students in grades 2-5 that contained a CMT focus, numeracy activities for parents and students which included small group instruction, computer classes for parents and students that were held at the end of the school day for the connivance of the parents, multicultural activities that reflect the many customs, countries and foods that the Hopeville students and families represent. Integration of community and private sponsors of activities into the curriculum, continuing to maintain a safe teaching environment through school based programs such as Lesson 1 skills for life, positive behavior celebrations, school-wide behavior plan, individual and classroom behavior plans, student recognition activities like student of the month. Parent participation in the classrooms and special events such as a parent initiated event called "A Taste of Hopeville" is just one example of parent participation in the school, attendance at PTO and environmental committee meetings continues to improve.

### **Strengths:**

Hopeville School's strengths lie with the dedication of the staff and support personnel. Hopeville School's curriculum incorporates the district Curriculum on the Wall, CT frameworks, and Best Practices. Over the past several years, four additional research based programs have been integrated within the core curriculum, Direct Instruction, Saxon Math, Empowering Writers, and Lesson 1 Skills for Life. These programs have incorporated additional reinforcement and instruction of skills and strategies through the implementation of materials that are appropriate for a Bilingual Center. In addition, practices such as guided reading, flexible grouping, educational centers, and individualized/modified academic and behavioral plans encourage success. During the 2010-211 school year we will include a focused infusion of vocabulary development at each grade level. Through a teacher initiative, Hopeville School provides an organized recess, in which teachers and students have learned games that are fun, safe and controlled. Through the opportunities that are available through the organized recess students are able to choose their activity and they are actively engaged throughout the recess period.

### **IV. Statistical Data**

Number of students transferred

Within system in 79 out 85

Outside system in 74 out 73

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## **KINGSBURY SCHOOL** **Pamela K. Baim, Principal**

### **I. Goals**

#### **A. Accomplishment on 2009 –10 Goals**

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

Accomplishments for the above goals are as follows:

The completion of Supplemental Reading Comprehension Resource Binders for grades 2 – 5.

Tier 2 implemented for grades K – 5 for Reading

Tier 2 implemented for grades 1 – 5 for Math

Formative Assessment Data result in movement between Tiers.

Intervention Log done on daily basis by interventionists

Texts purchased to assist with CFA and small group instruction

DRP practice grades 3 – 5

PD given to all teachers on DRP

Poetry added to every other Harcourt selection to build fluency and to teach author's craft

Teacher completed matrix

SmartBoards – additional units installed

#### **B. Goals for 2010 – 11**

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

Kingsbury School's goals will remain the same for the 2010 – 2011 school year.

Kingsbury School's Tier II indicators are to implement daily explicit small group instruction to increase all students' reading comprehension and to create and implement structural change to ensure that rigorous, explicit small group instruction is occurring on a daily basis to increase reading comprehension in grades 3 – 5. Research has proven the explicit small group instruction has positive effects on student achievement.

### **II. Highlights**

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

A Whiteboard was added to the entrance of the school to notify parents of upcoming events and increase parental involvement.

Folders were created by Peer Helpers for new students to ease transition into a new school.

America The Beautiful Grant received for partnership with Southmayd Home to purchase materials to produce individual student "Trees in Our Neighborhood" booklets that will record the knowledge accumulated throughout the year.

America The Beautiful Grant expanded to include planting of trees at Kingsbury School, and mapping and labeling of trees in the garden of Southmayd Home.

Research and poems were done on the individual trees and a fictional story created.

Work stations with residents of the Southmayd Home were held on the development and the life cycle of trees.

Eggs to legs program was provided in cooperation with Flanders Nature Center.

Educational in house program on maple trees and maple syrup was conducted with the Flanders Nature Center.

### **III. Strengths**

Data Teams at all grade levels meet regularly and follow the 5 step process. Kingsbury School staff have created a curriculum map for grades 3 – 5 to anchor CFAs on priority GLEs. Teams create CFAs for all grade levels. Data driven decision making is strongly embedded into the culture which focuses on student work. The teachers and staff of Kingsbury School are dedicated to increasing student achievement. The culture and climate for professional learning has changed significantly over my 5 years as principal. Kingsbury is developing into a school where the professional are exemplar learning from one another on a daily basis.

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## IV. Statistical Data and Awards

Students of the Month .....	240
Fifth Grade Awards for Presidential Certificates .....	30
Michael Mobilio Math Award .....	1
Diana Colon ESL Award.....	1
Number of students transferred into Kingsbury	
Within System .....	201
Outside of System .....	66
Total .....	267

## MALONEY INTERDISTRICT MAGNET SCHOOL Maryann Thompson, Principal

### I. GOALS

#### A. Accomplishment of Goals Based on School Improvement Plan

During the 2009-2010 school year our goals focused on: 1.) literacy and numeracy achievement, 2.) a safe and secure teaching and learning environment for students and 3.) an environment that ensures parents are actively engaged in the educational process. Our 2010 CMT scores for grades 3-5 were not available at the time of this report.

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

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

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

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

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

During the 2009-2010 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.
- Parent Information Board.
- Student/Parent Handbook.

Initiatives that contributed to increased parental involvement include:

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

During the 2009-2010 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 31% interdistrict enrollment. This was accomplished through a continued collaborative partnership with our participating school districts, an Interdistrict Advisory Committee, a comprehensive recruitment plan, a spring new student orientation, and a strong instructional program that encompasses innovative magnets.

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

Student of the Month Program  
American Citizenship Award Program  
Morning Announcer of the Day Program  
Publishing Authors Celebration  
Forever Wave  
PBS Celebrations

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

Induction Ceremony

Operation of School Student Store

Host to American Citizenship Award Ceremony

Host to Orientations Day in May for New Students

Donation of over 200 toys to Family Service of Greater Waterbury during the Christmas season.

Monetary donation from sales profits they raised to a needy family in our school.

Food Drive

Donation to Student Scholarship Fund

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

- During the grade 5 "Journey Into American Indian Territory" residency program with a cultural anthropologist, students experienced the lives of the Plains and Woodlands Indians. Through interactive group experiences, students learned about cooking, pottery, games and even constructed a longhouse and 50 foot tipi.
- Lou DelBianco, (artist/musician/storyteller), completed his third year-long residency program for grades PreK and Kindergarten. His workshops teach self-expression, improvisation and creative movement through skits based on the multicultural curriculum. For example, students studying Europe and medieval history performed fairy tales based on the story of King Arthur. Six week workshops for both grade levels culminated with performances of skits for parents.
- Author Stephen Swinburne was here in May to guide the grades 3 and 4 classes in writing poetry about nature. He worked with the students to create a "Writer's Tool Bag" filled with similes, metaphors, alliteration, fun words description and verbs which can be applied to writing, especially narrative story which is the focus in grade 4.
- Authors Amy Hest and Tom Birdseye
- Living Rhythms Residency with Bill Scheidt was a program for grades 1 and 2 students that introduced students to Caribbean culture through hands-on experience in music, dance and poetry.
- International Education Conference for grades 4 and 5 students in participation with the U.S. Department of Education International Week 2008 was held in November, 2008 in an effort to build international understanding and prepare students for a global environment.

## B. Goals for 2010 – 2011

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

- Continue to address instructional improvement through ongoing assessment, curriculum alignment with local and state standards, CMT collaborative team planning, and meaningful professional development
- Continue co-teaching in Math, Writing and Reading in grades K-5
- Continue inclusion and EIP
- Continue to maintain CSDE requirements including a minimum 30% interdistrict enrollment.
- Continue to offer students a variety of multicultural programs and activities.
- Continue Parent Liaison Program
- Continue to strive to maintain NCLB requirements that all students meet AYP
- Continue to emphasize PBS as a school-wide initiative.

## II. HIGHLIGHTS OR ACCOMPLISHMENTS FOR THE 2009-2010 SCHOOL YEAR

- We continued to meet the magnet school requirements set by the CSDE. The interdistrict enrollment for 2009-2010 was 31%.
- Our CMT scores continue to be among the best in the city and our ERG.
- Susana Sanchez, Kindergarten teacher, was recognized as the Maloney Magnet School Teacher of the Year.
- At the OOM competition in May, Maloney 3<sup>rd</sup> and 5<sup>th</sup> graders were the west division champions. Maloney 3<sup>rd</sup> graders also placed second on the district level.



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- 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 Jonathan Plaza, Leah Grabowski and Cannea Ferguson, all college bound graduates of Waterbury Arts Magnet School and Naugatuck High School respectively. We are proud to continue this special tradition and are grateful to the sponsors whose donations have made our scholarship fund a reality.

### **III. STRENGTHS OF THE EDUCATIONAL PROGRAM**

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

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

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

Maloney offers the following programs to its students:

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

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classroom. Students begin original experimentation while given the opportunity to utilize problem-solving techniques in meaningful real life ways. The class is held one hour per week.

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

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

## **IV. STATISTICAL DATA**

### **A. Elementary School Data**

1. Students Receiving Awards:  
Students of the Month – 300  
Forever Wave Service - 8  
American Citizenship Award – 30  
Fire Prevention Contest - 4  
Science Fair – 32  
Writer of the Month Award – 38  
Artist of the Month Award – 38  
Reader of the Month Award -38  
Mathematician of the Month Award-38
2. Students Transferred In/Out Building
  - a. Within system  
In – 46      Out - 1
  - b. Outside system  
In – 15      Out - 16

## **FRANK G. REGAN SCHOOL** **Noreen Buckley, Principal**

- I. Goals: 2009-2010: Regan School Students will attain high academic achievement for all students in literacy. The DRA scores indicate that Grade One increased the number of students who were proficient or above by 4%. Grade Two demonstrated a decrease of 6%. Grade Three increased the percentage of students at proficiency or above by 6%. Grade Four increased the percentage of students at proficiency or above by 4%. Grade Five increased the percentage of students at proficiency or above by 20%.
- II. Regan School Students will attain high academic achievement for all students in numeracy. The CMT scores for Regan School indicate a decrease in math scores for grade three by 4.7%. Grade four math scores indicated .1% decrease in math scores, and grade five scores indicate an 11.05% increase in scores.
- III. Regan School will provide a safe and secure teaching and learning environment. Regan School continues to follow BOE procedures and policies for all students and parents. The front doors are locked at all times, a doorbell system is in place to allow visitors to enter the building, a sign-in procedure is in place, and a sign-out procedure is in place.
- IV. Regan School will ensure that parents are actively engaged in the educational process. Regan School’s parent liaison’s data demonstrates 7589 parent contacts through home visits, written communication, and phone contact.

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B. Goals for 2010-2011: Students in all grades will increase literacy ability by 5%. The school will continue to implement, monitor, and measure students progress through progress monitoring who receive Tier 2 instruction. School will continue to monitor Tier one instruction with the goal being that fewer students will be in need of Tier 2 interventions in 2011-2012.

Students will increase mathematics proficiency in all grades as measured on the CMT. School will analyze CMT scores from 2009-2010 and implement a school wide Tier 2 intervention block based on CMT scores, district assessments, and bi-weekly data team meetings. School has purchased CMT software program and scheduled each classroom computer lab time.

School will decrease number of school suspensions by 5%. Through analysis of SWIS data PBS team will plan implementation of school wide behavior system. PBS date will be discussed at weekly data team meetings.

School will increase parent involvement by 5%. The Parent Liaison will continue to plan family involvement activities both at the school and in the community to encourage parents become involved in student's school life.

C. Highlights from 2009-2010: Regan school implemented a CMT intervention block for grades 3, 4, 5. Regan School implemented a school wide Tier 2 intervention block for literacy. Regan school implemented a safety patrol program for students, Regan school scheduled monthly family evenings including Valentine craft night, roller skating party, bounce house activity, author's evening, CMT informational night, two Title One tutors were hired, student on the month program, fifth grade promotion, kindergarten graduation, kindergarten orientation, volunteer appreciation breakfast, field day, PBS celebrations, monthly PTA meetings.

D. Strengths of Educational Programming: Weekly data team meetings were held to develop CFAs in the area of literacy and mathematics. Data team meetings in turn administered pre tests. Teams reviewed student's progress and analyzed students strengths and weaknesses according to the data. Teams identified teacher's strategies in order to achieve student understanding. Teams administered post-assessments and compared the data to the pre-test assessment to measure the amount of growth each individual student gained. Title I tutors delivered Tier 2 and Tier 3 instruction based on the outcome of data. All staff certified and non-certified participated in school wide Tier 2 instruction in the area of literacy. Students were provided enrichment in the area of literacy when they scored at or above goal according to assessments used above. Teachers and other staff used contemporary trade books and used the concept of literature circles to continuously peak students love o reading. DRA testing occurred during the scheduled time according to the district. Students who demonstrated a need of additional instruction based on the fall scores attended TPTA after school. TPTA instruction was increased to 22 weeks. Students were administered a pre test, instruction was delivered, and a post test was administered. ESH after school program was offered to fourth and fifth graders in which students received assistance with homework and were exposed to various presentations from outside agencies. For example: boy scouts, girl scouts, Flanders Nature Center. Students in grades three and five won a district academic competition for their division and third graders won the district award.

