

2020-2021 Annual Report



Board of Education 2020-2021

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Message from Superintendent of Schools

As Superintendent of Schools, it is my pleasure to continue to serve a district committed to offering a high-quality education to all students. There is no doubt that the 2020-2021 school year was the most challenging of my many years as an educator. I greatly appreciated the Waterbury Public Schools community's patience, support and understanding as we navigated an unprecedented time in education together.

Waterbury Public Schools continues to 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 have the potential to be exemplary students. We strive to lead our students into becoming respectful, responsible and productive citizens vital to our community. Our mission is to inspire and prepare each student to be successful in and beyond school by promoting equity in policy, practice and resources. With our continuous efforts to embrace diverse communities, civility, honesty, responsibility and transparency, there is no doubt that our students will be leaders in the future. As a teacher, administrator and leader of various educational roles, I have witnessed how continued support can create a premier school system.

Each day I gain a deeper understanding of the district's strengths as well as the challenges we face, and, most importantly, the opportunities available for students to expand their learning while engaging in creative and innovative projects. Waterbury Public Schools recognizes that meaningful relationships are the foundation of an exemplary education. I believe that through the collective work of staff, parents and the community-at large we will create an environment where young people will flourish and acquire the skills and knowledge necessary to be successful leaders now and in the future.

Thank you for your continued support.

Verna D. Ruffin

Verna D. Ruffin, Ed. D., Superintendent

Core Values, Mission and Vision

Core Values

The Waterbury Public Schools System

- Holds high expectations for excellence in teaching and learning
- Promotes equity in policy, practice and resources
- Provides students a quality learning experience aligned to our Portrait of a Graduate
- Acts as stewards for community resources and managing our assets to ensure equity and excellence
- Recognizes that meaningful relationships are the foundation of a high-quality education
- Committed to embracing a diverse community
- Committed to civility, honesty, responsibility and transparency

Mission

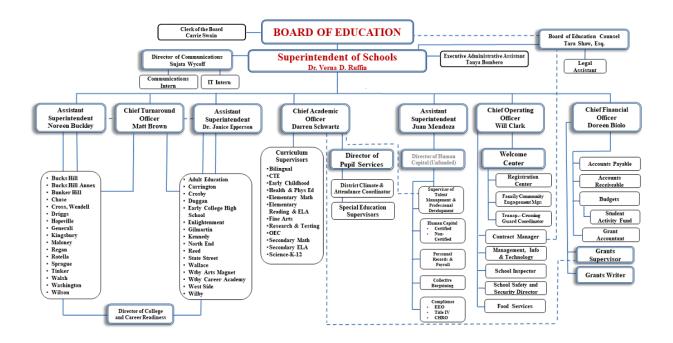
The mission of Waterbury Public Schools is to inspire and prepare every student to be successful in and beyond school.

Vision

All Waterbury Public Schools students will graduate ready to transform their world.

Waterbury Public Schools Administration

District Organizational Chart



Central Office Support

CENTRAL ADMINISTRATION

- Superintendent Chief Academic Officer Chief Financial Officer Chief Operating Officer Assistant Superintendent Assistant Superintendent Assistant Superintendent of Human Capital Director of Pupil Services Director of Communications Chief Turnaround Officer Board of Education Attorney Supervisor of Management, Info. and Tech.
- Dr. Verna D. Ruffin Mr. Darren Schwartz Mrs. Doreen Biolo Vacant Mrs. Noreen Buckley Vacant Mr. Juan Mendoza Mr. Miguel Pabon Mrs. Sujata Wycoff Mr. Matt Brown Ms. Tara Shaw Mr. Will Zhuta

Waterbury Public Schools Annual Report 2020-2021

Director of College and Career Readiness Director of Safety and Security

TEACHING AND LEARNING SUPERVISORS

Bilingual/ESOL Education Career and Technical Education Fine Arts District Climate and Attendance Coordinator Health & Physical Education Math (PreK-5) Math (6-12) Reading/English Language Arts (PreK-5) Reading/English Language Arts (6-12) Research, Development, and Testing Science Social Studies

TALENT OFFICE

Talent & Professional Development Supervisor Talent & Professional Development Supervisor

SPECIAL EDUCATION SUPERVISORS

Ms. Monica O'Neil 574-8091 Ms. Lisa Brown 346-3505 Mr. Robert Delaney 574-8059 Ms. Denise Carr 574-8047 Ms. Sharon Walsh 574-8059 Ms. Melina Rodriguez 346-3505 Ms. Wendy Owen 574-6697 Ms. Stacy Kozlowski 574-8091 Ms. Elaine Skoronski 346-3518

WELCOME CENTER

Director of Family and Community Engagement Student Registration District Liaison to Students in Transition Vacant Mr. Joseph Gorman

Mrs. Adela Jorge-Ferguson

Mrs. Nyree Toucet

Mr. Michael Merati

Ms. Holly Maxson

Mrs. Janet Frenis

Mr. Daniel Barry

Ms. Jeannine Minort-Kale Mrs. Dena Mortensen Dr. Michelle Eckler Ms. Tara Battistoni Mrs. Kari Nizzardo Mrs. Veda Harris

Mrs. Jessica Ocasio Mrs. Lisa Romano

Grants Manager

Ms. Quineshia Brown Mrs. Charlotte Shocki Mrs. Shynea Paris Community Connections Coordinator Bussing/Crossing Guard Coordinator

OFFICE OF EARLY CHILDHOOD

Supv. of Early Childhood Education Supv. of Early Childhood Special Education School Readiness Liaison Mrs. Barbara Tenor Mr. Jeffrey Hunter

Mrs. Maureen Bergin Mrs. Marisa Blakeslee Ms. Mary Sue Hincks

School Principals

ALTERNATIVE SCHOOLS AND PROGRAMS

Waterbury Adult Continuing Education	Mr. Antonio Musto
Enlightenment School	Dr. Richard Arroyo
State Street Program	Mrs. Lisa Ariola
Bucks Hill Preschool	Ms. Amy Simms

HIGH SCHOOLS

Crosby High School

Principal	Mrs. Cathleen Newmark (Interim)
Vice Principal	Mr. Salvatore Vollero
Vice Principal	Ms. Melissa Richardson
Vice Principal	Mr. Sean Mosley (Interim)

John F. Kennedy High School

Principal Vice Principal Vice Principal Vice Principal

Wilby High School

Principal Vice Principal Vice Principal Vice Principal Mr. Robert Johnston Mr. George Smalley Mr. Matthew Gwiazdoski Ms. Rosalyn Glass

Dr. Michelle Baker Ms. Lori Peck Mr. Paul Drewry/Vacant Ms. Elizabeth Henson Administrator on Special Assignment Administrator on Special Assignment Mr. Joseph Begnal Mrs. Lauren Elias

Waterbury Arts Magnet High School

Principal Vice Principal Vice Principal Vice Principal Mr. Nicholas Albini Dr. Maria Stasaitis Mr. Joseph Nole Ms. Jennifer Deeley

Waterbury Career Academy High School

Principal Vice Principal Vice Principal Mrs. Jade Gopie Mrs. Jennifer Franceskino Mr. Michael Harris

MIDDLE SCHOOLS

North End Middle School

Principal Mrs. Jacquelyn Gilmore **Assistant Principal** Mr. James Simpson **Assistant Principal Assistant Principal** Mrs. Sharell Herbert

Wallace Middle School

Principal **Assistant Principal Assistant Principal Assistant Principal** Academic Academy Supervisor

West Side Middle School

Principal **Assistant Principal Assistant Principal Assistant Principal** Mrs. Jennifer McAloon-Egan

Mr. Vincent Balsamo Ms. Cynthia Hammond Mrs. Bridget Regan Ms. Patricia McCarthy Mrs. Kathleen Ferrucci

Mr. Peter McCasland Mr. Michael Veronneau Mr. James Tolman Mrs. Rohinie Criscione

Waterbury Arts Magnet Middle School

Principal	Mr. Nicholas Albini
Vice Principal	Dr. Maria Stasaitis
Vice Principal	Mr. Joseph Nole
Vice Principal	Ms. Jennifer Deeley

ELEMENTARY AND PRE K-8 SCHOOLS

Bucks Hill Elementary School

Principal Ms. Maria Jimenez	
Supervising Vice Principal	Mrs. Filomena Hudobenko

Bunker Hill Elementary School

Principal Supervising Vice Principal

Carrington Elementary School

Principal Supervising Vice Principal

H.S. Chase Elementary School

Principal Supervising Vice Principal Supervising Vice Principal

Wendell L. Cross Elementary School

Principal

Driggs Elementary School

Principal Supervising Vice Principal

John Duggan Elementary School

Principal Supervising Vice Principal Ms. Linda Leyhow Ms. Emily Griffin

Ms. Karen Renna Ms. Kristen Gwiazdoski

Mrs. Lori Eldridge Mrs. Maria Milo Ms. Shernett Evans-Foster

Mrs. Debbie Ponte/Vacant

Mr. Michael Theriault Ms. Kelly Pinho

Ms. Melissa DiGiovanni Mrs. Carla Fidanza

M.M. Generali Elementary School, Margaret

Principal	Mrs. Kathy Daversa
Supervising Vice Principal	Ms. Kristen Gaudiosi
Gilmartin Elementary School	
Principal	Ms. Christina Moore
Supervising Vice Principal	Ms. Laura Colon
Hopeville Elementary School	
Principal	Ms. Erika Lanza
Supervising Vice Principal	Mrs. Julie Crespo
F.J. Kingsbury Elementary School	
Principal	Mr. Erik Brown
Supervising Vice Principal	Ms. Susan Groppi
Maloney Interdistrict Magnet School	
Principal	Mrs. Donna Cullen
Supervising Vice Principal	Ms. Jan Phillips
Jonathan E. Reed Elementary School	
Principal	Ms. Diuraca Tomasella
Supervising Vice Principal	Ms. Brittany Dunn
Frank G. Regan Elementary School	
Principal	Ms. Angela Razza
Rotella Interdistrict Magnet School	
Principal	Ms. Robin Henry
Supervising Vice Principal	Ms. Dana Wallace
Sprague Elementary School	
Principal	Ms. Diane Bakewell
Supervising Vice Principal	Ms. Stephanie Carpentieri