E. Statistical Data: Five third graders won the OOM competition for the division and the district. Five fifth graders won the award for the division. One fifth grader received the superintendent's award, 12 fifth graders were recognized for academic awards.

Number of students transferred within the system in 138 out 109

Number of students transferred outside system in 29 out 34

## **ROTELLA INTERDISTRICT MAGNET SCHOOL** **Gina Calabrese, Principal**

### **I. Goals**

#### **A. Accomplishment of Goals 2009-2010**

According to results of the 2009 Connecticut Mastery Test, Rotella made AYP in reading, mathematics, and writing. Working as a Professional Learning Community, Rotella teachers continue to focus on improving small-group differentiated instruction in reading, supported by literacy work stations. SRBI has been fully implemented in math and reading in kindergarten through grade 5. Grade Level Data Teams meet weekly to analyze assessment results and plan future instruction utilizing the 5-Step Data Process. We continue to maintain a low student suspension rate by utilizing effective classroom management techniques, Positive Behavior Support, individual student behavior

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plans, and functional behavioral assessments. Our student attendance rate remains among the highest in the district. We have established a School-Family-Community Team, in compliance with NCLB, Section 118, which meets regularly to discuss academic programs and school and district policies. We host numerous well-attended student performances which are free to parents, families, and the general public. Our Parent Liaison, our PTO, and our teachers have provided evening workshops and other fun activities to ensure that parents and families have plenty of opportunities to actively participate in the life of the school.

## **B. Goals for 2010-2011**

Rotella School Improvement Plan Goals for 2010-2011 are to achieve 78.5% reading proficiency on the CMT in grades 3, 4, and 5 and 55.9% reading proficiency on the DRA in grades 1, 2, and 3; to achieve 99.6% mathematics proficiency on the CMT; to reduce the number of school suspensions by 10% as measured by district suspension data; to reduce truancy by 10% as measured by district attendance data; and to increase the involvement of families in the educational process by 10% as measured by strategic district surveys and participation in school and district meetings, workshops, and events.

## **II. Highlights from 2009-2010**

Rotella was named a Magnet School of Excellence in 2009 and in 2010 by Magnet Schools of America (MSA). Fifth grade teacher Joan Dooling was named National Teacher-of-the Year by MSA. For the seventh consecutive year, Rotella was awarded a combined grant from Capitol Regional Educational Services (CREC) Pupil Partners Program and Area Cooperative Educational Services (ACES). The Rotella Magnet School Community raised \$611.00 for Haitian relief. In April 2010, two teachers and two first graders displayed their technology project at the Connecticut Educators Computer Association (CECA) annual Legislative Technology Exposition at the Legislative Office Building in Hartford, Connecticut. We hosted our first-ever combined Chorus and Dance Showcase in the spring. Once again, Rotella's third and fifth grade teams performed extremely well in the district's annual Olympics of the Mind competition.

## **III. Strengths of Educational Program**

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

## **IV. Statistical Data**

### **A. Students Receiving Awards**

One of our fifth graders won third place in the district's annual Gettysburg Address Oratorical Contest in May 2010. At the annual Palette Awards Ceremony, 220 of our students received medals and trophies for integrated arts projects and performances that were entered in the annual Arts Fair. Our fifth grade team won first place city wide and our third grade team won first place for the East Division in the district's annual Olympics of the Mind competition held in the spring of 2010.

### **B. Number of Students Transferred**

To date, 75 students transferred into Rotella Magnet School from within the Waterbury public school district and 0 students transferred into another district public school. The number of students transferring into Rotella from outside the system was 52. Transfers to schools outside the system numbered 19.

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## **SPRAGUE SCHOOL** **Donna W. Perreault, Principal**

### **I. A. Accomplishment of Goals based on SIP**

An external mentor from Literacy How, Inc. worked with the kindergarten teachers, modeling in classrooms and helping gather data for review at grade level meetings. Our Literacy Facilitator also analyzed scores and participated in grade level meetings to make informed instructional decisions. Using new funds we purchased a variety of materials for use at all the grade levels for our guided reading instruction. We also hired tutors for five grades to work with the Tier 2 students each day.

Students in grades 3, 4, & 5 continued to follow the district designed curriculum that focused on identified strands in math. The assessment results' guided the instruction and their groupings of students. Teachers in grades K, 1 & 2 use Saxon math in their daily lessons. They also give quarterly district designed assessments that are closely examined after the data is input onto Sharepoint. The math coach participated in grade level math meetings as well.

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

Our Parent Liaison made many calls to parents and helped them with requests for assistance with uniforms, medical attention and school supplies. She put together a wonderful Kindergarten Orientation in May with John Reardon, retired principal and author. Parents had many opportunities to attend activities and family events by class, grade and whole school through the use of our monthly newsletter and the IRIS phone system.

### **B. Goals for 2010-2011**

Sprague School will follow the model of Wendell Cross in becoming a Literacy Academy for 2010-2011. Through Literacy How Inc., an external mentor will model, share and help analyze the data collected with our kindergarten teachers. Our school wide focus is on guided reading and the explicit teaching of reading. With our guided reading materials we will include more non-fiction stories in the content areas. Our Literacy Facilitator will provide training for grade 2. Focus in numeracy will include continued support with Saxon Math for K-2 and the district designed curriculum/assessments for grades 3-5. Our Positive Behavior Support team will fine tune the expectations and help teachers start off strong in becoming Sprague Eagles.

### **II. Highlights of 2009-2010**

Parents were invited to come and practice test examples in reading comprehension and math with their child in the spring before mastery testing began. All classes participated in field trips, sponsored by the Parent-Teacher Association, the Bilingual Department and student contributions. They traveled to orchards, Mystic Aquarium, the Maritime Center, the Mattatuck Museum, Mark Twain's House and the Beardsley Zoo. We also had in-house visitors from CCSU Engineering students with their professor, Talcott Mountain Science Center and Shakesperience Theatre Productions. We had Field Day in the spring with a picnic lunch provided by Food Service and popsicles from PAL. Our Kindergarten students traveled to CCSU for a Literary Event. We continued our monthly Parent Drop-In Coffee Hours to increase our parent involvement. They came to school and we provided coffee and refreshments along with some take home articles of interest. Teachers have used the computer lab on a regular basis with their classes. We participated for the second year in the Truancy Clinic as well as Truancy After-School Program and this helped make a difference for some of our students. TPTA (targeted Prep Time Academy) was offered for 4 sessions to students in grades 1, 2, and 3 while our 4<sup>th</sup> and 5<sup>th</sup> graders had the 21<sup>st</sup> Century After-School Program. Twenty-one 2<sup>nd</sup> & 3<sup>rd</sup> students participated in the Sprague Unity Network (SUN Program) with a social worker once a week to discuss strategies for their at-risk behavior. This was through a grant that will continue.

### **III. Strengths of the educational program**

Our first grade teachers have applied their knowledge of literacy to make data driven decisions regarding their students. Their assessments are prescriptive with students' academic growth in mind. The ESL teachers, Special Education, Basic Skills, Reading, Speech & Language teachers and the specials' teachers support the classroom teachers regularly. The staff integrates social, behavioral, and academic goals into daily lessons utilizing supplemental materials to expand skills for mastery in content areas. The Literacy Facilitator is in the building weekly to provide support to teachers and students. In addition to the numeracy and literacy goals in our educational program, the staff took responsibility for planning family events at Sprague. From our 10<sup>th</sup> First Day Celebration, the Harvest Celebration, and the Pajama Night Book Bingo, we had families participate in activities. Instead of PTA

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meetings, we held Parent Drop-In Coffee Hours each month. After school programs are popular with snacks and transportation offered at the second, third, fourth and fifth grade levels. We also participated in a successful Truancy After-School program with students from all grade levels. Due to the work of the Truancy Clinic, we had only six students who missed over 19 days this year.

## IV. Statistical Data

◆ Student Body	361	Kindergarten - Grade 5
	<u>84</u>	<u>Pre-Kindergarten</u>
	445	Total Student Body

	Within System	Outside System	Total
◆ Transfers in	83	16	= 99 in
Transfers out	63	35	= 98 out

### ◆ Awards

- One fifth grader represented Sprague School in The Gettysburg Address speech contest
- One fifth grader received the Superintendent's Recognition Award

### Other Recognition Awards

- Two teams from Sprague School, one at the fifth grade level and one at the third grade level, participated in the Olympics of the Mind competition. For the first time, our third grade team finished in third place.
- Student of the Month – a student from each class is recognized monthly for effort, citizenship, behavior or academic achievement.
- One fifth grader won the Elks Club Essay Contest.
- Six fifth graders performed in the City Wide Chorus and four students played their instruments in the city-wide concert.
- We held our annual Summer Reader's Celebration in September with students earning certificates.
- Through Positive Behavior Support, we had staff honoring each other and during 7 months of this year, a teacher won a special parking place for a week along with a gift certificate for a token gift.
- We celebrated our custodial staff with Custodian Appreciation Day in June. We celebrated our nursing staff and teachers in May; and our secretary and office staff in April.
- A veteran teacher was named Teacher of the Year at Sprague School.
- We have a School Council with student representation from grades 4 & 5. The fifth graders have helped the fourth graders with how to work in groups and how to follow guidelines for committee members.
- 45 students earned a trip to Wilby High School for Positive Behavior Support field day activities. 50 additional students earned a trip to Quassy Amusement Park for Positive Behavior Support activities. We also honored the remaining students who could not attend these trips with an afternoon reward on the school grounds – this was another 87 students. Each of these students had no office referrals and demonstrated appropriate behavior in the classroom and other areas of school for the entire year. They are Sprague Eagles and follow our expectations of being respectful, responsible and safe.
- Four of our fifth graders will be attending the Middle School Academic Accelerated Program at North End Middle School.

## B.W. TINKER SCHOOL

### Lauren Elias, Principal

## I. GOALS

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

***The first goal was to attain high academic achievement in Literacy.***

We have implemented our Academic Enrichment block fully this year. Students in grades Kindergarten through fifth receive 45 minutes of reading intervention/ enrichment a day. Students were grouped



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according to their DRA scores and the focus of the Tier 2 groups was comprehension and fluency. Support staff worked with classroom teachers to provide further Tier 2 and some Tier 3 instruction.

***The second goal was to attain high academic achievement in Numeracy.***

Teachers in grades K-2 continued to use Saxon Math as a supplemental source for math instruction. All teachers used district wide assessments and monitored growth and further needs for instruction on Sharepoint. Kindergarten teachers also monitored exit criteria for levels of grade level mastery.

***The third goal was to provide a safe and secure teaching and learning environment.***

We began our second full year of PBS, and it was very successful. Monthly assemblies were held to reward students who made good choices; prizes were given out quarterly for no infractions and for perfect attendance. Students recited the motto each morning and were taught expectations in all areas. The overall number of suspensions this year was 37, ten less than last year. Only 10 special education students were suspended this year, down from last year's 13. The school was set up into committees that met once a month to address building issues, PBS, attendance, technology and school improvement. Our Attendance Counselor also was instrumental in tracking and solving any issues.

***The fourth goal was to ensure that parents are actively engaged in the educational process.***

We started a Parent Advisory Committee this year and had staff, two parents and the Parent Liaison involved in the team. They met monthly and discussed activities planned for families. Calls were made at the beginning of the month to each household using the IRIS system informing families of monthly happenings.

## **b. Upcoming Goals for 2010- 2011**

The goals for the upcoming 2010- 2011 school year are as follows:

1. To further reduce the number of suspensions in the school and offer alternatives to suspension
2. To continue to attain high academic achievement in Literacy through the Academic Enrichment period and expanding to use of Direct Instructions during that time.
3. To continue to attain high academic achievement in Numeracy.
4. To continue and expand the PBS program.

## **II. Highlights from 2009- 2010**

The three main highlights were:

**PBS-** Tinker Tigers continued to follow the ROARS (Respectful, Organized, Academic, Responsible, and Safe) model. Many prizes were handed out and a culminating activity was held at Kennedy High School for a celebration. Classes earned rewards for cafeteria, playground, class, and hallway behavior.

**Annie Jr.-** our tenth annual school musical was the best ever. Approximately 90 students participated in the production held on April 23, 2010 at Rotella School. It involved students in grades 1 through 5 and rehearsals were held after school from Monday through Friday.

**Academic Enrichment-** teachers had great success in the first full year of implementation of this initiative.

## **III. Strengths of Tinker School's Educational Program**

I feel that our strengths at Tinker School continue to be:

1. **Parental Involvement-** Again our PTA was very involved this year. Some things offered this year were book fairs, Open House, Halloween party, BINGO night, picture day, movie night, Kindergarten Lunch Bunch, Safe Haven programs, BubbleMania, puppet shows, and academic nights. Our PTA continues to remain strong and support teachers and families. Our IRIS system was also used to notify parents of monthly events being held at the school and as a reminder for meetings.
2. **The Staff-** our staff are very involved in the daily routines and happenings at Tinker School. Staff attendance has been terrific this year. They are truly dedicated to each student and committed to their successful achievement. They volunteer for activities outside of their school day and are interested in upholding the excellence that Tinker School stands for.

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## IV. Statistical Data

### A. Students Receiving Awards

1. 93 students were recognized and received certificates for participation in the 2009 Governor's Summer Reading Challenge.
2. Six student from the 5<sup>th</sup> grade were selected to attend the CAS Leadership Conference at NVCC on January 11, 2010
3. Two students were honored at the CAS Festival of the Arts at the Aqua Turf in Southington on February 2, 2010.
4. One student in our fifth grade was awarded the Superintendent's Award on May 6, 2010 at KHS.
5. One student participated in the Language Arts Festival at the Palace Theater on May 14, 2010.
6. Nine students were honored for perfect attendance this year.

### B. Number of students transferred

Within the system: 44 transferred in and 71 transferred out

Outside of the system: 37 transferred in and 80 transferred out

## WALSH SCHOOL Erik Brown, Principal

### I. Goals

#### Goal A

Walsh School students have accomplished considerable growth on the LAS links test, DIBELS, DRA and math assessments in all grades. In the common formative assessments post test students have consistently met the 75% or above proficiently rate. We are also very proud of the fact that 82% of Walsh School ELL students passed the LAS links federal test.

Through our Data Teams, we have been able to identify and use proven strategies in order for students to succeed in school. It is the goal of Walsh School to continue academic growth on school based, district and state assessments.

#### Goal B

Walsh School has been very successful in the implementation of Data Teams and using Data to drive instruction. Data Teams meet weekly with Administrators, literacy coach or math coach. During meetings pre-tests are analyzed and common strategy is discussed and implemented by teachers for a period of time. A post test is then given. Again results are analyzed and students who again do not meet proficient status are targeted with extra support. Walsh School has also been successful in identifying and supporting students in homogeneous groupings to improve specified skills in Tier III and tier II groups. It is the goal of Walsh School teachers and administrator to improve the Data Team Process in order to ensure increased success in our standardized testing.

### Highlights

At Walsh School we celebrate cultural diversity. Throughout the school year, community leaders of multicultural backgrounds join us for morning meeting to share information and share stories that strengthen our school community. Walsh School is very proud that staff members are speakers of languages other than English, these languages include Spanish, Italian, Portuguese and American Sign Language. We are also proud of the fact that this year we have added a Basic Skills class to our school. We pride ourselves in the fact that students from our Basic Skills class are welcomed not only in our classrooms but in all of our school activities. We at Walsh have hosted many events including: School-Wide Spelling Bee's, Read-A-Loud Activities, Award ceremonies and Arts Gala to name a few. Walsh School is very welcoming to parents: they are invited daily to morning meeting and are hosted to a welcoming breakfast at the beginning of the school year as well as a parent picnic at the end of the year. Walsh school is very proud of the special events that are organized at our school: community day and block party, State of the WOW Community and Political Debates.

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## **Strengths**

Walsh School prides itself on the extent of parent and community involvement. We provide many social events for parents such as Arts Gala, Winter and Spring Concerts, both vocal and instrumental, Spelling Bee, student of the month, math and reading night, science night and we also have many parent volunteers that assist our staff with special projects. Our community involvement includes departments such as Police Department, the Department of Children and Families, Waterbury Community Center, local religious organizations, Probation Court, WOW, NOW, and PAL - some of which provide after school and Saturday programs along with extended teams with service agencies that support Walsh families' social, emotional and psychological well being. Because of our strong community involvement, Walsh School - along with these agencies - was the originator of the block party, an activity that is entertaining as well as informative.

Our parents lead an empowerment group for girls, FEMALE, in fourth and fifth grade. Other parent led activities are Boy Scouts, cultural events, picnics and the 5<sup>th</sup> grade Prom.

Morning meetings are held daily. Participants include all students, staff, community leaders and parents. This serves as a venue for the Pledge of Allegiance, affirmation of Walsh School mission statement, morning announcements, student recognition, and guest speakers who provide words of encouragement to students. This event strengthens the school by setting the tone for the day.

## **Statistical Data**

Walsh School parent organization facilitates a monthly award ceremony to recognize student achievement both academically and socially. Good character improvement in behaviors and academic certificates are awarded to students regularly.

The following are the type and number of awards given this academic year.

Character Award 540

Participation Award 540

Improvement Award 540

Perfect Attendance – an average of 15 per class per month.

Number of students transferred,

Within system: transfers in 157 transfers out 138

Outside of system: transfers in 11 transfer out 76

Walsh School's Improvement Plan focuses on reading. The following are DRA Score comparisons for the years 2008-2009 and 2009-2010.

### **2008-2009**

Kdg.

Proficient 6.7%

Basic 72.4%

S. Deficient 21%

1<sup>st</sup> Grade

Proficient 12.5%

Basic 53.1%

S. Deficient 34.4%

2<sup>nd</sup> Grade

Proficient 43.4%

Basic 31.6%

S. Deficient 26.3%

3<sup>rd</sup> Grade

Proficient 31.8%

Basic 37.6%

S. Deficient 30.6%

### **2009-2010**

12.5%

72.2%

14.8%

6.6%

69.2%

24.2%

35.7%

38.1%

26.2%

31.7%

31.7%

36.6%

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4 <sup>th</sup> Grade		
Proficient	11.6%	16.00%
Basic	16.3%	21.3%
S. Deficient	72.1%	62.7%
5 <sup>th</sup> Grade		
Proficient	17.6%	10.4%
Basic	17.6%	19.5%
S. Deficient	64.9%	70.1%

522 students were tested in 2008-2009 versus 499 students tested in 2009-2010. It is evident that considerable gains were made in some grades. We will continue to use data to drive instruction. We will continue to support students who fall in the basic and substantially deficient categories. We are confident that with all supports in place, we will continue to make considerable gains.

## WASHINGTON SCHOOL Roxanne Augelli, Principal

### **I Goals**

#### **A. The accomplishment of the “immediate” 2009-2010 goal has been:**

1. The goal of building capacity was attained this school year through a collaborative effort. Staff, using interest and expertise, chose cadres to work on. The cadres identified School Improvement Plan areas of Curriculum, PBS, and School Climate. Each cadre used an Inquiry Protocol to formulate hypotheses, design tools to test those hypotheses, and design action plans to respond to the results. Their action plans will guide school-wide initiatives for the upcoming school year.
2. Professional Development this year focused on the inquiry of each cadre. Representatives from each cadre participated in professional development that will support the goals of each group. Opportunities to enhance professional learning included:
  - CT Nutmeg Reading Conference
  - Progress Monitoring
  - Effective Teaching Strategies,
  - International Reading Conference,
  - Positive Behavior Support
  - CAS Science Symposium
  - Teaching English as a Second Language
  - On-line course in Singapore Math
  - Web seminar on Marzano’s Walk-Through Protocol

Information was then disseminated to staff through monthly Professional Development Days.

#### **Goals for the 2010-2011 school year**

1. School cadres will facilitate and guide the staff in the implementation of the school-wide cadre action plans from their inquiry based research
2. School cadres, in collaboration with the University of Connecticut, will investigate, evaluate and implement “best practices” school-wide.

### **II Highlights of the 2009-2010 school program**

**Student Council:** Students raised items and money for numerous charitable causes. This initiative raised awareness and compassion as well as financial support for charity.

#### **Family/Student Engagement Activities:**

- Back-to-School Picnic
- Clothing Swap

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- Kindergarten Orientation
- Bi-Monthly Bingo Night/Student of the Month
- Hispanic Heritage Night
- Winter Carnival
- Smoke House - simulated house fire that taught children how to safely exit a burning building
- Shakesperience Theater Production – Rapunzil
- Daily CMTmotivators/ perfect attendance reward party/CMT Celebration
- Third grade Author's Tea
- Science Fair/Science Night
- Fun Day –Family Fun Day
- Polar Express
- Spring and Winter Concerts
- Ned's Yo-Yo Show
- Maritime Center Boat Ride for Exemplar Behavior
- Holiday Shopping Store
- Wolf Bucks and Wolf Den Store
- 4<sup>th</sup> & 5<sup>th</sup> Grade Dress Code Adherence Dance “Luau”
- Black History – Literature responses to Black American Folk Tales

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

- Food Drive
- Christmas Angel
- Reading Night
- Community Officer – presentations on gangs
- Energy Conservation presented by C L & P
- Spring & Winter Concerts
- Visiting Author
- Maritime Aquarium of Norwalk
- Math Night
- Vision Celebration

### **III. The Strengths of the Educational Program at Washington School**

-Pro-active team (parent liaison, social worker and attendance counselor) to increase attendance and parent involvement and decrease behavior issues, parenting classes, home visits and the implementation of a “parent resource center”, including a job coach.

- A staff committed to the experimentation and discovery of programs by designing, testing and implementing evidence based practices as a result of communicating about and reflecting upon the school's challenges.

- PBS Development. All staff, family, students experienced behavioral expectations through a “stations” experience. A wolf pledge, wolf bucks and Wolf's Den (store) support the reinforcement of meeting expectations.

- Teachers pursue a variety of avenues to provide students with life experiences that they may not otherwise have an opportunity to enjoy by applying for grants, providing for community service activities and taking students to destinations such as the Norwalk Maritime Aquarium and Cultural Center as well as hands on exploration of ocean/sea life.

- School and staff commitment to inclusive practices is further demonstrated by involvement in Special Olympics by coaching, fundraising and establishing unified partners.

### **Statistical Data**

Number of students who achieved honor roll status (first and second honors for all marking periods.) 16

Total number of students selected by their teachers as Student of the Month. ( Sept. - May ) 170 students.

Students who received special awards at the grade 5 promotion ceremony:

Presidential Award for Academic Excellence	<u>3</u>
Presidential Award for Academic Achievement	<u>13</u>
Superintendent's Award	<u>1</u>

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Memorial Award

6

2. Number of students transferred in and out of the school during the 2008/2009 school year as of June 1, 2009.

Within System	In: 75
	Out: 57

Outside the System	In: 8
	Out: 38

## **WOODROW WILSON SCHOOL** **Dr. Susie Da Silva, Principal**

### **I. GOALS**

#### **a. 2009-2010 Goals:**

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

Accomplishments of the above goals are as follows:

Improvement can be found in the areas of Numeracy and Literacy as evidenced on the CMT. Wilson had improvements in achievement in both areas. Wilson evidenced statistically significant and practically significant increases. Wilson continues to make increases each and every school year.

Through our Family Resource Center we have expanded our outreach to families and engaging them in meaningful parental involvement. We have had an increase of over 60% in familial participation in various evening events held at Wilson School. Our parent surveys indicate a high level of satisfaction with the school in a myriad of ways. There are no areas noted of dissatisfaction.

Out-of school suspensions continue to decrease as well as truancy. The number of students with 18 or more absences in grades K-5 has decreased significantly. This came about as a result of teacher and attendance counselor follow-up, as well as a strict attendance policy.

#### **b. 2010-2011 Goals:**

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

The school's data team is expecting to continue to look at student data and work at a more granular level over the summer when current data can be compared, most specifically, on the strand of **summarizing**. In addition, the school is also looking at the implementation of the Daily 5 in Kindergarten and Grade 2, as 1<sup>st</sup> grade has found much success. The school will then revise and refine its improvement plan based on a granular look at data as well as the revised district plan. The goals listed below continue to be the focus of the work at Wilson School's Data Driven Decision Making (DDDM) Team. Wilson School was selected as a "Demonstration School" last year by both the Connecticut State Department of Education and the Waterbury Public Schools, we will continue to work with our data coach and executive coach. The school has applies for a continuation of the project.

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

### **II. HIGHLIGHTS**

#### **Student Achievement!**

Wilson school continues to have good achievement, each year increasing. We are increasingly proud of our DRA2 results in Grade 2.

#### **Demonstration School**

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



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## **Parental Involvement**

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

## **Staff Collaboration**

Woodrow Wilson School has developed a professional learning community. We are reaching to be at the forefront of PLC’s. Our data and PBS team are working very hard and are making the gains expected.

Staff collaborates before, during and after the school day. The staff communicates via email and by telephone.

W.Wilson has had over 97% staff involvement in every evening and after-school meeting with or without compensation.

## **Olympics of the Mind**

Wilson came home with 2<sup>nd</sup> place in both Grades 3 and 5 for our Division, we were very proud!

## **Early Intervention/Special Education**

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

## **III. STRENGTHS**

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

Wilson School is implementing “Positive Behavior Supports” in the 2009-2010 school year, this new outlook on behavior looks at a behavior at a more granular level, emphasizing positives as opposed to negatives. We have refined our system for the upcoming school year, to emphasize a more positive aspect, even when students make a “poor choice”.