B.W. Tinker Elementary School

Principal	Ms. Imani Jones
Supervising Vice Principal	Vacant
Walsh Elementary School	
Principal	Mrs. Ellen Paolino
Supervising Vice Principal	Dr. Maureen Wilson
Washington Elementary School	
Principal	Mrs. Inez Ramirez
Woodrow Wilson Elementary School	
Principal	Ms. Jennifer Rosser
Supervising Vice Principal	Ms. Dana Coelho

Board of Education

COMMISSIONERS

Mayor Neil M. O'Leary (D) - Chairman Ex-Officio
Charles (Chuck) E. Pagano, Jr President
Karen E. Harvey - Vice President
Ann M. Sweeney - Secretary
Elizabeth C. Brown
Juanita P. Hernandez
Amanda K. Nardozzi
Rocco F. Orso

Melissa Serrano-Adorno

Charles L. Stango

Thomas Van Stone, Sr.

STUDENT REPRESENTATIVES

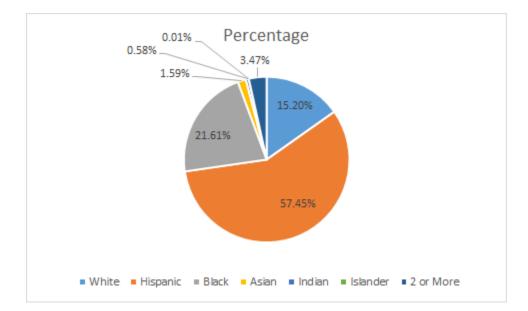
Fatima Aly, Waterbury Career Academy (Grade 11) Vivian Bunker, John F. Kennedy High School (Grade 12) Tenly Dessalines, Wilby High School (Grade 11) Ethson Destra, Crosby High School (Grade 12) Liani Diaz, Waterbury Arts Magnet School (Grade 11) Ashley Gallego-Calle, Waterbury Career Academy (Grade 12) Mateo Macias, Waterbury Arts Magnet School (Grade 12) Sumreen Moughal, Wilby High School (Grade 12) Reis Muccino, John F. Kennedy High School (Grade 11) Zyaira Reynolds, Crosby High School (Grade 11)

Demographics at a Glance

Students

District Student Enrollment

Total Enrollment (October 2020) 18,353



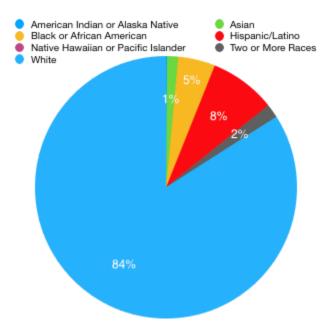
District Student Demographics

Student Enrollment		
Ethnicity/Race	Count	
American Indian or Alaska Native	108	
Asian	297	
Black or African American	4036	
Hispanic/Latino	10745	
Native Hawaiian or Pacific Islander	2	
Two or More Races	648	
White	2838	

Enrollment Trends

School Year	Total Enrollment	Special Education	English Learners	Pre-K
20-21	18353	3896	2969	414
19-20	18807	3637	2919	836
18-19	18847	3583	2820	779
17-18	19007	3396	2615	817
16-17	19001	3345	2553	819
15-16	18862	3307	2432	744
14-15	18878	3242	2354	702
13-14	18706	3093	2121	682
12-13	18485	2951	2061	666
11-12	18175	2803	1952	662





Administrators			
Ethnicity/Race	Male	Female	Total
American Indian or Alaska Native	0	0	0
Asian	0	1	1
Black or African American	1	8	9
Hispanic/Latino	3	9	12
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	2	2
White	20	50	70

Teachers			
Ethnicity/Race	Male	Female	Total
American Indian or Alaska Native	0	2	2
Asian	1	20	21
Black or African American	12	52	64
Hispanic/Latino	21	98	119
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	5	20	25
White	272	1002	1274

Strategic Plan

Process and Overview

The 2020-2021 school year presented the Waterbury Public Schools and Board of Education with a challenging and unique opportunity. In 2019, the district was in the last stages of finalizing a long term strategic plan when the pandemic started. A tremendous amount of work and input from a wide range of stakeholders had resulted in the production of Core Values, a WPS Mission and Vision, and 5 planning focus areas - postgraduate guidance and preparation, teaching and learning, family and community engagement, talent management, and fiscal responsibility. Additionally these collaborations built a Portrait of a Graduate that would drive the district's instructional direction.



However, once the pandemic began, all energy, resources and problem solving efforts were focused on the immediate challenge. Concerns of safety, security and public health demanded that school buildings be closed. How to get over 18,000 Waterbury Public School students and their over 1,400 teachers connected in virtual then eventually hybrid classrooms became the most pressing of all strategic questions.

Starting in the fall the federal government began to provide increasing levels of support through the ESSER, ESSER II and

ARP, totaling over \$140 million dollars. The experiences of students during hybrid learning, the needs of families during the pandemic and the requirements of constructing responses to the grant applications created a need for the district's previous strategic planning efforts to evolve. Using student, parent and staff surveys, thought exchanges, public meetings and planning committees WPS sought to recommit to areas of the strategic plan that had only become more important in the shadow of the pandemic, as well as to reimagine education in Waterbury and what it needs to look like in its efforts to respond to new challenges that were manifest.

The 5 strategic planning areas and the funding categories of the federal grants were incorporated into 4 overarching areas of work that bring together the key initiatives of the previous strategic plan within major areas of focus. Each category links together a range of large

scale initiatives that will transform Waterbury Public Schools both through the end of the pandemic and beyond.

- Educating the Whole Child some examples
 - Developing Portrait of a Graduate and linked assessments and teaching models
 - Connecting with families and community organizations to strengthen wraparound supports
 - Implementing a multi tiered system of academic and socio emotional supports for all students
- Expanding Access, Choice and Equity some examples
 - Creating the International School
 - Providing equity training for all staff
 - Increasing career pathways and dual enrollment options
- Ensuring Safe and Healthy Schools some examples
 - Conducting comprehensive facilities study to guide ambitious district wide renovations
 - Adding school counselors and a k-12 SEL curriculum
 - Increasing access for students to mental health counseling after school hours
- Investing in the Future some examples
 - Recruiting and retaining a diverse workforce to serve in Waterbury schools
 - Refining our training pipeline to strengthen our efforts to "grow our own" leaders
 - Ensuring fiscal sustainability and continuous organizational improvement

Budget and Finance Highlights



Education Budgets for FY 2021:

- General Fund Operating Budget at \$158,375,000 Continuing to control costs and achieve a year end budget surplus for consecutive years of a minimal budget and prepared consecutive years of minimal growth operating budget with little proposed negative effect on educational programs offered to our students.
- The General Fund Operating Budget was \$158,375,000 for Fiscal year 20-21 has been flat funded (no increase) in past years.
- The total Education Cost Sharing (ECS) for Fiscal Year 20-21 was \$150,090,541 of which \$36,473,359 was the Alliance Grant portion to the Education Department. Waterbury has been severely underfunded in the ECS grant, however the State ECS phase-in formula is helping to bridge the gap.
- The Competitive Grants for Fiscal Year 20-21 total was \$ 32,466,903. Some types of Competitive Grants are 21st Century, School Safety and Security Grants, Low Performing School Bond, Family Resource Center, etc.
- The Entitlement Grants for Fiscal year 20-21 total was \$ 57,179,005. Some types of Entitlement Grants are IDEA, Magnet, Title I, Title II, Title III, Title IV, Bilingual, etc.
- Awarded Commissioner's Network Grant for our three comprehensive middle schools (North End, Wallace, West Side) that totalled \$2,325,000 a year and \$60,000 for Wilby High School (Wilby Planning Year).

- Awarded in our fourth consecutive year for a total of \$1,936,038 for Every Student Succeeds Act (ESSA) School Improvement Grants awarded to Opportunity Districts for eight elementary schools (Bucks Hill, Driggs, Gilmartin, Hopeville, Sprague, Walsh, Washington and Wilson) and three middle schools (North End, Wallace and West Side) to further assist student needs.
- The Education Finance Department prides itself on receiving complete "clean" audit reports of any findings or comments for consecutive years.

COVID-19 Pandemic Funding FY 2021:

- Due to the pandemic the district received various funds through the Federal Cares Act to support and provide continuing education in a way that is accessible, equitable and meaningful to the students we serve.
 - CoronaVirus Relief Funds (CRF) \$3,649,712 Grant Ended December 2020. Use of funds to provide PPE/Health and Safety measures and provide technology training and equipment to meet the digital divide in the remote learning environment.
 - Elementary and Secondary School Emergency Relief Fund (ESSER I) \$ 9,394,519
 Grant Ends September 2022 (Public Portion \$8,462,310 and Non-Public Portion \$ 932,209 Equitable Services). Funds were budgeted in the following priorities:
 - 1) Ensuring that all students have access to appropriate technology and connectivity.
 - 2) Accessibility to high-quality curriculum that addresses the needs of all learners including students with disabilities.
 - 3) Addressing student learning gaps and safely reopening schools.
 - 4) Providing social and emotional support for educators and students as they transition back to school.
 - Elementary and Secondary School Emergency Relief Fund (ESSER II) \$ 41,651,124
 Grant Ends September 2023 (No Equitable Services). Funds were budgeted in the following priorities:
 - 1) Academic Support, Learning Loss, Learning Acceleration and Recovery.
 - 2) Family and Community Connections.
 - 3) School Safety and Social-Emotional Well-being of the "Whole Student" and of our School Staff.
 - 4) Remote Learning, Staff Development, and the Digital Divide.
 - 5) Other

- American Rescue Plan Act (ARP/(ESSER III) \$ 89,691,176 Grant Ends September 2024 (No Equitable Services). Funds were budgeted in the following priorities:
 - 1) Learning Acceleration, Academic Renewal, and Student Enrichment..
 - 2) Family and Community Connections.
 - 3) Social, Emotional, and Mental Health of the Students and of our School Staff.
 - 4) Strategic Use of Technology, Staff Development, and the Digital Divide.
 - 5) Building Safe and Healthy Schools.
- Due to COVID-19 Pandemic effects and being in a virtual/hybrid model at various times throughout the school year resulted in cost savings, (ie; position vacancy, school transportation, limited special education services, limited athletic and academic events etc.) Any savings from COVID-19 in the operating budget will be transferred to the Education Capital Project Fund.

Operations

The Operations Departments (Technology, Facilities, Security, Food Services, Transportation, and Welcome Center) have completed and planned many projects for the 2020-21 school year. The programs continue to focus on building from recent successes seeking cost-effectiveness and efficiency in supporting the District's educational goals, mission, and vision. Creating and sustaining the healthy, safe, cost-effective, and efficient infrastructure and support for students and staff remains the guiding principles for the Operations Departments. Through investigation, research, and collaborative planning, many projects have been started and completed. Working in collaboration with all other Education Departments, the Operations Departments diversified plans to continue to support the expansion of the distance learning initiative and engage in multiple projects designed to support the return of students. A summary of the many projects and efforts by the Operations Divisions is as follows:

2020-2021 Accomplishments

Chromebook and Laptop Distribution

The Technology Distribution Center on Harper Ave was opened during the spring and is currently receiving all computer shipments. Upon delivery, all equipment is tagged and scanned into the asset management system for tracking and assignment.

With over 19,000 Chromebooks and laptops distributed to students and staff, the new Asset Management system will help the District organize a 1:1 roll-out of Chromebooks and laptops, support reporting requirements, and monitor all resource investments, allocations, and utilization.

Total Student Devices	17,022
High schools	4479
Middle Schools	3,398
Elem & Pre-k- 8	9,096
Out Placed Students	45

Total Staff Devices	1,898
Teachers	1,530
Administrators	91
Student Support Staff	277
Inventory- Device Available	7,854
Device Repairs	4,800

Digital White Boards (Smartboards)

The District has embarked on replacing all classroom projector interactive whiteboards with next-generation interactive flat panel displays. The new digital smart boards will help reduce maintenance costs, power consumption, failed bulbs, and blurred screens; it's like having a giant tablet on the wall for all classrooms with a long lifespan of up to 30,000 hours. Over 1,000 interactive smartboards are purchased and scheduled for installation.

Wireless Network buildout to Support 1:1 and Distance Learning

The connected classroom has quickly become the norm. As Chromebooks, IPads, and other devices are introduced into the school environment, the density of the wireless can be very high. Re-designing the wifi network to accommodate a 1:1 classroom called for new wireless access points to be strategically installed throughout the schools. Over 900 are scheduled for installation in classrooms, with an additional seventy devices earmarked for outdoor wifi access. The new wireless devices support the 802.11AC 1 Gig wireless standard and also support legacy devices on 802.11n 2.4 Gig and 802.11a/b/g for a 1 to 1 program and BYOD programs, and older district laptops.

School Security Projects

Almost 3 million dollars of security upgrades is being planned for 21 schools, the investments will upgrade the

- Video Management Servers- Milestone
- Security Cameras
- Badge Entry Systems
- Video Door Intercom Systems

These systems and strategic upgrades will standardize the video management systems, cameras, badge entry systems, and video door intercom systems across all of our schools. It will allow for a seamless connection to our Emergency Responder partners (Police and Fire) in an emergency. The platform is consistent with recent Waterbury Police Department upgrades, allowing for consistent practices and protocols and leveraging a standard system for cost-effective upgrades and expansions over time.

Voice Over IP (VOIP) Telephone System

The Voice Over IP end-to-end solution will provide a consistent and intuitive user experience across all devices.

- A voice processing system (voicemail, automated attendant, & unified communications) that is easy to use for both callers and staff
- A centralized system management system will facilitate changes to the system configuration at each site from other locations
- A solution that provides the capability to expand services of the telephone system
- A solution where the District can share equipment and services between facilities, reducing costs and duplication
- A solution that will replace outdated equipment which is no longer supported
- A solution that can provide uninterrupted and continuous service to internal and external constituents
- A solution that can improve student and staff safety and the related internal and external communications required in an emergency

Canon Copiers and Print Management

- Replace aging Copier Fleet with new, more efficient hardware devices
- Reduced fleet size from 186 -165 Copiers
- Centralized Print Ecosystem
- Improved printing efficiency by being able to track all copiers and printers
- Control Output Costs by setting printing budgets and creates printing rules
 - Estimated Cost reduction of \$ 185,994.00 Annually
- Provide visibility to all printed documents
- Safeguard sensitive Data
- Free up IT resources

Food Services

The continuation of the COVID-19 Pandemic during the 2020-2021 school year presented a multitude of challenges to the Food Service Department. We had to develop processes for the distribution of food to both in person and remote learners. We had to conform to the class and school shutdowns with minimal notice which affected our participation and subsequently our production and ordering had to change. There was also a continually changing number of students that were virtual and remote which made it difficult to anticipate numbers and how many meals to prepare. It was also challenging to manage inventory that had to be received based on

orders that were placed in a pre-pandemic environment. These challenges put a stress on storage both at the schools and in our central facility.

There were some benefits that we were able to take from the pandemic as well. We were able to use the reduction in production to develop processes for our new central facility. There is quite a bit of specialty equipment that required practice and repetition in order to master. It also gave us the opportunity to develop some new recipes that we think the students will enjoy and add variety to the menu while staying within the confines of the NLSP requirements. We also were able to continue to support the Senior Center in their effort to ensure that the senior population, that relied on Meals on Wheels and the Senior Center for their food security, continued to receive meals while services at those facilities were suspended. We prepared over 300 meals per day that were delivered to the Senior Center 3 times a week. From there the meals were delivered to individual homes of people that had requested the service.

Looking ahead to the 2021-2022 school year we are welcoming the return to a more traditional service routine in school. The lessons we learned from the time we had preparing meals for the pandemic will serve us well as the numbers increase to close to the pre-pandemic levels. We are also working to make sure that we continue to offer a growing variety of meals that will appeal to the students in order to drive participation. We will continue to adjust our processes in order to increase the efficiency of our production while simultaneously increasing the quality of the product that we offer. This will allow us to service the students better and realize the potential savings moving our operations in house.

Facilities and Construction

2010-21 was a great year for Facilities and Construction projects.

The year began with filing the General Improvements to Alliance Districts' School Buildings Grant Application with the Office of School Construction Grants & Review. The District was awarded \$2 million dollars to fund various projects at various schools that would not otherwise qualify as school construction grant projects. These projects include new play equipment replacement at Bucks Hill and Kingsbury; Gym floor replacement at Walsh and Kingsbury; Fire alarm panels replacement at Bucks Hill, Bunker Hill, Driggs, Generali, Tinker and Washington; End of life HVAC equipment replacement at Maloney and Hopeville; New lockers at Driggs and Sprague; New bleachers at Kennedy and Crosby; Stairs/ sidewalks replacement at Wilson Elementary School. These projects are set to be substantially completed by August 30, 2021.

We acquired the building formerly known as St. Peter and Paul School in November 2020 and renovated the building which has now become the district's new International Dual Language

School from Pre-K to 1 beginning August 30, 2021. While many concerns were raised with the ability to complete this project, the Operations team proved up to the task engaging in a complete renovation of the building within a very short time window and getting it ready for the new school year. This was literally years of work completed in a matter of months with the support of the entire team and our City partners.

The Wendell Cross Project reached substantial completion on July 30, 2021, which is a huge milestone in the project timeline and a testament to the hard work and dedication of the entire project team. City Officials have issued a Temporary Certificate of Occupancy (TCO) which allows our staff to be in the building to help coordinate FF&E deliveries that are currently underway. Even with the COVID-19 issues, the project team was able to plan and strategize to keep the project moving forward. While there were some supply chain delays, the team has worked to keep the project on schedule and within budget. The new Wendell Cross will open on time for the new upcoming school year.

While Schools were in session, the Facilities team never stopped working on projects. Summer cleaning was moved up and many projects were performed with the students out of the building including but not limited to:

- Generali Roof Replacement Project bid is complete with installation to follow in the summer of 2022.
- Walsh Boiler replacement project bid and contract complete with installation to follow.
- Bunker Hill and Washington elevator addition is in the bidding phase.
- Entryway Upgrades at Bucks Hill, Bunker Hill, Generali, Tinker and Washington
- Assist in Phase 3 Security Upgrades closeout and Phase 4 planning and bidding;
- Various painting projects District-wide;
- Various Masonry projects District-wide
- Various HVAC projects District-wide.
- Installation of water bottle filling stations throughout the district.
- Successfully Hosting and providing a safe environment for City summer camps at Wallace/Crosby; North-End/Wilby; West Side Middle School.
- Implementation of On-line School Dude work order system which will streamline all areas of operations and allow for better tracking and accountability for work order and projects.