## **IV. STATISTICAL DATA**

### **Transfers:**

Number of students transferred in and out of Wilson School:

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

### **Awards/Honors**

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

Student of the Month.....216students  
Superintendent’s Award.....1 student  
Wilson Veterans.....9 students  
5<sup>th</sup> grade Honors.....7 students  
Perfect Attendance (5th grade).....3 students  
Olympics of the Mind.....14 students  
North Division Bronze Medal Winners

## **MIDDLE AND HIGH SCHOOL REPORTS**

### **NORTH END MIDDLE SCHOOL**

**Michael LoRusso, Principal**

#### **I Goals**

Accomplishment of Goals from the School Improvement Plan

Our goals for 2009-10 school year were focused on four areas as described in the School Improvement Plan (SIP)

- Numeracy
- Literacy
- School Safety
- Parent Involvement

In the area of Numeracy we did show some improvement in our math scores. Although improvement was small we are making progress. A comparison of standardized test score reports from 2007-08 to 2008-09 shows gains in every area except Grade 8 math which remained exactly the same. Grade 6 math jumped 8.2 % and grade 7 math was up 4.4 %. Grade 6 reading rose 6.2 % , grade 7 reading rose 2.4 % and grade 8 only 1.4% . There was a significant rise in the 6<sup>th</sup> grade writing scores. Scores rose 10.7% while grade 7 and 8 progressed with a 2.5 and 3.7% gain respectively. Math teachers were continued their involvement in professional development throughout the course of the school year. They met with the Supervisor of Mathematics on a regular basis to discuss instruction. Specific areas of concern were addressed and a plan of action was implemented to correct this. Any issues around instruction and specific problem areas were discussed during Common Planning Time Meetings with building level administrators and our “executive coach and data consultant”. Teachers also developed pre and post tests and discussed results during their meetings. We continued the use of quarterly assessments and have given each math teacher access to an excel spreadsheet that will help them to assess each students individual progress and identify weak areas individually and as a class. The turnaround time for test results has been drastically reduced so that teachers can readily use the data to drive instruction. We have also begun to integrate the use of technology into the math curriculum. Each math class is now equipped with an overhead projector that is directly linked with student calculators through our current software program. Each math class also is equipped with a “ Smart board” to work in coordination with the LCD projectors and our new math software. This allows teachers to work with an entire class but view the individual work from a laptop or desktop computer.

In 2009-10 we added a literacy teacher to each house. This has allowed us to provide a tier 2 intervention for students that would benefit from short term, intense instruction. Students are identified with the help of reading –language arts staff and an examination of their CMT scores. Students are pre and post to establish and baseline determine progress. As student understanding improves they may be exited from the program and new students enlisted. We continued for the fourth year, with our writing across the curriculum, which is done in a very specific format from the first week in September. All instructional staff were involved in a professional development throughout the year that focused specifically on summarizing and notetaking. Teachers were introduced to a common scoring rubric that will be used to score all summarizing activities. There was a bright spot for one sub group. Black students showed a 4.2 % increase in math and a 2.3% gain in reading.

In the area of school safety we have made significant progress. A 15% reduction in the number of out of school suspensions was a focus of our SIP. Our baseline data established in 06-07 was 1542 OSS In 2008- 09 we had 904 out of school suspensions.(OSS)As of June 1 2010 we have had 715 OSS . This is a reduction from last year by 189 suspensions. This accounts for a 21% reduction over last year and would be 183 less than our projection of 898. I feel this is directly attributable to the work of our in house prevention team, who has worked very hard to develop an atmosphere of trust with our students. The continuation of “In School Suspension” has proven to be an effective deterrent to OSS. We have continued to increase our overall attendance. As of June 1, 2010 our average daily attendance is 93.6 %. More importantly we had only a handful of students that exceeded the 18 day limit stipulated by our attendance policy.

Our parent involvement goal has moved forward slowly. We have tried hard to encourage our parents to become more involved. School information was made available to all parents via our school website, our Parent liaison and was sent home with students on a regular basis. Parents of our LEP students met twice during the year to celebrate their Hispanic heritage. Over 200 people attended the 2 evening events. Open House was well attended

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with over 600 people attending in October 2009. We continued to host our spring evening tours for parents and students that will attend North end Middle School in September.

## B. Goals 2009-10

The goals for North End Middle School for the 2009-10 school years will have their foundation in the District Improvement Plan, a global view for the school system and then be localized to the specific needs of North End Middle School. Our goals will be as follows:

- To increase reading proficiency for all students 15% by the end of three years as measured by the DRA, CMT and CAPT.
- To increase math proficiency for all students 15% by the end of three years as measured by the DRA, CMT and CAPT.
- To reduce the number of school suspensions by 15% over three years as measured by the district suspension data.
- To reduce truancy by 15% over three years as measured by the district attendance data.
- To increase the involvement of families in the educational process by 15% over three years as measured by strategic district surveys and participation in school and district meetings, workshops and events.

## II HIGHLIGHTS

For the 2009-10 school year we continued with the changes in our master schedule. While we remained in vertical housing for all our academic subjects we now travel to Unified Arts in a horizontal distribution. This allows us to meet in “Common Planning Time” (CPT) meetings on a weekly basis. These meetings are now built into the schedule for each teacher. Meetings are scheduled weekly at a specific time with an administrator. Teams meet to develop “Common Formative Assessments” (CFA) and examine the results of pre and post testing. There has been a significant improvement in the quality of work, including the development of assessments and the discussion focusing on student learning. All meetings are required to submit agendas and minutes for each meeting. Our PLC team was solidly in place for the 2009-10 school years. Their influence was felt throughout the building from a painting on the entry wall of a PBS boat, inviting all to get “on board”, to our “RAMS Rule” of respect, attitude, motivation and success. In an effort to actively engage more staff in the PBS initiative, teachers were asked to display their personal commitment to PBS 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 began the “Our Time” program. Each month, students remained in their homerooms for then first period of the day to engage in a specific activity. The homeroom teacher and their partner were each assigned half of the class and spent the “Our Time” period getting to know each child and making a “personal connection with students. Pre planned activities, designed by our PBS team were used each month. Activities ranged from “getting to know you bingo”, 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 for progress. This year we were able to install a “SMART” board in every academic classroom. In addition, we provided professional development for the use of the boards and their integration into our curriculum. We also hosted two evening training sessions with Dr. Nancy Boyles from Southern Connecticut State University. She worked with 80 staff members on “written response to text” and the writing process. I am especially proud of the addition of over 2500 new books to our media center that includes both fiction and non-fiction and a large number of award winning books. The redesign of our media center has helped make it a focal point of learning. The new computer lab and quiet reading areas have made our media and attractive place for students and staff.

One of the highlights of the year was the choice of Mrs. Jacquelyn Gilmore, Gold House Principal as the Connecticut Association of Schools Assistant Principal of the Year for Connecticut. Mrs. Gilmore was selected from a strong field of candidates and was elected to represent Connecticut at the national conference in Washington, D.C. In addition, two of our eight grade students were named as Scholar Leaders by the Connecticut Association of Schools and an additional grade eight student received a full scholarship to the prestigious Taft School in Watertown, Connecticut. The ongoing beautification of the grounds at North End has been one of our highlights. The maintenance of our grounds has been done meticulously by our “outside grounds crew” and our custodial staff. Our campus has an inviting atmosphere and demonstrates the pride we have in our building. We continued our relationship with “Executive Coach” Mr. Harry Dumeer, (CAS). Mr. Dumeer and North End administrators use walk-through visits as a means to give teachers feedback on their instruction. This data is sent out

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weekly to staff to inform them on progress of our SIP goals. We have also been named a “Demonstration School” this year so we have the addition of Barbara Peck as a Data consultant. The teaming of Mr. Dumeer and Mrs. Peck has helped our CPT meetings immensely. This year we have also hosted two Latino Heritage evenings with more than 250 people in attendance. This goes hand in hand with the addition of our ASPIRA program, new to North End this year. We have also continued the Nutmeg Book Club, which meets bi weekly to read and discuss award winning books in children’s literature.

The continued success of our athletic teams and the addition of volleyball, cross country and flag football give us an opportunity to reach students that have diversified interests. Additionally, North End Middle School is one of 3 schools statewide to receive an after school STEM Grant (Science, Technology, Engineering and Math) for \$150,000. This after school program impacted 80 students in a four day a week after school program.

### **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 CPT and CFA have been well received and our 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 areas groups for next year. 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, James Simpson, Joseph Begnal Jr. and Jacquelyn Gilmore are unmatched in their dedication to our students. The staff at North End has made a commitment to excellence that helps us to create a positive learning environment.

### **IV Statistical Data**

- A. Elementary and Middle Schools only:
  - 1. Number of students transferred in and out of your building (a) within system, in 93 out 158  
(b) outside the system, in 187 out 90
- High Schools and Middle schools:
  - 1. Student/Teacher ratio for school: 1 to 13  
For academic subjects: 1 to 17

## **WALLACE MIDDLE SCHOOL Dr. Louis Padua, Principal**

### **Goals:**

#### **Accomplishments of Goals 2009-2010**

##### **A) To improve the Academic Performance of our Students**

During the 2009-2010 school year we provided extensive professional development to our teachers in Data Driven Decision Making Process. With the guidance of our school Leadership Team, fifteen content level data teams were created. Teachers collaborated with content area colleagues in implementing the Five-Step Data Team process. Teachers created Common Formative Assessments (CFA’s) specific to their content areas and through their bimonthly collaborative meetings analyzed results to determine the student’s academic strengths and weaknesses. Teachers used assessment results to focus classroom instruction on the needs of students.

##### **B) To Improve and Maintain a Safe and Healthy School Environment**

Our school community was successful in improving and maintaining a safe and healthy school environment for students and staff at Wallace Middle School. Positive Behavior Support initiatives were continued from last year. Several activities were planned thought-out the year to recognize students who displayed good citizenship at Wallace Middle School. Culminating in a Hip-Hop Performance for over 400 students who had displayed exemplary behavior during the school year. Furthermore, for our incoming sixth grade students, intervention

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programs were developed to identify and assist students who were “at risk” of having difficulty in transitioning to the middle school setting. These students were provided support early on in their sixth grade year so they can successfully complete middle school.

## **Goals for 2010-2011**

Our immediate goal for the 2010-2011 school year is to continue the Data Driven Decision Making Practices. The school Leadership Team will work closely with each Data Team to assist in the effective implementation of the Five-Step Data Team Process. Additionally, the Wallace Middle School Administration will continue to implement the Professional Learning Communities (PLC) initiative implemented by the school district in 2008-2009. The Wallace Administration will also continue its practice of developing one universal teacher evaluation goal for the year. Incorporated in that teacher evaluation goal will be walkthrough observations, student’s data disaggregation, development of Common Formative Assessment (CFA) and the continued monitoring of teacher Data Teams. Our goal will focus specifically on adult actions throughout the school year.

## **HIGHLIGHTS - HUCKINS HOUSE**

As our teachers became more adept at the Data Team Process, our academic teams, utilizing the data from our various CFAs, constructed lessons to maintain strengths and target student weaknesses. Additionally, teachers incorporated the Common Effective Teaching Strategies and Result Indicators discussed in their respective Data Teams into their lessons. In an effort to further ferment success for all students, and in the spirit of the PLC concept, Huckins House academic teams initiated Tier II academic intervention plans that further addressed student challenges and provided enrichment classes for those students who experienced growth and success during the academic year. Teachers have recorded a great deal of student success in several areas. As we can now target student growth through their middle school career, we anxiously await our CMT results in order to help assess our professional progress.

## **HIGHLIGHTS - RAPUANO HOUSE**

Throughout this school year, the Rapuano House met in weekly academic teams to discuss student data, Common Formative Assessments (CFA) and teacher instruction. After each CFA by subject, the grade level team met, including the house principal, and discussed results and next steps of instruction. For example, the 8<sup>th</sup> grade team met with the House Principal to review reading assessments and decided how each teacher/subject would create instruction to help students with areas of weaknesses. As an extension, the team and house principal discussed at length the connection between respective data team findings and academic team implementation. Lastly, teachers put specific instructional strategies in their lesson plans as designated from content data team to increase attention to step 4 of data team process.

Another highlight to this school year was the implementation of team-wide interventions. These interventions were designed to provide intense instruction for students weak in a particular skill or to enrich a skill of given topic. These groups/skills were defined by a respective Common Formative Assessment. Each grade completed two intervention blocks prior to the March CMT administration. After each intervention block, the teams and house principal reflected on the process to make necessary changes/adjustments for the next implementation. Initial reports showed the process was effective for most students based on anecdotal data from teachers and students and a “post” Common Formative Assessment.