Human Capital

Juan Mendoza, Assistant Superintendent of Human Capital

Highlights

In the fiscal year 2020-2021, the Department of Personnel and Talent Management supervised the recruitment, selection, and appointment of one hundred and fifty-four (154) highly qualified teachers and eighteen (18) administrators. The office replaced staff that resigned, retired, was non-renewed, or were promoted to higher positions. The average salary level for new teachers was \$52,605 and \$111,582 for administrators. These salaries fell within budget. The average teacher salaries were slightly lower than the previous 2019-2020 school year averages, while the average administrator salaries were substantially lower than the previous 2019-2020 school year averages.

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

We had a decrease in employee paid sick time for the 2020-2021 school year from the previous year. The number of FMLA-approved leaves in 2019-2020 was 296 FMLA; and in 2020-2021 that number was 269, a -10.04% decrease from the previous year.

Under the direction of the Superintendent and the Director of Personnel and Talent Management, the HR Generalists completed investigations into allegations of misconduct, both on and off the job, by Education employees. The investigations resulted, in some instances, in disciplinary actions including suspensions and terminations of Education employees. The number of grievances for 2020-2021 totaled twenty-three (23), a decrease from the previous year which was twenty-five (25). We received twelve (12) new CHRO/EEOC complaints this year.

In the past year, the Waterbury Public Schools Human Capital Talent Office has had an increased focus on minority teacher recruitment (MTR). Our team has been in attendance at ten (10) HBCU

virtual career fairs. These educator preparation programs (EPPs) have a proven record of preparing and certifying racially diverse educators. In the 2020-2021 SY, we attended several career fairs at 10 HBCUs and the RESC Alliance with an intentional focus on MTR. In addition to attending career fairs, we recruit using a variety of platforms to reach as many candidates as possible. To support the minority teacher recruitment and retention efforts, WPS participated in the yearlong SERC professional learning series titled: Courageous Conversations & Courageous Leadership: Moving the Racial Dialogue to Systemic Racial Equity Transformation. Through this series, WPS created a District Equity Leadership Team (DELT) which is represented by central office officials, school-level administrators, classroom teachers, and members of the community. The DELT created an Equity Action Plan and Equity Policy which highlights needs and strategies for creating a culturally responsive workforce that is reflective of the district's student population. Furthermore, WPS worked to ensure the hiring and retention practices in place are completed without overarching explicit or implicit biases. WPS partnered with TEACH Connecticut to provide our students, Paraeducators, and community members personalized pathways to teacher certification no matter where they are on their journey. The Human Capital Talent Office is currently working with the Connecticut State Department of Education (CSDE) and the State Education Resource Center (SERC) in a variety of ways that are all connected to increasing equity in education. One such initiative is the CSDE Educator Diversity Coaching Series. The purpose of the coaching series is to support Connecticut school districts in their efforts to increase the racial, ethnic, and linguistic diversity of their educator workforce. At the end of the workshop series, the district will have a comprehensive recruitment and retention plan and a new theory of action and vision. This workshop is directly related to this project because the project, if funded, will be embedded in the recruitment and retention plan created with the CSDE. In 2020, TEACH Connecticut supported 260+ future educators, including 45% people of color. With our partners at TEACH Connecticut, we designed and implemented a unique three-part recruitment campaign. A campaign that several other districts are now requesting to bring to their campuses. Together, we have hosted informational sessions and offered 1:1 coaching geared toward pathways to certification for our community members and staff. We look forward to bringing our students into this plan very shortly. WPS continues a partnership with Relay Graduate School of Education (Relay GSE). This 18-month program creates a pathway for Paraeducators who hold a bachelor's degree to become certified to teach in a variety of areas. Through this initiative and the RESC Alliance MTR Grant, WPS was able to cover up to \$2,000 in tuition for Paraeducators who self-identified as a person of color. As a result of the CSDE coaching sessions, the following Theory of action and Vision listed below was developed by the district team that consisted of central office administrators, supervisors, and school administration.

Vision: We are committed to recruit, hire, deliberately develop, and retain a racially, ethnically, culturally, and linguistically diverse group of highly effective staff members to prepare students to transform their world.

Theory of Action: If we engage with our community and commit to create and refine efficient structures to deliberately develop, and retain a racially, ethnically, culturally, and linguistically diverse group of highly effective staff members, then students will perform at a high level of achievement and will be prepared socially, emotionally, and academically to become productive members of our community.

The Human Capital Talent Office has also partnered with local community organizations to support conversations surrounding race in education to promote a culture and climate that welcomes and nurtures racial, ethnic, and linguistic diversity. These monthly meetings are offered to our new teachers, TEAM mentors, and any other interested employee. Affinity groups for Black/African American and Hispanic/Latino educators have also taken shape this year in partnership with a Waterbury community organization. These initiatives may attract racially, ethnically, and linguistically diverse candidates to seek employment in the district.

Our team will be working on two goals for the upcoming year.

1. Actively seek partnerships with Connecticut universities, college teacher preparation programs, and career services offices. This will be essential and aid in creating a direct pipeline to the high-quality diverse talent that will connect with our students and help them achieve at high levels.

2. We will strategically refocus resources to build upon recent successful strategies that specifically recruit teachers in hard to fill areas and teachers of color to diversify the workforce and to make sure that we are retaining our best teachers and that we are aggressively recruiting and pursuing the best candidates because talent matters.

We are very excited about the direction that we are moving and we recognize that Human Capital will play an important role in the improvement of our school system to better meet the needs of students.

School/Dept.	Grade/Subject	Number of New Teachers
Elementary	Art	5
Elementary	Bilingual Gr K & Gr 5	1

2020-2021 Teacher Hires by Subject Area

	1	r
Elementary	English Second Language	4
Elementary	Grades Pre-K Through 5	31
Elementary	Guidance Counselor	2
Elementary	Health & Physical Education	2
Elementary	Library Media	4
Elementary	Music	3
Elementary	School Psychologist	1
Elementary	Speech Language Pathologist	2
Elementary	Special Education	16
High School	Art	2
High School	Bilingual Science	1
High School	Business	1
High School	Dance	1
High School	English Language Arts	7
High School	Guidance Counselor	5

High School	Health & Physical Education	5
High School	Math	5
High School	Music	2
High School	ROTC	2
High School	School Psychologist	1
High School	Science	2
High School	Social Studies	2
High School	Special Education	6
High School	Tech Ed	3
Middle School	Business/Computer Ed	1
Middle School	English Language Arts	8
Middle School	Health & Physical Education	1
Middle School	Math	7
Middle School	Music	3
Middle School	Science	5

Middle School	SEL Counselor	3
Middle School	Spanish	1
	Speech	
Middle School	Language Pathologist	1
Middle School	Special Education	5
Middle School	Social Studies	2
Middle School	Tech Ed	1
	Total	154

Teachers Hired with Durational Shortage Area 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 suitably certified candidates, or due to Priority District need. To qualify for a DSAP the applicant must have completed: (1) minimally, a bachelor's degree from a regionally-accredited higher education institution is required and 12 semester hours of credit must be completed in the area to be taught, (2) enrollment in an approved preparation program as required and the ED 177 Application is required, when an approved program of preparation is required to obtain the actual certificate, (3) for teachers adding the endorsement, the ED 177 Application is not required, unless an approved program is required to add the cross-endorsement. DSAP candidates must pass the Praxis II in their content area if required by the program.

For 2020-2021, twelve (12) new teachers were hired through DSAP with the State of Connecticut. This represented 7.8% of all new teachers hired in 2020-2021. DSAP teachers were hired in the content areas listed below.

Certification Area	Number of DSAPs
Bilingual (Elem & Science)	2
Math	1
Science	1
SEL Counselor	1
Spanish	1
Special Education	6
Total	12

Relevant Salary Data for Teachers Hired During 2020-2021

The average starting salary for teachers hired during 2020-2021 was \$52,605. This was determined by years of experience and content/shortage area. Those in shortage areas negotiated/demanded higher steps. The budgeted salary for new teachers was within budget.

Education Level of Teachers Hired During 2020-2021

Degree Held	Number of New Teachers
Bachelors	47
Masters	71

6 th Year	23
Doctorate	2
Total	154

Teacher & Administrative Hires by Race/Ethnicity During 2020-2021

Race/Ethnicity	Number of Teacher New Hires	Number of Admin New Hires
Asian	3	0
American Indian	0	0
Hispanic	19	5
Black/African American	13	4
Two or More	6	0
White/Caucasian	113	9
Total	154	18

Approximately 29.07% of all new hires during 2020-2021 were diverse staff of color. The staff of color hiring ratio increased by 2.66% from the previous year of 26.41%. Total new hires decreased by six (6) vacancies or -3.37%, from the previous school year.