## **HIGHLIGHTS - YESHION HOUSE**

Mrs. Magnavice, Sixth Grade Science Teacher, took thirty one (31) sixth graders on a field trip to the CT Science Center in Hartford on May 21st. Channel 3 News was there and decided to include Mrs. Magnavice’s students in their weather report. It was very interesting for them to watch how the weather is done with the green background and special monitors used in broadcasting the weather, especially because they have been studying weather the whole fourth marking period. Meteorologist Mark Dixon mentioned on the air that it was Wallace Middle School that was standing behind him before he did his forecast on live TV.

The second year of Wallace Middle School’s two-man Accelerated Academy continued to demonstrate the successes of the previous school year. With the addition of new content specific M.S.A.A. texts, computer lab, and Smart Boards, Mr. Calabrese and Mrs. Gluz were able to establish a high-challenging academic environment. Mrs. Porzio, Wallace’s FOCUS teacher, worked cooperatively the entire school year with the teachers and students to enhance academic achievement. Visits from outside members of the community, such as Mr. Carver, a supervisor from the City of Waterbury Water Department, provided valuable insight to topics discussed within the classroom.

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Both teachers and administrators are extremely encouraged by the results and look forward to the 2010-2011 school year.

**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 motivated and receptive to Professional Development opportunities.
- The Administration and faculty is committed to the creation of a safe and healthy school climate.
- The faculty is committed to providing differentiated instruction for students with diverse learning styles.
- The administration is committed to developing and maintaining open lines of communication with our feeder elementary schools and Crosby High School.
- Students are offered additional educational opportunities through our Unified Arts Program.
- By creating a cooperative relationship with parents, we are successful in addressing the needs and concerns of our students and parents.

**Student Awards**

Over two hundred 8<sup>th</sup> graders received awards during our 8<sup>th</sup> Grade Awards Night ceremony. Students received awards for academic performance, attendance, and positive school behavior.

Additional awards presented to graduating 8<sup>th</sup> graders:

Hispanic Fire Fighters Award

Dr. Michael F. Wallace Memorial Award

Louis Delcroce Award

Anthony Bryk Award

Michael's Jewelers Award

Highest Honors Award

Perfect Attendance

Most Cooperative

Hardest Worker Award

Most Improved Award

Boy of the Year Award

Girl of the Year Award

Language Arts Award

Advanced English Award

Mathematics Award

Advanced Math Award

Reading Award

Science Award

**Student Teacher Ratios:**

For the School	1 to 20	For academic subjects	1 to 30
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Number of Students Who Transferred to NEMS/WSMS:	105
--------------------------------------------------	-----

Number of Students Who Transferred Out of District:	96
-----------------------------------------------------	----

Number of Students Who Transferred in From NEMS/SWMS:	67
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Number of Students Who Transferred in From Another District:	64
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**WEST SIDE MIDDLE SCHOOL**  
**Charles Nappi, Principal**

**1A GOALS:** Taken from our School Improvement Plan 2007-2008

Tier II Indicator #1: Implement a CommPACT School Model, partnering with the NEAG School of Education at UConn, school wide over the next three (3) years with the primary purpose to improve not only student achievement but through a shared leadership model.



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How adults organize their selves to conduct business, interact with each other, coordinate their efforts, effects academic achievement, and other educational outcomes.

## **Strategies:**

1. Implement a School wide Positive Behavior System that will address school climate and reduce school suspensions
  - PBS will be a standing committee at West Side Middle School
  - The school wide positive support team will attend workshops at UConn with Dr. Sugai through April 2010
  - In-Service will be presented four times a year to all West Side Staff by PBS Committee school wide during Collaborative meetings. Four PBS initiatives will be started by the 2008-2009 school year.
  - A school wide positive behavior support system using tangible rewards certificates will be used by all staff to track and reinforce student behavior.
  - Data will be analyzed by the PBS committee monthly to evaluate effectiveness and plan for future PBS initiative.
  - PBS: Student recognition certificate (WAMPUM) , will be tied into the school store and dance, weekly and monthly rewards
  - PBS will work with guidance counselors to plan and implement classroom instruction for behavior and character.
  - PBS Committee will plan and oversee weekly and monthly rewards for students.
  - The Student Council will work directly with the PBS team to collaboratively develop student suggested rewards and strategies for positive behavior.
2. Continue to implement Data Driven Decision Making techniques at weekly content, grade level meetings through the analysis of Common Formative Assessment results and student work.
  - All teachers will receive training in the Data team process and be in-serviced on the use of developing CFA's as mini benchmarks all year.
  - Weekly Data Team meetings will be conducted across grade level and content areas to collect and analyze data and make recommendations on Common Formative Assessments and Instructional Strategies. (Beginning Sept. 2009-2010)
  - Collaboration with content supervisors to streamline curriculum materials and resources for instruction. (Beginning Sept. 2009-2010)
  - Administrators and Team Leaders will receive Professional Development on Common Formative Assessment by Sept. 2010, and PLC from Solution Tree.
3. Conduct events and activities to increase parent involvement, Web page, Channel 16, monthly newsletter, volunteer recruitment, school dances, kickoff celebration, leadership forum, school concerts, open house

## **1B: Goals: 2008-2009 Recommendations from Cambridge Report 2007-2008**

Taken from our School Improvement Plan (SIP) a major push to engineer the development of cadres was put in place through the re-adjustment of Unified Arts classes. With that process in place, the following component to vertical housing is now in place. The re-scheduling of Unified Arts was implemented as the result of input with teachers, our leadership data team, house principals, and recommendations from our Cambridge School Report. Simply put, having a Vertical and Horizontal Plan created more opportunities for staff to be viewed as a school (especially house principals working with children from all three (3) houses), without changing the Vertical House Philosophy. This simple switch of Unified Arts to meet by grade instead of by house provided us with a format that maximizes the flexibility for Grade Level and Content Level Data Teams during the school day. This was a grand-slam for the entire school. Now Grade Level meetings were able to be held alone with Content Level Assessment Training by the Central Office Supervisor during common planning time. This was a win-win in terms of negotiating with the Waterbury Teachers Association for having more time with teachers to discuss formative assessment, DDDM, PBS, and EIP goal met.

## **II Highlights:**

Goals: PBS Support Staff will attend three (3) two day training sessions with Dr. Sugai, at UConn by April 2010, PBS Support team will provide training and in-service for all West Side Staff two (2) times a year. Two major PBS initiatives will be put in place building wide by June 2010 and Data collected, and analyzed to modify and evaluate the system. Student Council President will attend and participate in weekly PBS meetings. Teachers utilize data driven decision making techniques through analysis of Common Formative Assessments and student performance at

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weekly content/grade level data meetings. Establish baseline for parent attendance who attends all school functions. Establish a baseline for parent involvement in specific committee memberships.

## Goal Met through the following:

- Open House (October 2009)-500 attendees
- Parent Conferences (weekly)
- PPT Meetings (weekly)-300 attendees
- Winter Concert (December 2008)-500 attendees
- Spring Concert (May 2010)-500 attendees
- Committee Meetings (Monthly)-20 Leadership Team
- Parent Volunteers (Daily)-5 daily
- Grade 5 Welcome Night- 200 parents
- ConnCap-50 Parents
- School Dances (Sponsored by Parents-monthly)-20 Dances
- Data Team Meetings-50 Staff Attended

## III Strengths

PBS, Dr. Sugai (UConn) has personally visited West Side Middle School as a part of CommPACT. His research and results speak for themselves. This is year two of an ongoing process to improve our school climate.

**SEM-R:** A nationwide stematic approach to reading through the differentiation of teaching comprehension vocabulary and fluency. Dr. Reiss and Dr. Renzuli will conduct a major push for Reading at West Side Middle School, Grant Value \$100,000 free for Waterbury as part of CommPACT has improved our Reading

**Read 180:** Scholastic Research Grant \$25,000 (free) for Special Education/ELL students was awarded to assess, and teach non-readers will be put in place in our school library. Results are attached as the highest in the city.

## Leadership Planning, Best Practices Put in Place

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Vertical House Plan	Vertical House Plan	Vertical House Plan	Vertical House Plan	Vertical House Plan	Vertical House Plan	SEM-R
	Data Driven Decision Making	Data Driven Decision Making	Data Driven Decision Making	Data Driven Decision Making	Data Driven Decision Making	R-180
		Data Teams	Data Teams	Data Teams	Data Teams	
			Grade Level Meetings	Grade Level Meetings	Grade Level Meetings	Steering Committees
			Block Scheduling for Reading	Block Scheduling for Reading	Block Scheduling for Reading	Cadres Work
				Parallel U.A. Scheduling	Parallel U.A. Scheduling	PLC
				Common Formative Assessment	Common Formative Assessment	CFA
				Positive Behavior Support	Positive Behavior Support	
				Professional Learning Communities	Professional Learning Communities	
					UConn Commcompact Schools	
					School Wide Enrichment Model	
					SEM-R UConn CommPACT	

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## IV: Statistical Data

Students Receiving Awards for 8<sup>th</sup> Grade (by type, number)

### **Academics-**

Valedictorian/Salutatorian-2

First Honors- 43

Second Honors-191

Individual Subjects- 273

### **Athletics- 30**

Soccer- 3

Cheerleading- 2

Boys' Baseball-3

Girls' Softball- 3

Boys' Basketball- 3

Swimming- 3

Girls Basketball-4

Flag Football-3

Cross Country-3

Volleyball- 3

### **Attendance-13**

Perfect Attendance-13

### **Outside Program-19**

CPEP-11

CT. Middle Level Scholar Leader Award-2

Michael's Jewelers-2

Hispanic Firefighter-1

Silas Bronson Poetry Contest-1

Waterbury Lions Club Art Poster Contest-1

Domenic Mecca Award-1

### **Service-26**

Good Citizenship-6

Forever Wave-2

Student Council-3

Student Council Homeroom Representative-15

### **Other Awards Given-6**

Most Improved-6

Number of students transferred

Within system	in	137	out	89
Outside system	in	143	out	117

## **WATERBURY ARTS MAGNET SCHOOL** **Elizabeth S. McGrath, Principal**

### **I.A. GOALS FOR 2009-10**

1. To improve literacy performance by increasing the percentage of students at proficiency or higher (Goal 1, Objective 3)

- Created Common Formative and Data Teams to identify and address student strengths/weaknesses on individual and class basis in alignment with CMT/CAPT expectations.

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- Implemented literacy support program involving coaching and intervention strategies for middle/high school students.
2. To integrate specified strands in geometry, measurement, number sense and patterns into the arts program to increase the mathematics performance of students in arts classes (Goal 2, Objective 3)
- Continued collaborations between Mathematics, Visual Arts and Music to address the visual, auditory and kinesthetic learning styles of students
  - Incorporated appropriate district mathematics curriculum strands and standards into lessons and activities
3. To provide a safe and secure learning environment (Goal 3)
- Continued Implementation of EIP strategies addressing students' needs
  - Continuation of Positive Behavior Support committee; implemented strategies to encourage positive behaviors and diminish referrals/suspensions within the school
  - Installation of additional security cameras for areas of the building with less visibility
4. To increase communication between the school and parents (Goal 4, Objective 1)
- Continued to maintain the interactive web-site; provided Progress Book training to parents in order to monitor student attendance and progress
  - Encouraged parents to contribute to the school community by creating a parent compact and providing informational and social opportunities in connection with our Parent Liaison
  - Invited parent committees to assist the school with decisions related to parental involvement through the School Improvement Team and NEASC committees

## I.B. GOALS FOR 2010-11

1. Improve literacy by increasing percentage of students at proficiency or higher
- Develop tutoring/mentoring opportunities to supplement CMT/CAPT Review; implementation of the 'push-in' model in Literacy and English classes
  - Implement CMT/CAPT prep classes in middle and high school
  - 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 CMT/CAPT prep classes to supplement Review
  - Integrate problem solving into all academic areas
  - 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 and email communication by parents
  - Expand informational, training and social opportunities
  - Expand parent participation in school committees through guidance counselors and the parent liaison
4. Refine programmatic offerings
- Create a cohesive, sequence of course offerings, supportive of rigor in both the arts and academic areas
  - Develop components for community service for students
  - Further develop apprenticeships within the community

## II. HIGHLIGHTS /ACCOMPLISHMENTS

- Awarding of Magnet School of Distinction honor by Magnet Schools of America 2010
- CMEA Highest Awards for Instrumental and Vocal
- Collaboration with UCONN in arts and academic areas
- Over 75 performances/Exhibits of Visual Art, Theater, Dance and Music at the Palace Theater, Apron Stage, Music Recital Hall, Atrium and in the community
- First place for Black History Month Essay in State-wide Competition and Veteran's Voices

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- Participation in the National Honor Society
- Highest CMT and CAPT participation rate in the city
- Professional level student internships at the Palace Theater and the Republican-American newspaper
- Collaboration with Pilobolus Dance Company on dance residency and Shepaug Middle School on visual art city mural residency

## III. STRENGTHS

- A. A culture of excellence and high standards and respect maintained by arts and academic staff, including criteria for student participation in performances and other special activities
- B. An extensive range of learning experiences for students – both in the school and beyond the school – in the arts and academic areas
- C. An extensive range of co-curricular experiences for students with the Palace Theater, Thomaston Opera House, Shakesperience Productions, Pilobolus Dance Company, and Mattatuck Museum
- D. Extensive collaboration with area institutions, including Workforce Initiative, Life Dance Company, Waterbury Symphony and O & G
- E. An ongoing commitment by staff to work above and beyond normal expectations, including support of an extended day program; new curricula in many areas; performances of Theater, Dance and Music; creation of numerous Art exhibitions; participation in a large range of additional activities
- F. School-wide, consistent, ongoing integration of students with special needs and English Language Learners into every aspect of the life of the school
- G. A strong connection between teachers, students and parents, with a strong PTSO and involvement of parents in many special activities and committees throughout the year.

## IV. STATISTICAL DATA

### Scholarships, Awards, Honors:

- (16) CAPT Scholars
- (3) CAPT Super Scholars
- (9) Honor Society Inductees
- (53) Departmental Award winners
- (2) President's Education Award winners
- (5) Student Certificates of Achievement from the Center for Creative Youth
- (1) Thomaston Opera House Scholarship Winner
- (35) Senior College Scholarships from outside agencies
- (1) National Association of Secondary School Principals scholarship winner
- (2) CAS Arts Leadership Award winners
- (2) CAS Scholar-Leader Award winners
- Ten(10) student interns working at the Palace Theater
- Eighteen(18) student writers serving as Palace reporters for Children's Theater productions at the Palace
- First Place Nancy Wyman Black History Essay Contest
- (2) National Merit Scholarships
- (2) Connecticut Community Foundation Alexion Scholarships
- (1) Trumbull-Porter Chapter of the DAR Scholarship
- (1) Good Citizenship Award Placie King Education Dept. of Goodwill Lodge and Clock City Temple of Elks
- (1) Joseph Nolan Memorial Scholarship
- (1) University of Connecticut Leadership Scholarship
- (1) Bethlehem Fair Foundation Scholarship
- (2) Michael's Jeweler's Award
- (1) WAMS Theater Booster Club Award
- (2) WAMS Vocal Scholarship Award
- (1) WAMS Visual Art Scholarship Award

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Number of students transferred (as Middle School and High School, projected through the end of summer 2010):  
within system: 110 IN, 60 OUT  
outside the system: 54 IN, 31 OUT

Graduation Information:	<u>Number</u>	<u>Percentage</u>
Graduates	109	96
Entering four-year college	45	39
Entering two-year college	47	41
Entering vocational training	3	3
Entering workforce	0	0
Entering military	4	4
Unemployed	0	0
Undecided	0	0
Not graduating	4	4

## **CROSBY HIGH SCHOOL** **Barbara Carrington-Lawlor, Principal**

### **I. GOALS**

#### **A. PRESENT SCHOOL YEAR**

- Goal #1 regarding literacy focused on the Tier II indicates to increase the frequency of open ended response across all content areas with special attention to R.F.I.
- Goal #2 regarding the frequency of CAPT Math strategies was accomplished.
- Goal #3 to reduce the rate of “dangerous” action suspensions. Goal accomplished.
- Goal #4 to provide a welcoming environment for parents. Goal accomplished.

#### **B. NEXT SCHOOL YEAR**

- We will continue to strive to revise and meet the goals of the Crosby SIP in accordance with D.I.P.
- We will continue to use the data driven decision making model to drive instruction.
- We will continue to endeavor to raise standardized test scores for all students and reach AYP/Safe Harbor in both literacy and numeracy.
- Continue to increase parental involvement
- Respond to the NEASC Report and recommendations
- Continued to develop PLC's

### **II HIGHLIGHTS/ACCOMPLISHMENTS**

- NEASC Visiting Committee Visit.
- Initiation of PLC/Training.
- Continued development of CFA's.
- Freshmen Academy has completed a sixth successful year.
- Increased common planning time/teacher collaboration
- Career Academies implementation (ongoing).
- Data teams continue to analyze data to drive instruction.
- 65 Smartboards installed/training.
- PBS Team initiated positive behavioral supports.
- Parent Advisory Board continued the open monthly forum. Notes posted on website.
- Continuation of after school buses for tutoring, club meetings and detention.
- Increase of co-teaching classes and supported instruction across disciplines since last year.
- FBLA student went to nationals
- Life Smarts team won its 9th straight CT. championship. They ranked among the top ten in the nation at competition held in Miami, Florida.



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- Crosby hosted the Cancer Relay for Life city-wide event for the third year. \$5500 was raised by the Crosby team.
- Our athletic teams did quite well. Spring sports teams all made post season tournaments/matches

## III STRENGTHS

- ✓ The enthusiastic and dedicated staff.
- ✓ All departments are using schoolwide rubrics to assess student work.
- ✓ Department chairpersons are emerging as stronger instructional leads through the data teams.

## IV. STATISTICAL DATA

Number of students transferred

**Within system in 108 out 126**

**Outside system in 100 out 193**

<b>Graduation Information</b>	<b>Number</b>	<b>Percent</b>
a. Seniors	264	100%
b. Entering 4-year college	79	30%
c. Entering 2-year college	93	35%
d. Entering vocational training	19	7%
e. Entering work force	33	13%
f. Entering military	5	2%
g. Unemployed	0	0%
h. Not graduating	25	9%

(includes 5 Special Ed students retained to Continue program)

### 2. Scholarship/Awards/Honors

200 awards were given out to over 125 students. Members of the Class of 2010 received acceptances to Benedict College, Fairleigh Dickinson, Hofstra, Fairfield University, George Mason University, Trinity College-Htfd, St. John's, UCONN, Western CT State University, Central CT. State University, Southern CT.StateUniversity, University of New Haven, Post University, Providence College, Renesslar Polytechnic Institute, Sacred Heart University, Worcester Polytechnic Institute

Total scholarships grants and loans awards totaled over \$4 million dollars projected over four years for over 100 students.

## **JOHN F. KENNEDY HIGH SCHOOL** **Michael Yamin, Principal**

### **I. GOALS:**

#### **Accomplishments of Goals 2009-2010**

Goal #1 & Goal #2: regarding literacy and numeracy: In progress/TBD /

CAPT scores have increased over three years:

18% in Writing

13% in English

Goal #3 to reduce out of school suspensions. Goal accomplished.

- ✓ Held PBS celebration for the West district elementary schools
- ✓ Our Perfect Attendance contest was a success again this year! We had 2,417 students who had perfect attendance for at least one month. This is an increase over last year's figures. The freshman class had 709 students; the sophomore class had 612 students; the junior class had 633 students and the seniors had 463.

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Goal #4 to provide a welcoming environment for parents. Goal in progress

- ✓ PBS implemented and effective to motivate students
- ✓ KHS Broadcast Club and Photography Club were new initiatives to the school climate this year.
- ✓ KHS held the first annual cultural Day and Club day which was an enormous success. We also held two additional parent nights to encourage parent involvement; 4 laptop s were given out at a raffle on both occasions.

## II. HIGHLIGHTS 2008-2009

- ✓ Delineation of roles and CFA teams are fully implemented and operational in building (attached)
- ✓ NEAS&C accreditation completed and John F. Kennedy High School has received full accreditation with 33 commendations
- ✓ CAPT scores have increase 18% in writing, 13% in reading, and 4 % in math over three years.
- ✓ School has only allocated 2 extra teaching periods as a par t of schedule in last two years.
- ✓ SRBI model has been completed and will be 100% implemented next year at KHS. (attached)
- ✓ Chair of the Districts School Climate and Safety Committee; responsible for newly revised BOE policies including the Electronic Policy and Cyber bullying; as well as, the Chair of District –wide attendance committee.
- ✓ Created 2 New AP course; Total 14 AP
- ✓ Created 5 new Collaborations with Naugatuck Valley Community College & now total 7 collaborations with UCONN.

### Science Department

The highlights for the Kennedy High School Science Department for the 2009-10 school years focused on a Reading for Information initiative, Common Formative Assessment (CFA) Implementation, New Course Offerings, and Lab Safety Workshop.

*Reading For Information (RFI):* KHS Science Teacher continued to develop, and add to, their already formed portfolio of science articles. All Science teachers implemented the RFI initiative in each of their respective classrooms.

*Common Formative Assessment Implementation:* KHS Science Department developed CFA teams for Physical Science, Biology, Chemistry, Physics, and Environmental Science. Each team developed Pre and Post CFA's for each topic/chapter listed on the curriculum pacing guide. Teachers would then implement the Pre and Post CFA's, score them, and then bring the data back to the CFA to discuss the data results. Hence, our CFA meetings alternated, or flip-flopped, between the creation of new CFA's, and analyzing the data/results from the previously implemented CFA. Depending on the results, the team would then decided whether to revisit the content area (if a significant % of students did not get the concept), or modify the questions.

New Course Offerings: AP Chemistry, AP Environmental Science, Environmental Science and Marine Biology

### Aspira Club:

Red Ribbon ties on for MADD in December for Teens against drunk driving.

Members went to Peace Jam Northeast in April and met a Noble Peace Prize Laureatte, Adolfo Esquivel, at Hartford University.

Started collections for the homeless after the conference at Hartford University as a community call to action plan.

Delivered to homeless now housed in HUD apartments, hygiene and cleaning products.

Twelve members traveled to Milford for earth day clean up

### Psychologist

The Student Assistance Team developed a referral and support protocol to get students increased academic, social/emotional, and behavioral support as necessary, in line with SRBI.

### PE Department - CT Physical Fitness Test

4.9% increase on students meeting the health standard for the push-up test. Staff essentially reached 2008 Intervention Plan goal, which called for a 5% increase on students reaching the health standard on the 2009 push-up test.

60% of students met health standard on 20 meter P.A.C.E.R. test. This was a 17.9% increase from last year's cardiovascular fitness test, the mile-run.

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## **Social Studies Department**

Three members of the Social Studies Department Chaired NEASC Standard's Committees.

Advanced Placement US Government and Advanced Placement Comparative Politics Courses participated in the Global-Ed Project. An Internet based international relations program directed by UCONN which requires students to use the art of diplomacy as they role play the countries of Iran and Mexico.

American Studies now uses its own On-Line Web page at Wiki-Spaces.

Online texts were used in five US History Courses. The success of the Online Program has resulted in a 6 year commitment to the E-Text.

Students in American Studies participated in a "mock" constitutional convention in the fall.

Students in American Studies participated in the Center for First Amendment Rights Essay Writing Contest.

## **Student Council**

The Student Council held its first International Day December 2009. It was a positive experience for all and brought the entire student body together. It went so well the students would like to make it a tradition.

## **Special Education**

Progress with Industry-An employment specialist, Susan McCoy gave a presentation to encourage students to apply for employment positions for local businesses. Krisbeth Morales was hired at A.J. Wright.

Field trip to NVCC to support career awareness of the world of work and its function in society, diversity, expectations and requirements. Students became more familiar with the college, more knowledgeable about requirements and expectations for themselves.

BRS came in to speak to 11th and 12th graders about services that are provided to them.

## **World Languages Dept.**

The Italian dept. organized 2 dinners to Italian restaurants to expose language students to the folklore of the target language. Dr. Paolino went to **La Dolce Vita** and **San Marino** with 25 students where they enjoyed an Italian feast...

Ms. Cinquegrana Spanish Club had "pinatas" to celebrate **Los Días del los muertos**. Students learned about the celebration in Mexico.

Italian Club donated food baskets/canned goods through New Opportunities Inc. at Christmas time.

## **Business Department**

Attended Business Education Conference in Atlanta, Georgia.

Attended the Business and Finance Technology Education Leadership Meeting.

Participated in TEAM training as a TEAM Mentor.

Sponsored Safe Haven Holiday drive.

National Honor Society Advisor inducted 36 new members.

## **III. STRENGTHS of Educational program:**

John F. Kennedy High School promotes "academic excellence" and "individual opportunities" for real-life application of knowledge. The administration and faculty ensure that all students have the opportunity to meet state and city exit criteria for graduation. Students are offered math and English lab courses to meet state standards as defined by the Connecticut Academic Performance Test (CAPT). KHS offers fourteen Advanced Placement (AP) courses and 10 cooperative classes with local colleges. Teachers acknowledge our culturally "diverse" student body by incorporating lessons to prepare our students for postgraduate education as well as real world situations.

"Individual opportunity" is a common goal among the staff, reflective in the various opportunities available to KHS's students through athletic teams, Student Theater, civic clubs, and electives. KHS offers individuals the opportunity to participate in courses such as clothing, music, art, physical education, computers, automotive, construction, graphics communication, video production, and child development. There are also programs available to students such as Allied Health, Students of Academic Renown (SOAR), Project Lead the Way and Working with Children.