Teacher Resignations/Teacher Deceased During 2020-2021

Academic Academy	Spanish MS
Bucks Hill Annex	Pre-K SPED
Bucks Hill Annex	Pre-K SPED
Bucks Hill	Special Ed Elem Gr 4-5
Bunker Hill	Gr 2
Bunker Hill	Music Elem.
Bunker Hill	Special Ed Elem
Bunker Hill	Special Ed Elem
Bunker Hill	Special Ed Elem
Bunker Hill	Special Ed Elem - BDLC
Bunker Hill	Special Ed Elem - BDLC
Districtwide	STEM Coach Elem.
Carrington	Gr 4
Carrington	Gr 5

Carrington	PE/Health
Carrington/Gilmartin	Tech Ed - Woodshop, Information Tech
Chase	Gr 2
Chase	Special Ed Elem
Chase/WCA	Psychologist
Chase/WCA	Psychologist
Crosby	ELA HS
Crosby	Math HS
Crosby	Social Studies Gr 9-12
Crosby	Special Ed HS
Crosby	Special Ed HS
Crosby	Special Ed HS
Driggs	ESL Elem
Driggs	Gr 3
Driggs	Gr 3
Driggs	Special Ed Elem

Driggs/Chase	Art Elem
Duggan	ELA Gr 7
Duggan	Gr K
Duggan	Gr K Co-Taught
Duggan SLP , chg'd to Districtwide	SLP
Duggan SLP , chg'd to Generali/Districtwide	SLP
Generali	Gr 1
Generali	Special Ed - Autism
Generali	Special Ed - Autism
Gilmartin	Gr 5
Kennedy	ELA HS
Kennedy	Guidance Counselor
Kennedy	Guidance Counselor

Kennedy	Literacy Title I
Kennedy	Math HS
Kennedy	Music - Instrumental
Kennedy	Social Studies HS
Maloney	Special Ed Elem
NEMS	ELA Gr 6
NEMS	ELA Gr 6
NEMS	Reading - MS Gr 8
NEMS	Science MS Gr 8
NEMS	Spanish MS
NEMS	Special Ed MS - ABA
NEMS	Tech Ed - Woodshop, Information Tech
OEC	Pre-K SPED
Reed	Gr 3
Reed	Music Pre-K - 8
Reed	Special Ed - Essential Skills

Reed	Special Ed MS
Regan	Gr 1
Regan	Gr 1
Regan/Washington	Art Elem
Regan/Washington	Library Media
Rotella	Gr 2
Rotella	Gr 4
Rotella/Maloney	Psychologist
Sprague	Art Elem
Sprague	Gr 3
Sprague	Gr K
Sprague	Library Media
Sprague SLP, chg'd to Districtwide	SLP
Sprague	Special Ed Elem
State Street Special Ed	Special Ed Elem. Gr 2/3
Tinker	Gr 3

Tinker	Library Media
Tinker	Library Media
Wallace ELA	ELA Gr 6
Wallace ELA	ELA Gr 6
Wallace Math MS	Math MS Gr 7
Wallace Math MS	Math MS Gr 7
Wallace Math MS	Math Gr 8
Wallace	PE/Health
Wallace	Science MS Gr 7
Wallace	Science MS Gr 8
Wallace	Science MS Gr 8
Wallace Special Ed	Special Ed MS
Walsh chg'd to Kingsbury/Tinker	ESL Elem
Walsh	Gr 5
Walsh	Special Ed Elem
Walsh/Washington	Psychologist

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WAMS	Theater HS
WAMS	Science MS Gr 7
WCA	Business
WCA	ELA HS
WCA	Spanish HS
WCA	Math HS
WCA	Science HS Physics Gr 9-12
WCA	Social Studies HS
WCA	Math HS
WCA	Special Ed HS
WCA	Tech Ed - Information Technology
Wendell	Gr 3
Wilby	FCS
Wilby	FCS
Wilby	PE/Health
Wilby	Math HS

Wilby	Math HS
Wilby	Music HS
Wilby	Psychologist
Wilby	ROTC - Marines
Wilby	Science HS Biology & Environmental Science
Wilby	ELA HS
Wilby	Special Ed HS
Wilby	Special Ed - HS BDLC
Wilby	Tech Ed - Drafting, Autocad, Architecture
Wilby	Tech Ed - Video Production
Wilson	Art Elem
Wilson	Library Media
Wilson	Math/Science Gr 5
Wilson	Special Ed Elem - BDLC
Wilson	Special Ed Elem - BDLC
WSMS	ELA MS Gr 7

WSMS	Math Gr 6
WSMS	Math MS Gr 8
WSMS	Music MS
WSMS	Special Ed MS
WSMS	Special Ed MS
WSMS	Special Ed MS
Duggan	Special Ed - Gr K Co-Taught Sped
State Street	Special Ed Elem Resource Gr 4-5
Wilby	Special Ed - HS BDLC
Wilson	Gr 2
WSMS	Special Ed MS
Chase	Gr 3
WCA	Tech Ed Mfg.

Total Resignations: 137

Deceased: 2

Teacher Retirements/Non-Renewals During 2020-2021

Bucks Hill Annex	Pre-K Reg. Ed
Bucks Hill	Bilingual Reading
Bucks Hill	Literacy Facilitator
Bunker Hill	Gr 2
Carrington	Art Gr K-8
Carrington	Special Ed Elem
Chase	Bilingual Gr K
Chase	Reading - Elem.
Crosby	ROTC - Army
Duggan/Regan	Psychologist
Generali	ESL Elem
Generali	Gr K
Generali	Gr K

Generali/Rotella	ESL Elem
Kennedy	Science HS - Biology
Kennedy	Tech Ed-
Kennedy Tech Ed Gr 9-12 chg'd to NEMS Music Chorus	Music Chorus
Kingsbury	Art Elem
Maloney	Math Coach
NEMS	Special Ed MS
NEMS	Special Ed MS
NEMS	Special Ed MS
Rotella	Pre-K Reg. Ed
Rotella/Maloney	Psychologist
Wallace	ELA Gr 8
Wallace	Math MS
Wallace	Music MS
Wallace SLP, chg'd to Districtwide SLP	SLP

Wallace	Social Studies MS
Walsh	Gr K
Walsh	Pre-K Reg. Ed
Walsh Special Ed - Elem chg'd to Wilby Special Ed Co-Taught ABA/Autism	Special Ed - HS Co-Taught ABA/Autism
WAMS	Dance Gr 6-12
WAMS	Social Studies HS
WCA	Tech Ed Mfg.
Wendell	Math Gr 6-8
Wilby	Allied Health
Wilby	Allied Health
Wilby	Tech Ed - Drafting, AutoCAD, Architecture
Wilson	Special Ed Elem - BDLC
WSMS	Special Ed MS
Tinker	Gr 5
Hopeville	Gr 1

Duggan	Math MS Gr 7 & 8
Wilson	Special Ed Elem - BDLC
Wendell/Bucks Hill Annex	Art Elem

Total Retirements: 41

Non-Renewals: 5

Administrator Hiring/Promotions/Lateral Transfers 2020-2021

Eighteen (18) administrative vacancies occurred for 2020-2021 as a result of retirements, resignations, transfers, promotions, and expansion positions. All of these vacancies have been filled with qualified staff.

The Department of Personnel and Talent Management - Education

We remain focused on our goals of cross-training staff, infusing technology into daily operations, and continuing to serve the staff, students, and parents of Waterbury Public Schools consistent with the Mission, Vision, and Values of the District.

Increasing Student Achievement

District Academic Achievements

WPS Implements One-to-One Technology Model

Following the sudden closure of schools in March of 2020 and through the summer, many departments worked tirelessly to implement a 1:1 technology model for our students as well as provide technological support. Shortly after the 2020-2021 school year began, *EVERY WPS K-12 student* who was in need of a device had a district-issued device for learning. Governor Ned Lamont's *Everybody Learns* initiative, which was launched in September, was also instrumental in closing the digital divide and empowering our students to learn from home. The initiative included a collaboration with Comcast and the company's <u>Internet Essentials Program</u>, which offers affordable internet service, low-cost computers and digital literacy training. As a part of Comcast's endeavor to close the digital divide, the company donated 3,500 pre-paid vouchers to WPS for 12 months of paid Internet Essentials service. Seven Hundred and Twenty-Nine of our families signed up for the program through the pre-paid voucher.

Technology has been a critical piece in implementing the comprehensive and robust virtual instructional plan our Academic Office designed and continues to reinvent. Like in-person learning, our virtual instruction is student-centered and capitalizes on the many strengths of our outstanding and dedicated educators, who have engaged in hours of professional learning.

WPS Among Districts Tapped by State to Implement Program Encouraging Students to Become Teachers

On Tuesday, October 6, 2020 Governor Ned Lamont and former Connecticut Education Commissioner Miguel Cardona announced that the state was expanding the <u>Educators Rising</u> <u>Academy curriculum</u> in ten school districts across Connecticut, giving high school students access to a program that encourages students early on to consider careers in education.

"Numerous studies have shown that students of color do better in school when they have teachers of color in the classroom, however our state has overwhelming disparities and should be doing more to ensure diversity in our schools, including among faculty," **Governor Lamont said**. "All students should have access to positive teaching and learning experiences so they can be prepared for the global workforce that awaits them. Expanding this program to more school districts across the state is a direct investment in the classroom and in student success."

"As a student and educator, I have had mentors who motivated me to continue my passion for learning and teaching to engage students in a meaningful way," **Commissioner Cardona said**. "By providing comprehensive support and authentic experiences that cultivate an interest in the profession starting at an early age, we can ensure our teacher candidates have the backing they need throughout their journey to becoming highly effective educators who shape and inspire their own students. The expansion of Educators Rising will be a game changer in our efforts to advance culturally responsive educational practices and address the statewide gap between educators and students of color so the workforce better reflects the diversity of the students they serve. Having a common framework in place to recruit, develop, and retain a highly-effective, diverse workforce will enable the best possible outcomes for everyone, including both students and adults."

Developed by teachers for teachers, with the generous support of the National Education Association, the American Federation of Teachers and the National Board for Professional Teaching Standards, PDK International's Educators Rising program emphasizes fundamental professional practices that are critical for the next generation of aspiring teachers to develop and take their first steps on the path to realizing their full potential.