Throughout the year, many KHS students participate in programs, clubs, or extracurricular activities which provide community service opportunities. Students in the SOAR Program are required to perform at least 10 community service hours per year. National Honor Society applicants are required to perform 40 community service hours by their junior year. Renaissance Committee provides dinners for needy families during the holiday season. Key Club

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collects donations for UNICEF, Toys-for-Tots, and the American Cancer Society. HOPE Club serves meals at the St. Vincent de Paul's Soup Kitchen, helps 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 the "Fill-a-Bus" toy drive and holiday parties for elementary school students. KHS's clubs, extracurricular activities, and athletic teams provide students the "opportunity" to pursue "individual" interests and "foster social development." Within these groups, students assume leadership positions, work cooperatively, enhance interpersonal relationships, and develop personal responsibility.

## IV. Statistical Data:

Students Receiving Awards (by type, number)

Number of students transferred

within system	in	122	out	267
outside system	in	170	out	223

## High Schools Only;

### Graduation Information:

	Number	Percent
Graduates	295	
Entering four-year college	137	46
Entering two-year college	65	22
Entering vocational training	33	11
Entering work force	9	3
Entering military	6	2
Unemployed	2	
Not graduating		To be determined

## Scholarships, Awards, Honors

203

Academic – Achievement-Attendance-Business-English-CAPT-Community Service-English-Excellence-History-Journalism-Media-Music-Art-Drama-FCCLA-Technology-World Language-Special Education-Physical Education & Sports-Science-Technology-

**College Grants/Scholarships:** \$745,300

**Which over 4 years totals:** \$2,231,200

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

1900 Club	American Legion of Post 165
ASPIRA Club	Delta Kappa Gamma International
AHEPIA	Caesar Batalla Capitol Scholarship
Camille Perugini Charitable Trust	Grace Cummings Community Service Award
Connecticut Community Foundation	Crime Stoppers
Daughters of the American Revolution	DECA
Frank Lombardo Memorial	Italian American Club (Italian Heritage)
James and Phyllis Tracy Scholarship	F. Curtis and Susan B. Thrall Scholarship
Julia Ashe Memorial	Kennedy Foundation
Lia Pescetelli Scholarship	St. Mary's School of Nursing
Maloney Inter-district Magnet School	Michael Conway
Olympian Club	St. Mary's Hospital
Ted DeLauro	UConn Leadership Scholarship
UNICO	Waterbury Bar Association
Waterbury Retired Teachers	Waterbury Sportsman
U.S. Marine Scholarship	Anita Dewry Memorial Scholarship
National Merit Scholarship	Citizenship Scholarship
Presidents Award	Frank Perrella Award
Good will Lodge of ELKS 1325	U.S. Army Scholarship
Waterbury Jaycees	Waterbury Hispanic Firefighters Scholarship

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Waterbury School of Nursing  
Yale Book Club  
St. Michael Book Club  
Alexion Scholarship  
Ct. Society of Certified Public Accountants  
CIAC Award of Excellence  
Society of Women Engineers

Kennedy PTSA  
Harvard Club  
University of Rochester  
Michael Jewelers  
Aspira  
National Marketing Award  
J.F. Kennedy Class of 1968

## **WILBY HIGH SCHOOL** **Robyn Apicella, Principal**

### **I. GOALS:**

#### **a. Accomplishment of Goals 2009-2010**

The Wilby High School Improvement plan is modeled after the District Improvement Plan. The School Improvement Team and staff assessed and interpreted results from calibrated CAPT format, benchmark and quarterly data assessments sets in both Literacy and Numeracy. This information was analyzed during department meetings and PD days, increasing collaboration between department and content teachers and enhancing instruction and learning. The implementation of the following programs; English Writing Portfolios, Reading Apprenticeship, My Access Writing Lab and Read 180 program for 10<sup>th</sup> grade, increased proficiency by 15% over last year. All departments were given Cali training and were involved in the construction and use of common formative assessments and a 6-point rubric tailored to each content area. Wilby's plan also provided a systematic collaborative pro-active approach that helped to reduce dangerous actions and support appropriate behaviors through PBS strategies and funding for after school bussing which were developed and charted. This year one of our goals was to increase parental involvement in school activities. We held 18 parental functions that improved participation by 30%. We also purchased eleven hundred dollars in supplies for our parent center.

#### **b. Goals 2010-2011**

Wilby High school will continue to identify and utilize best practices for maintaining a safe learning environment through conflict resolution and a collaborative approach with staff, students and parents to ensure intervention prior to referral. Next year we will be implementing our new advisory program, which will involve all staff and all students. Our AP program will increase our AP enrollment and offer comprehensive training for AP and Pre-AP vertical team teachers. Next year we will add AP physics and an AP calculus C course to our AP offerings. Students will continue to attend after school tutorial sessions and Saturday prep sessions throughout the year. This past year a selective team of freshman students participated in a grant to collaborate on problems in industry. This program will continue in 2010-2011 and expand to include sophomore and freshman students. Wilby will expand vertical teaming between Wilby and North End Middle School and dual enrollment opportunities with Naugatuck Valley College. Wilby will continue to attain high achievement in Numeracy with calibrated assessments, smart boards, laboratory equipment and a tutor for remediation in those areas, My Access and Read 180 programs. Next year we will continue our collaboration with Waterbury hospital in offering EMT/MRT courses and physician mentoring to students.

### **II. HIGHLIGHTS from 2009-2010**

Twenty certified nursing assistants graduated this year. Our Technology Dept constructed and raced an Electric Car in May. A partnership was formed between our Health and Human Services Academy and CBIA, which opened up workforce opportunities, collaboration with the Yale Center of Public Health Preparedness and a speaker on Green technology. On May 20, 2010, Wilby held a Health and Technology Fair where vendors and employers from area industries met with students from Wilby, Crosby, Kennedy and WAMS. Wilby students participated in a Northeast Utilities sustainable living competition and won 5,000 dollars for their video on Living Green. Our Allied Health program worked closely with the UCONN Medical Center and Waterbury Hospital. Career Academies were fully implemented and this summer eight students will be graduating as MRT'S as part of our after school MRT program. 20 Smart boards were purchased for the school and teachers in the classrooms receiving the boards attended training on their use and in using the technology in their lessons. Our media center continues to be the educational hub for

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Wilby, hosting eighteen events including book fairs, reward ceremonies, concerts, the CLP book club, CBIA presentations, a mentorship program and parent forums and 1,051 class sessions.

### III. STRENGTHS:

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 the diversity of our population with many cultural events. Wilby has a multitude of course selections to help accommodate the diverse needs of students. Our ninth grade academy provides a strong mentoring program in collaboration with Waterbury Hospital, which is the foundation for our Career Academy. This program has produced amazing results. 25 percent of all courses offered at Wilby are higher-level courses, including our ATOMS program. This will steadily increase with our AP grant program. We currently have 13 AP courses and numerous honor classes. For those students who desire to pursue a military career, we have the ROTC. For those interested in the health field we have our Allied Health program that certifies EMTs, MRTS and Nursing assistants. We also have 33 inclusion classes for special Ed and a very strong Tech Ed program with a television studio. We continue to review the data to make any improvements and necessary changes.

### IV. Statistical Data

#### A. Scholarships/Awards/Honors

To date, approximately 44 seniors have received college scholarships totaling approximately \$1.2 million during the 2009-10 school years. If renewed annually, these figures will increase 4 times as financial aid package confirmations occur. To date, 86 students (Grades 9-12) have received multiple awards, honors and accolades at the annual Awards night assembly. Many community awards are also renewable each year.

#### B. Number of students transferred

Within system – in 52 out 99

Outside system – in 65 out 225

#### C. Graduation Information

	Number	Percent
<b>Graduates</b>	<b>232</b>	<b>87%</b>
<b>Entering 4-year college</b>	<b>65</b>	<b>28</b>
<b>Entering 2-year college</b>	<b>108</b>	<b>46</b>
<b>Entering vocational training</b>	<b>20</b>	<b>9</b>
<b>Entering work force</b>	<b>18</b>	<b>8</b>
<b>Entering military</b>	<b>12</b>	<b>5</b>
<b>Unemployed</b>	<b>9</b>	<b>4</b>
<b>Not graduating*</b>	<b>30</b>	<b>11</b>

\*Includes students returning for 5<sup>th</sup> year.

As of this date, out of 268 seniors, 232 are graduating in June 2010. At this time, the above figures are an approximation.



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## ALTERNATIVE EDUCATION PROGRAMS Michele Buerkle, Principal

### I. Goals

#### A. Accomplished 2009-2010 Annual Goals

##### **The Alternative Programs will attain high academic achievement for all students in Literacy.**

Literacy has again been our focus this school year. All teachers including Unified Arts teachers were required to attend ongoing professional development in literacy provided by a lead teacher and myself. Twice a month, teachers met, evaluated student assignments, and discussed reading strategies to address students' deficiencies. Each teacher implemented the strategies, assessed students' work, and collected data. This data was used to drive the instruction and professional development. Other methods of implementation utilized were weekly lesson plans, informal observations, walk-through checks, and the teacher evaluation process. The Read 180 program was fully implemented this year. The Special Education teacher instructed students identified as below basic and deficient in reading. As students reached proficiency, they exited the program. Scheduling adjustments were made to allow for 90-minute block periods for reading. Assessment data showed significant growth for all students utilizing this program. Instruction in literature focused on reading literary texts with an emphasis on vocabulary development and comprehension. Literacy clinics continue to provide support for tenth grade students. This class was designed to provide instruction in reading, writing and CAPT preparatory skills. Specific CAPT test items and vocabulary were highlighted. Students were instructed using sample test items. The course was rigorous using a skill and drill strategy. Students below proficiency were targeted for this course. A course in writing continues to be a requirement for tenth graders. Students were introduced to the writing rubric and holistic scoring. Students used their skills to write books and poetry this year. Students were very proud of their accomplishments. Again this year through collaborative efforts, students put their poems to music and created their own rap music. Students were engaged and excelled in this area. Students enjoyed presenting all of their creative work to parents and the student body at our 1<sup>st</sup> Annual Science & Arts Fair.

##### **The Alternative Programs will provide a safe and secure teaching and learning environment.**

This year, the Positive Behavioral Support Program continued to be implemented. The Alternative PBS program is designed to bring consistency to classroom management. There is a hierarchy of consequences, and students have many opportunities to learn and display appropriate classroom behavior. Students who earn the necessary number of behavior points for following the set classroom rules earn a special activity or reward at the end of each week. Through ongoing team meetings and data analysis, this program is revised as needed. A benefit of this program is that a positive school climate continues to build. Character Counts is one facet of the P.B.S. model and has been part of our weekly student recognition activities for the past six years. Students who are "caught doing good" are randomly rewarded. Specific character attributes are taught and recognized each week.

The Prevention Center is another feature of the Alternative Programs. The center is available to students throughout the school day. A counselor provides individual counseling, peer mediation, violence prevention, and other services. This has been an integral part of our program and has allowed students to deescalate and return to their classrooms. This center is vital to the success of our students. This year the use of the prevention center was expanded to provide small group and individual counseling. Topics vary and are based on the students' needs.

Counselors are assigned to all homeroom classes. The Life Management teacher and counselor co-taught life skills and guidance curriculum. Through instruction in this class, individualized behavior goals are established and PBS point sheets are generated. Students report to their homeroom at the end of each day to meet with their counselor and teacher. At that time, counselors help students identify problem areas and plan strategies to assist them in becoming successful.

##### **The Alternative Programs will attain high academic achievement for all students in numeracy.**

This year, the middle school and high school math teachers met monthly with the math supervisor. They attended District math curriculum and assessment meetings. Their attendance is critical in keeping the

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Alternative School math curriculum aligned with the District. Also, teachers receive benchmark assessments, pacing guides and materials through this collaborative process. Professional Development in the area of technology is also provided through the math supervisor. This year, professional development offerings were expanded to include Excel teachers, our self-contained regular and special education programs. This is an area that will continue to expand in the future.

**The Alternative Program will ensure that parents are actively engaged in the education process.**

A school-based team continues to develop a plan to increase parent participation. This year, our Big Read activity, a dramatic reading of the selected book, was performed at the Mattatuck Museum. This performance was so well attended and received that our performers were invited to participate in the District Language Arts Festival. The Alternative Programs staff also planned the first Annual Arts & Science Fair, which was a huge success. Students were thrilled to exhibit their work and give an oral presentation. Parents and community members enjoyed this program. We will continue to plan events of this nature as data shows an increase of parent participation for these events.