The program, which includes curriculum, teacher training and "Beginning to Teach" micro-credentials for students, is a centerpiece of a "grow your own" teacher recruitment strategy in a state where 60 percent of teachers work within 20 miles of where they attended high school.

In-service teachers who aim to mentor and inspire high school students to teach in their own communities are critical to the program's success.

The new cohort includes the school districts of Stamford, Hamden, Meriden, Hartford, New London, Danbury, New Haven, Waterbury, and Windsor. They joined the Consolidated School District of New Britain, which has been implementing the program for three years. The state plans to expand the program to the collegiate level so there will be a level of support and mentorship for students as they progress to postsecondary education and has secured a commitment with Central Connecticut State University (CCSU).

"Building on CCSU's long standing partnership with New Britain schools, the Educators Rising program has been a welcome addition," **Zulma R. Toro, president of CCSU, said**. "Its 'grow your own' pipeline is helping to increase the diversity of the city's educator workforce. Another added benefit is that high school students interested in pursuing a career in teaching are provided with the opportunity to get an early start. At no-charge, they can enroll in a CCSU education course and earn credits toward their degree before arriving on our campus."

Waterbury Career Academy High School Recognized by U.S. News & World Report as top Connecticut High School

In April, in <u>U.S. News & World Report's 2021 edition</u>, Waterbury Career Academy High School was ranked as one of the best high schools in Connecticut, ranking second in the state in math and reading. Additionally, the school was recognized as one of the best in the New Haven metro area.

Academic Department

Career and Technical Education

- Academies & Career Pathways
 - <u>CTE Academies and Career Pathways</u>
- Developed and Designed
 - Created/updated CTE Programs of Study for specific Career Pathways
 - New CTE courses ready to launch for 21-22 school year
 - Drone Technology, Robotics, Engineering, Software Development, NELTA, Manufacturing 3

- Principles of Management Post University, Foundations of Leadership Post University, Financial Accounting Post University, Managerial Accounting Post University, Principles of Marketing Post University, Social Media Marketing Post University
- If You Love It, Teach It UCONN, Introduction to Special Education UCONN
- Curriculum writing opportunities for teachers with new and current courses
- Conducted CTE Virtual Open House
- Secured competitive Perkins Supplemental Grant
- Collaborating with Industrial Management and Training Institute (IMTI) leveraging the National Center for Construction Education and Research (NCCER) in areas of Construction, Electrical, Plumbing and H-VAC
- Established summer and in school Connecticut Pre Apprentice New England Laborers Training Academy (NELTA) programs for high school students
- Industry Recognized Credentials and Virtual Work Based Learning programs
- Early College High School Candidate Interview Team
- Implemented Career Aptitude assessment tool for middle and high schools
- Comprehensive Local Needs Assessment for Perkins V completed and leveraged
- Managed 20-21 Perkins Grant
- Upgraded computer technology to meet current and future needs
- Professional Learning
 - CT Pathways System Institute Cohort 1
 - Google Certified Educator Level 1 and Level 2 Bootcamps
 - PBL101
 - Google Hyperdocs and Choice Boards by Ed Tech Team
 - YouScience, Virtual Job Shadow, Precision Exams

- EdRising Academy Curriculum
- Milestone C Robotics and Automation training
- Vertical and horizontal curriculum teams Blended Learning
- Distance Learning
 - Communicated with CTE Department Chairs, Content Coordinators, and Teachers via Google Meet
 - Developed CTE Department Distance Learning Plan
 - Developed and refined CTE Department website

Reading and English/Language Arts

- Curriculum Development
 - Developed a virtual curriculum for foundational skills that included 135 whole group lessons for Grades K-3 and nearly 400 small group/intervention lessons.
 - Summer 2021 further refinement of curriculum to include blended learning, a more comprehensive assessment plan, stronger support for phonological awareness instruction, additional opportunities for research and writing, a focus on oral fluency instruction, and integrated field trips to support language development.
 - Continued development of the Secondary ELA curriculum with a focus on integrating technology into instruction to align with hybrid learning.
 - Summer 2021 further refinement of curriculum toward a move to full in-person learning with a blended learning focus.
- StudySync
 - Monitored implementation through Google Classroom with a focus on pacing and technology integration.
 - Began the integration of more StudySync aligned novel study into the reading curriculum.

- SpringBoard
 - Implemented hybrid-aligned curriculum model to ensure implementation of SpringBoard materials in an appropriate timeline.
 - Conducted virtual classroom walkthroughs in collaboration with building administration to monitor curriculum implementation.
- Wonders
 - Monitored implementation and adjusted the activities taught
 - Created practice activities for students to apply learning in a virtual environment.
- Fundations
 - Recreated the program as a virtual resource with additional supporting online materials to enhance instruction.
- Small Group Instruction
 - Created virtual small group lessons to support online instruction.
- Professional Learning on
 - K-5: Using Kami to Teach Virtual Fundations Lessons
 - K-5: Teaching Small Group Instruction/Intervention and Wonders Digital in a Virtual Environment
 - K-5: Assessing Students Virtually
 - K-2: Accessing and Using the University of Florida Literacy Institute's Virtual Reading Hub
 - 3-5: Comprehension and Constructed Response
 - LETRS training for Literacy Facilitators
 - 6-12: Developing Teacher-Student Relationships in a Hybrid Learning Environment
 - 6-12: Developing Teacher Credibility and Clarity in a Hybrid Learning Environment
 - 6-12: Planning Instructional Lessons in a Hybrid Learning Environment

- 9-12: Using Kami to Create Lessons with SpringBoard Materials
- 9-12: Using Padlet for Formative Assessment in SpringBoard
- 6-8: Developing Teacher Clarity for Organized, Effective Instruction
- 6-12: Strategies for Student Engagement in the Hybrid Setting
- 6-12: Teaching Students to Advance Their Thinking Through Writing
- 9-12: Interactive Formative Assessment with Pear Deck
- 6-8: Rocking StudySync without the StudySync
- 6-12: Google Level 1 and Level 2 Training
- Distance Learning
 - Elementary Distance Learning Plan
 - Secondary ELA Supervisor: <u>Continued Refinement of the WPS Distance Learning</u> <u>YouTube Channe</u>I
 - Secondary ELA: Development and refinement of the <u>Secondary ELA Website</u> (external and internal sites)

Mathematics

- Curriculum Development
 - Developed a blended learning curriculum utilizing new resources as instructional supports (K-5)
 - Continued development of the Secondary Mathematics curriculum with a focus on strategic differentiation, standardizing rigor across the district, and integrating technology into instruction to align with hybrid learning.
 - Summer 2021 further refinement of curriculum toward a move to full in-person learning with a blended learning focus (6-12)
- Ready Classroom

- Implemented Ready Classroom 2020 as a blended learning core curriculum resource in kindergarten through grade 5 (K-5)
- Expanded i-Ready diagnostic and learning path to include kindergarten and grade one to support and monitor personalized instruction and Distance Learning (K-5)
- HMH Into Math
 - Implemented HMH Into Math as a blended learning core curriculum in grades 6 -8.
 - Conducted virtual classroom walkthroughs in collaboration with building administration and middle school coaches to monitor curriculum implementation.
- SpringBoard
 - Implemented hybrid-aligned curriculum model to ensure implementation of SpringBoard materials with appropriate scaffolding and in a consistent timeline.
 - Conducted virtual classroom walkthroughs in collaboration with building administration and department chairs to monitor curriculum implementation.
- Small Group Instruction
 - Title IV funding used to purchase differentiated math centers to support curriculum implementation (K-5)
 - 6 8: Waggle purchased as a resource for differentiation and support.
 - 6 8: Purchased differentiated daily fluency kits to support 6th grade and Numeracy classrooms.
- Professional Learning on
 - Instructional Routines (K-5)
 - Google Classroom (K-5)
 - Utilizing Kami in mathematics (K-5)
 - 6 8: HMH Into Math

- 6 8: Using SAMR model to leverage technology to assessment, engage, and maximize instructional time
- 6 12: PearDeck as a tool for blended learning
- 6 12: Strategies for Student Engagement in the Hybrid Setting
- 9 12: SpringBoard
- 9 12: The SAT and instructional Rigor in Classroom Lessons

Science

- The Science Council met regularly in summer, 2020 and throughout the school year to revise, improve and add virtual activities and resources to the CREC NGSS-aligned curriculum in grades 6 through 12.
- STEM coaches worked over the summer and throughout the year to revise the HMH K-5 curriculum and add virtual activities and resources. Due to additional science time, extra units were created for all grade levels.
- NGSS standards-aligned CFA's were created and implemented for grades 6-12 to monitor and improve student's ability to create evidence-based explanations and analyze and interpret data.
- The District's Chemical Hygiene Plan was fully implemented and rolled out in January. Staff inventoried chemicals and a district-wide chemical pick up was scheduled and carried out.
- Weekly PLT meetings with 6-12 staff during half days and topics such as best virtual practices and breaking down CFA data and using it to drive instruction were shared.
- District-wide PD days for grades K-12
 - Google Training (6-12)
 - Kami training (6-12)
 - Chemical Safety Training (6-12)
 - Kesler (6-8)
 - HMH (K-5)

• PIVOT Interactives (9-12)