## **B. Goals for the 2010-2011 Year**

**The Alternative Programs will attain high academic achievement for all schools in Literacy.**

Literacy will continue to be the focus for the next school year. Teachers of all core courses will dedicate instruction time to reading comprehension, vocabulary development, responding to text, and other skill-building strategies to improve student achievement. All staff will continue to participate in weekly data team meetings as a professional learning community. The team will develop consistent instructional strategies. Teachers will be required to create and administer common formative assessments on a regular basis to measure student achievement. This data will continue to be collected and analyzed; the results will drive instruction. The results will be used to plan additional prescriptive instructional support to address the needs of students identified as below proficiency in those areas. The Read 180 will be expanded for the 2010-2011 school year. All grade 9 students will be enrolled in Read 180. All grade 10 students will be enrolled in literacy, writing and CAPT preparatory courses during a literacy instructional block model.

**The Alternative Programs will provide a safe and secure teaching and learning environment.**

The Positive Behavioral Support team continues to examine and analyze data using the AS400 and SWISS systems. The data will be used to plan incentives, make changes to schedules, and plan appropriately for student success. Counselors will continue to work collaboratively with teachers. A guidance/counseling period will remain in the schedule. A goal for the support staff will be to co-plan instruction. Individual counseling will continue to be a vital part of the program. All staff will continue to contact parents with student attendance, behavior, and academic progress reports. Staff members will continue to document results of all contacts as this information is utilized in developing individualized programs for students.

**The Alternative Programs will ensure that parents are actively engaged in the education process.**

Multicultural programs will continue to be planned as they have been quite successful. Community members and parents actively participate in these events creating a positive, nurturing learning environment. Other programs which highlight student success and foster a positive school climate, as well as community involvement, will continue to be implemented.

**The Alternative Programs will attain high academic achievement in numeracy.**

Teachers will continue to work closely with the math supervisor in order to keep abreast of best practices, align math curriculum with the District and utilize common assessments. The use of technology will be expanded for both teachers and students. Smart Boards, web-based programs, and other technology have been purchased. Professional Development will be provided. I am confident that through the use of these innovations, students will be motivated, engaged and spend more time on task, leading to student success.

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## II. Highlights

### Highlight #1

The Community Involvement Program continues to be successful in fostering a positive school-to-community link. Students were provided the opportunity to experience a sense of pride and self worth through this program. Students continued their work at Haven Health Convalescent Home assisting the elderly. They also volunteered at the WOW Center and the local soup kitchens. The Waterbury pre school classes at Driggs were added this year. Selected students read stories and assisted pre-k students with art projects and other lessons. Our students enjoyed working with young children. The middle school students were also afforded the opportunity to participate this year. Participation was based on student attendance and behavior. The site for the middle school students was the new P.A.L. location working with volunteers from the police department. This was a wonderful opportunity for our students to build a positive relationship with the local law enforcement. Students worked very hard in an effort to earn time at this job site. Parents continue to express support for this program based on their child's improvement in the areas of truancy and self esteem.

### Highlight #2

This was the second year students participated in a program through the Northwest Regional Workforce Board in conjunction with the Blue Ribbon Commission on Truancy. The program consisted of two components, a training phase and an internship phase. The program combined classroom instruction and internships as a means of developing a highly skilled manufacturing workforce. The purpose of this project was not only to expose but to train and place students in the highly skilled area of machine operations. This was a great success. Several students have already enrolled for the summer program. We have great hope to expand this program into the 2010-2011 school year and beyond.

### Highlight #3

This year the college awareness program continues to be a success. The high school students participated in several field trips to various college campuses. There they were administered entrance exams and toured the facility. Our juniors and seniors were assigned to a mentor who was able to answer questions about college life. The students ate lunch with their mentor in the union hall and observed an actual class! This experience was life changing for some of our students. The freshman and sophomore class attended presentations at school and were administered a career inventory. All students met with the guidance counselor on an individual basis. Parents were also invited to these meetings and information was provided. Group career planning was scheduled throughout the school year. Through this initiative, an increased number of students have shown interest in attending college. Also, an increased number of students have applied to local colleges.

## III. The strengths of the educational program are as follows:

1. The teaching staff is committed to educating "at risk" students. Teachers continue to go beyond the requirements of their job description.
2. The prevention/support team continues to have a great 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 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. This year choral and instrumental groups were expanded. An amazing number of students showed interest in this program. Students from all three high school programs joined this group. This program has been a wonderful experience for our students.
4. The Community Involvement Program continues to provide students with vocational skills. Students 18+ years were also offered certificate courses such as CPR and First Aid. These courses were well received by students. Course offerings will be expanded for next year.

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## IV. Statistical Data

### A. Number of students transferred in and out of building within system:

In – 152; Out – 90

### Number of students transferred in and out of building outside the system:

In – 0; Out – 91

### B. Graduation Information

	Number
a. Graduates	19
b. Entering 4-year college	0
c. Entering 2-year college	5
d. Entering vocational training	0
e. Entering work force	10
f. Entering military	0
g. Unemployed	4
h. Not graduating	2

### Scholarships/Awards/Honors

#### Enlightenment High School Awards

1 Art  
1 Business  
1 Citizenship  
1 English  
1 Literacy  
1 Mathematics  
1 Science  
1 Social Studies  
1 Life Management  
1 Reading

#### Enlightenment Middle School Awards

1 Art  
1 Citizenship  
1 Reading  
1 Language Arts  
1 Mathematics  
1 Science  
1 Social Studies

#### Excel Program Awards

2 Academic Achievement  
1 Attendance  
5 Most Improved  
1 Citizenship  
3 Reading  
3 Life Management  
1 Literacy  
2 Mathematics  
1 Science  
1 Language Arts  
1 Social Studies

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## **Other Awards**

- 1 Superintendent's Award 2010
- 2 Principal's Award
- 6 Outstanding Attendance
- 1 School Spirit
- 1 Creative Writing
- 1 Physical Education
- 1 Family and Consumer Science
- 1 Technology Education
- 1 Most Improved
- 1 Community Involvement

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## WATERBURY ADULT EDUCATION Antonio Musto, Principal

### I. GOALS

#### a. Accomplishment of Goals 2009-2010

\*\*\*\*\* Note: All statistical data generated by Computer Associates is available on our Connecticut Adult Reporting System in July, and this data will be forwarded when compiled.

1. To meet or exceed the Connecticut negotiated performance standards in the core indicators.
  - Core Indicator 1: Site records indicate a measurable improvement in reading, writing/speaking the English language and numeracy literacy skill levels. Students in the ABE/GED and ESL program areas have surpassed the state targeted benchmarks pertaining to CASAS scale score gains by performance skill areas and student advancement in educational functioning levels.
  - Core Indicator 2: Again far exceeding the state targeted benchmark; nearly 80% of the graduating class has been accepted into postsecondary education, job training programs, the military or employment.
  - 313 students in the high school completion program have earned a diploma, repeating a stellar response to the student-oriented high school credit diploma program. The state reports that as of April 2010, (42) students in the GED preparation classes passed the equivalency diploma.
2. Student Retention
  - The resource room/study hall continued to have a positive effect on student retention.
  - On-site attendance records indicate an increase in student retention and the utilization of instructional hours provided in all program areas.
  - The high school division continues to have significant retention increases, as evidenced by the percentage of students who have earned credits toward their high school diploma.
3. Improve curriculum and instruction as a vehicle to assist students to become literate, and to obtain the knowledge and skills necessary for employment, self-sufficiency, and postsecondary education.
  - A new Adult Basic Education STAR reading class was piloted.
  - A high percentage of the students in the Adult Basic Education component attained an increase in the CASAS reading assessment. Much of this accomplishment can be attributed to the expansion of the literacy curriculum to include modules of high interest in the concentrations of contemporary life skills, geography, health and contemporary issues.
  - The Culinary Arts class was revised and new books were ordered.
  - This current year several students were involved with community service programs throughout the city.
4. Facility
  - We are still exploring the possibility for Waterbury Adult Education to remain in the St. Anne's building.
5. Professional Development

Throughout this past year professional development concentrated on Professional Learning Community. The staff attended PLC training and teams were organized. PLC teams concentrated on student attendance issues, school culture and student performance.

Other workshops provided teachers with decisive teaching strategies (Functional Writing and Competency -Based Education) for improving student learning gains.

Staff participated in many ATDN and SDE workshops. Workshop topics included Functional Writing (multi-levels), Mathematics Institute (CASAS), Reading Disabilities, Transition Program, Department of Labor, AHSCDP Overview, CARS Forest & Trees Program, Serving Youth with Disabilities Conference, CAACE Conference, Regional Facilitators Roundtable, Regional Directors Roundtable, Administrator Workshops, and CCS Facilitator Advisory Board sessions. The ABE department attended STAR training.



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## **b. Goals for 2010-2011**

To meet or exceed the Connecticut negotiated Performance Standards in the Core Indicators

- Core Indicator 1: Demonstrated improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.
  - Core Indicator 2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.
  - Receipt of a secondary school diploma or its recognized equivalent.
2. Improve curriculum and instruction as a vehicle to assist students to become literate, and to obtain the knowledge and skills necessary for employment, self-sufficiency, and post secondary education.
- Synchronize the guidance department to reflect collaboration between the transition and career coordinator, school counselors, attendance counselor and classroom instructors in the ABE/GED, ESL/Citizenship, and credit diploma areas. Utilize all options available for earning high school credit.
  - Begin implementing the STAR program assessment, tools, and instructional strategies in the ABE intermediate classes.
  - Continue monitoring lesson plans and activity logs documenting the integration of functional writing applications in all content areas of ABE and GED prep instruction.
  - Sustain the utilization of the computer lab to compliment the integration of career development activities, civics literacy, computer literacy, functional writing activities and ESL instruction.
3. Student Retention
- Increase the percentage of students retained by program areas and levels.
  - Increase the percentage of the utilization of instructional hours provided by program areas and levels.
4. To provide professional development activities aimed to facilitate our program's goals
- The ABE teachers who attended the 2009-2010 STAR reading training will present a workshop and support services to program reading teachers.
  - Participate in writing strategies workshops provided through Adult Training & Development Network/CREC.
  - The commitment to enhance the Distance Learning course options.
  - The identification of the current trends in employment and job training programs.
  - On site staff provides a school-based interactive workshop to introduce and demonstrate emerging and existing technology to all instructional staff and classroom aides.
5. Continue to monitor pursuit of larger plant facilities to accommodate the program's needs.

## **II. HIGHLIGHTS**

1. Throughout this past year, interagency partnerships and collaboration flourished.
  - The PLC training for the staff was a success. Five PLC teams were organized.
  - Study skills class was expanded. Career exploration class was added to the low functioning ABE students.
  - The stock market instructional game was added to the consumer math class.
  - STAR reading training was successful. Six staff members were trained.
  - Family Literacy Grant collaboration with Wilson School is on going for a third year.
  - Instruction in ESL, mathematics, phlebotomy, and certified nursing assistant for WorkForce/One Stop, Interfaith Agency and Family Services clients
  - ESL and GED preparation for OIC and NOW clients
  - ESL instruction for Chase School, Walsh School, and La Casa
  - Basic skills and ESL instruction & assessment with LVA
2. All goals and learning gains exceeded targets in the two Program Improvement Grants.
  - Industry Concept Education – Workplace Education Program
  - Career Development Program – Employability skills development for ESL students  
The Career Development Program will expand to the ABE program.
3. Student-oriented initiatives had a positive impact on students, as evidenced by the increased retention rate and program completers.
  - The creation of a resource room/study hall staffed by a program aide from 8 am – 2 pm

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- The strategic use of classroom aides in the basic skills classes
- The administration's open-door policy for students and staff
- The school newspaper continues to be a positive factor towards student learning. Many students contribute articles.

## III. STRENGTHS

1. High morale, enthusiasm, and open communication within the student and staff populations continues to have a positive effect on student performance.
2. Superior student performance in achieving learning gains in CASAS reading, writing, and math standardized assessments
3. The ability of instructors to modify teaching strategies to address the highly diversified class
4. Servicing and meeting the needs of targeted populations (LEP adults, students with disabilities, teens, displaced workers, underemployed)
5. The staff has embraced the PLC process. Positive effect on student learning.

## IV. STATISTICAL DATA

### a. Awards

- Academic Awards, 9
- Awards of Distinction, 4
- Emblem Club Awards, 2
- Superintendent's Award, 1

### a. Number of Student Transfers

**\*\*\*\*\*Please note: The data is not complete. An exact count will be forwarded in July when the state CARS system report is final.**

- Within the Waterbury Public School System: in 1,114
  - Outside the School System: 773 throughout the state
- \* We are not required by the State to keep drop out data.

#### Transferring Schools

- Crosby , 339
- Enlightenment , 150
- Kennedy, 284
- WAMS, 17
- Kaynor , 11
- Wilby, 324

In District Total: 1124 as of 6-2-10

c. Graduation Information	Number	Percent
▪ Graduates:	313	100%
▪ Entering four-year college:	42	13%
▪ Entering two-year college:	125	40%
▪ Entering vocational training:	77	25%
▪ Entering workforce:	53	17%
▪ Entering military:	9	3%
▪ Unemployed:	7	2 %