Preschool

- Curriculum Instruction
 - Monitored teacher instruction and student learning through virtual observation of lessons, digital data reports and communication with staff
 - Guided all staff in their teaching through office hours and on site visits
 - Identified areas of strengths and weakness and created strategies for improvement through Teaching Strategies Digital Resources
 - Streamlined alignment of Teaching Strategies Gold to The Connecticut Early Learning Development Standards (ELDS)
 - Provided instructional guidance to all programs working to achieve NAEYC Accreditation
 - Demonstrated overall program growth through pre and post testing using the Speed DIAL4 and Teaching Strategies Gold digital assessment resource
 - Increased Parent Engagement and understanding of preschool education using enhanced 'Creative Curriculum Cloud' resources
- Curriculum Development
 - Developed and implemented a comprehensive remote learning plan for all staff
 - Created a Lesson Plan Bank with over 200 lesson plans to support in person and remote learning
 - Identified and implemented a structured assessment plan to meet the needs of of students during remote learning
 - Collaborated with department through bi-weekly meetings to review curriculum needs
- Professional Development
 - Provided opportunities for growth using technology in the preschool classroom

- Explored the understanding of McKinney-Vento and its impact on the preschool family and school
- Increased teacher learning and engagement through a program wide book study, culminating in teacher presentations
- Participation of all Early Childhood staff in the Yale Social Emotional Learning Course
- Developed greater understanding of Trauma and its impact on early learning during the year of the COVID-19
- Title 4/Parent Engagement
 - Virtual Family Nights held throughout the school year in collaboration with School Readiness community sites
 - Collaborated with the Family Resource Centers to provide support to families through Circle of Security Parent Training Program
 - Registered students into the WPS PRe-K program through on site registration fairs in the community
 - Provided 'Tool Kits' for all preschool students to support remote learning
 - Continued collaboration with community partners: Bridge to Success, School Readiness Council, Large City Forum for Early Care and Education; Large city Forum: OEC Special Education;
 - Provided administrative support to Family Resource Centers located at Wilson and Reed Schools.
- Preschool Special Education
 - 172 Referrals from Birth to Three Agencies
 - 361 Planning and Placement Team Meetings (PPT) were held during the 2020-2021 school year
 - 144 Developmental Evaluations completed 2020-2021

- More than 200 Three and Four- year old students received specialized instruction through the Waterbury Preschool Program
- The Special Education team serviced 35 students with IEPS and 25 students with Early Intervention Services at community sites in Waterbury.

Bilingual/ESOL

• Seal of Blliteracy

<u>The Connecticut State Seal of Biliteracy</u> was established to recognize public high school graduates who have attained a level of proficiency in English and one or more languages. It recognizes the value of students' academic efforts, the tangible benefits of being bilingual and biliterate and prepares students to be 21st-century global citizens in a multicultural, multilingual world. The Seal of Biliteracy acknowledges that mastery of two or more languages is a valuable asset for both individuals and their communities. It also provides recognition to English learners for the great value of developing English and maintaining their primary language.

- 81 Seals of Biliteracy were awarded in 10 different languages to the 2021 graduating class
- Five students earned the seal in two languages
- One student earned the seal in three languages
- Seal were earned in the following languages:
 - Albanian
 - Bosnian
 - French
 - German
 - Haitian-Creole
 - Italian
 - Pashto
 - Portuguese

- Spanish
- Turkish
- Curriculum Work
 - In accordance with the Common Underlying Proficiency approach, developed and implemented a Spanish as a Native Language Curriculum to promote cross-linguistic transfer by providing Bilingual students with access to, and a deeper understanding of, ELA 9-12 Connecticut Core Standards through a Spanish Language Arts Curriculum.
 - Developed and implemented a Newcomers ESL Curriculum for the Beginners ESL classes. This curriculum was designed to address the linguistic, social, emotional and cultural needs of recently arrived English Learners. Its coursework and performance tasks are aligned with the Connecticut English Language Proficiency Standards, Connecticut Core Standards and the National TESOL Standards.
 - Embedded EL supports and scaffolds in the Science/NGSS curriculum to provide English Learners access to grade level Science content through differentiated instruction based on levels of English Proficiency. Students are empowered with the language needed to process and understand the content, perform required tasks and demonstrate what they have learned. As a result, students are able to actively engage with the curriculum and apply the Science and Engineering practices.
- LAS Links
 - Administered the LAS Links assessment to students K-12
 - Worked collaboratively with Special Education Supervisors and building principals to ensure EL/SPED dually identified students received the appropriate designated accommodations on the LAS Links
 - Developed and rolled out student LAS Links workshop to promote understanding and relevance of goals and targets in relation to the Connecticut English Mastery Standard.
- Teacher Recruitment and Retention

- Recruited, developed and supported teacher candidates as they meet certification requirements for hire in the shortage area of Bilingual Education for the current school year
- ARCTELL: Utilized Title III and Title I funding to support three teachers working under DSAP as they completed requirements for Bilingual Education cross-endorsement certification
- Immigrant Children and Youth
 - Provided students books outlining careers so that they may gauge their interest about possible careers to inspire them to start thinking about future goals. Rising high school seniors were provided books about colleges and universities, which will help them as they begin their college search. Students enrolled in AP classes benefited from access to books about preparing for specific AP exams, increasing their access to the acquisition of college credits while still in high school.
- Parent Empowerment/Community Partnerships
 - Collaborated with various community organizations and Institutions of Higher Learning to provide parent empowerment workshops designed to engage parents in their children's education, as well as to connect them with community resources. To facilitate attendance, workshops were held virtually
 - Community Partners
 - Hispanic Coalition of Greater Waterbury
 - Madre Latina
 - Waterbury Hospital
 - Connecticut Immigrant and Refugee Institute (CIRI)
 - The Albanian Musilim Community Center
 - NVCC
 - UConn Wtby
 - Bridge to Success

- Workshop Topics
 - Immigration resources
 - Connecticut Core Standards
 - College application/admissions process
 - Waterbury Public Schools' Policies
 - Testing Accommodations
 - Connecticut English Language Proficiency Standards.
- Professional Learning
 - Aligning our current English Language Development instructional programs (K-5 Wonders ELD, 9-12 StudySync, Edge) with LAS Links performance expectations at each grade level, with a focus on oral language development
 - WPS EL Council Curriculum Writing Committee met regularly to refine alignment of CCS with CELP, deepening teacher understanding of linguistic supports, and broadening their repertoire of strategies.
- Distance Learning
 - In addition to using the programs and online platforms provided through the various academic content area departments (Math, ELA, Science, etc.), elementary Bilingual and ESL teachers continued using the online components of Wonders, Wonders EL, Maravillas, and the StudySync EL Pathway. Each teacher uploaded/assigned content in collaboration with grade level teams and with support from department Supervisor and Bilingual Staff Developer
 - Assigned staff to provide supplemental outreach for families in Spanish
 - Provided translation of all district forms and communication for parents and the community at large in Spanish and Albanian

Fine Arts

- Instrument Audit conducted
 - Identified funding in Title 4 for instrument upgrades across the district for grades
 6-12
 - Provided instruments and gear for all students to join band grades 6-12
 - Provided all secondary schools with drumline, concert band, color guard gear, method books, music stands and accessories for parades to support our surrounding community
- Professional Developments
 - Art- Wadsworth Atheneum, The Art Of Education Now Conference, <u>The Art of</u> <u>Education Flex Curriculum</u>
 - Theatre-Hartford Stage Company
 - Dance- Connecticut Dance Alliance
 - Music- Connecticut Music Educators Association, Musicplayonline, CT Arts Administration Social Emotional Learning and Music
 - Lead Meeting for the Connecticut Arts Administrators Association to showcase all that WPS is doing in fine arts during global pandemic <u>LINK</u>
- Community Engagement Projects
 - ARTRAGEOUS- District-wide art exhibit, "AFace Like Mine" Mattatuck Museum, Mural for International School <u>Day 1</u>, <u>Day 2</u>, <u>Day 3</u>, <u>Day 4</u>, and <u>Day 5</u>
 - Celebrating Community Through the Arts! District-wide talent showcase <u>Day 1</u>, <u>Day 2</u>, <u>Day 3</u>, <u>Day 4</u>, and <u>Day 5</u>
 - Gearing Up to Camp Out for Art NVCC Summer Program LINK
 - Waterbury Symphony Orchestra Carnival of Animals and Musical Readers- virtual for COVID, <u>The Swan</u>, <u>The Birds</u>, <u>The Fossiles</u>

 Facilitating the contract for Mentors for Band and Orchestra at the Waterbury Arts Magnet School for 2020-21 academic school year

Distance Learning

- Communicated with the fine arts department chair and teachers and coached them on google classroom via departmental meetings and virtual office hours via google meets.
- Developed fine arts departmental plan for distance learning
- Built a team to create, develop and design<u>wpscreates.com</u> Website for fine arts featuring curriculum, Flex Lesson Boards, Websites to aid in curriculum, Virtual Performances and Galleries featuring our students' work
- Participated in with fine arts teachers Distance learning- webinar- CSDE
 "Pioneering Innovative Arts Teaching and Learning in Challenging Times: A Collaborative
 Webinar Series Pioneering Together: Visual/Media Arts 2020 LINK
- Curriculum for Visual Art, Music, Dance and Theatre all grades
- Collaborated with Principals to create and update fine arts program of studies as related to the portrait of a graduate
- Began designing pathways for college and career for all fine arts students
- Curriculum writing continues for fine arts teachers with new courses and developing a scope and sequence for each content area
- Upgraded visual art teachers with docu cameras to meet current and future needs
- Provided sound equipment for all theatre, choral and musical theatre productions grades 6-12
- Created a keyboard lab at West Side Middle School
- \circ Provided instruments and gear for all students to join band grades 6-12
- Title 1 funding provided additional curriculum resources The Art Of Education Flex Curriculum and Musicplayonline.com to support visual art and music teaching and learning

- Grant funded sheet music, method books and additional gear need for performance art such as choral risers for several schools
- Assisting with interviews for potential fine arts candidates
- Conducted virtual classroom walkthroughs to monitor teacher instruction and student learning.
- Assisting with students interviews for the academic academy at Wallace Middle School

Physical Education/Health

- Notable Highlight:
 - May 19, 2021 First-ever WPS District Teacher of the Year selection from the Health and Physical Education Department - Mr. Jason Martinez (NEMS)
- Staff Professional Development
 - How to identify and use appropriate national grade level performance standards to drive Health and PE instruction PK-12
 - How to embed SEL crosswalks in Health and Physical Education instruction at all levels
 - Intensive and ongoing staff PD on Google Classroom, Google Meets and Flipgrid management
 - Google Level 1 Certification
 - Google Level 2 Certification
 - Kami Certification
 - "EVERFI' online modules and resources for high school and middle school Health Education with all secondary teachers
 - "BOKS" supplemental Physical Activity curriculum and resources with all staff
 - First Aid / Adult, Child and Infant CPR /AED recertification training with all staff
 - Lifeguard certification / recertifications with secondary teaching staff

- "OPEN PE" evidence-based frameworks, best practices, and current academic rigor principles in PK-12 Physical Education with all staff
- Conducted evaluations of sixteen (16) first/second year Health and Physical Education teachers throughout the district in EdReflect

Curriculum Work:

- Reimagined new High School Health and Physical Education curriculum that embeds digital learning platforms for use in-person, remotely or within hybrid applications and includes district-wide assessment tools aligned with state and national grade-level performance standards
- Collaborated with HS Principals, Supervisors and CTC to re-write the district-wide High School Program of Studies
- Reimagined new Middle School Physical Education curriculum that embeds digital learning platforms for use in-person, remotely or within hybrid applications and includes district-wide assessment tools aligned with state and national grade-level performance standards
- Reimagined new Middle School Health curriculum that embeds digital learning platforms for use in-person, remotely or within hybrid applications and includes district-wide assessment tools aligned with state and national grade-level performance standards
- Reimagined new Elementary School Physical Education curriculum that embeds digital learning platforms for use in-person, remotely or within hybrid applications and includes district-wide assessment tools aligned with state and national grade-level performance standards
- National grade level performance standards successfully embedded in all model unit and lesson plans in Health and PE instruction PK-12
- SEL crosswalks embedded in Health and Physical Education in all model unit and lesson plans at all levels

- Contributed on CSDE committees to revise the Connecticut Healthy and Balanced Living Curriculum frameworks for rollout in SY 2021-2022 (currently pending CSBOE approval)
- Collaborated with the CSDE Performance Office regarding Fitness Testing safety protocols and reporting requirements for all districts statewide and then shared with WPS administrators and teachers

School Support Activities:

- Leveraged Title IV funding to acquire large/durable Physical Education equipment item upgrades at all 32 schools
- Programmatic and fiscal management of the Support for Pregnant and Parenting Teens Grant program serving 36 students during its final year
- Collaborated with the COO, Principals and Athletic Directors on safety protocols for all WPS Interscholastic Athletics during the 20-21 pandemic
- Negotiated and processed new football equipment reconditioning contract with Riddell Corporation
- Negotiated and processed new three-year contract with Select Physical Therapy for high school athletic trainers that adds a fourth Athletic Trainer for Waterbury Career Academy
- Researched, bid and created FF&E list of Physical Education instructional equipment to outfit the new Wendell Cross PK-8 school
- Researched, bid and created FF&E list of Physical Education instructional equipment to outfit the new International Dual-Language School
- Coordinated the "Save a Life Tour" distracted driving prevention program to all high schools at zero cost to the district
- Planning consultant for Crosby fitness center remodel and new equipment acquisitions
- Planning consultant for Waterbury Career Academy fitness center remodel and new equipment acquisitions
- Planning consultant for facilities sharing arrangement at Wallace/Crosby

- Consulted on sports events filming and broadcast contract
- Consulted on ambulance services contract for district sporting events
- Acquired 15 new automated external defibrillators (AEDs) to prepare as needed for replacement of units that have been in service since 2004
- Rebuilt inventory of available AED replacement batteries, pediatric and adult defibrillator pads
- Serviced or replaced 19 AED units throughout the district
- Participated in planning and scheduling of the Kids Marathon 2021
 program events (eventually cancelled due to pandemic precautions)
- Helped coordinate planning and scheduling of the "SmileBuilders" dental program for all WPS students PK-12 at zero cost to the district (eventually cancelled due to pandemic precautions)
- Coordinated planning and scheduling of the "Kidsight" eye screening program for all students PK-2 at zero cost to the district (eventually cancelled due to pandemic precautions)
- Coordinated planning and scheduling of the Fall, Winter and Spring Fun field trips to Bridgeport Sound Tigers (PBIS incentives that were later cancelled due to pandemic precautions)
- Coordinated planning and scheduling of the "Asthma Camp" program for K-5 students at Driggs and Bucks Hill with the Naugatuck Valley
 Community College Respiratory Therapy and Physical Therapy Assistant degree programs (eventually cancelled due to pandemic precautions)

Social Studies

- Developed 6th-8th grade Unit Assessments. Reconveined MS curriculum team to create assessments that target skills and knowledge.
- Collaborated with ELA and Math Supervisors to create a walkthrough tool used by building administration to monitor curriculum and have a snapshot of instructional practices.

- Conducted PLC's with high school sociology teachers to create a uniform sociology syllabus.
- Purchased materials to support curriculum for the following AP classes: US Government & Politics, Psychology, US History, and European History.
- Purchased resources for the following UCONN Early College Experience classes: Western Traditions Before 1500, Modern WEstern Traditions, Introduction to Human Rights, Introduction to Genocide Studies, and US History Since 1877.
- Member of the state committee that created the African American/Puerto Rican/Latino curriculum in response to <u>Bill No. 7082</u>. State approved curriculum was released July 1, 2021 and teachers and administrative teams invited to attend summer professional development. Curriculum <u>LINK</u> and professional development <u>LINK</u>.
- Conducted virtual classroom walkthroughs in collaboration with building administrators to monitor teacher instruction and student learning.
- Continued to create documents to aid teachers with updated tools that enhance the use of Google Classroom and Google Suite.
- Professional Learning: Shared with teachers through weekly Chair, MS Content Coordinators, and K8/Enlightenment PLC meetings.
 - BER Distant Learning: Strengthening Your Online Instruction PD. High School LINK & Middle School LINK Folder LINK
 - Completed Brown University: Choices Program Racial Slavery Workshop and shared unit with high school teachers.
 - Brown University Choices Program: Awarded a grant where all 6-12 social studies teachers received professional development and access to two digital units and licenses for all 6-12 students. The two units were: "Japanese American Incarceration in World War II" & "Racial Slavery in the Americas: Resistance, Freedom, and Legacies." PD VIDEO LINK and agenda LINK.
 - Voices of Hope PD: Beyond Hotel Rwanda: Rescue During the Genocide Against the Tutsis. LINK
 - Institute for Curriculum Services PD: 101 Powerful Strategies to Enhance Social Studies Folder <u>LINK</u>

- Facilitated "Effective Social Studies Strategies" with Institute for Curriculum Services PD.
- Freedom Forum: Applied for and awarded professional development for 6th-12th grade teachers in regards to "Teaching the First Amendment."
- Virtual professional development on "Conducting Difficult Political Discussions in the Social Studies Classroom".
- SEL PD on incorporating SEL in teachers lessons and future pd. Shared with teachers and administrators Document <u>LINK</u> Folder <u>LINK</u>
- Facilitated "Conducting Difficult Political Discussions in the Social Studies Classroom" PD
- Facilitated the purchase of Discovery Education Social Studies Techbook and district PD for all 6th-8th grade teachers.
- Created and shared with all 6th-12th grade social studies teachers a Social Studies Distant Learning Resource Document that was updated throughout the year: <u>LINK.</u>
- Created "Strategies for Inquiry in Social Studies" that included Components of the Inquiry Cycle Strategies, and Resources. LINK .
- Highest percentage of teachers to participate in state-wide Presidential mock election.
- Google Level I & II trained and facilitated PD for teachers to be trained.
- Converted BOY, MOY, and EOY District Benchmarks to Google Forms for all 6th-11th grade students.
- Recruited certified teachers to fill numerous social studies long term and full time openings.
- Increased teacher learning and engagement using technology through meaningful pf that was applicable to the social studies discipline and the Google platform.

Research & Testing

- Transitioned all testing forms, including the late registration process, fully online for completely paperless operation
- Participated in CSDE remote proctoring pilot
- Worked with IT to accurately reflect all student demographics for testing
- Held weekly office hours during the spring testing window to assist both administrators and teachers with in-person and remote test administration
- Presented EdSight Secure updates to administrators
- Analyzed reopening data for fall 2020 regarding parent choice of learning model (virtual academy registration)
- Completed CSDE weekly learning model survey including number of students learning virtually and students disengaged
- Compiled data for all Academic Academy applicants and Early College High applicants
- Compiled data for multiple grant submissions/agreements (Alliance, Commissioner's Network, Gear Up)
- Monitored CSDE FAFSA reports for high schools
- Analyzed three years of CTE information for CSDE Perkins Comprehensive Local Needs Assessment
- Analyzed end of year assessment data for ELA and math by virtual learner status as of the last day of school
- Compiled data on current and prior seniors for the Waterbury Promise project
- Served on the National Smarter Balanced Performance and Practice Committee and will continue to serve a second term

Recognitions, Awards, and Honors

2021 Teacher of the Year



Mr. Jason Martinez, a physical education teacher at North End Middle School, was named Waterbury Public Schools 2021 Teacher of the Year.

Mr. Martinez has been with the District for 17 years. He is beloved by his school community, which described him as someone who "shares his positivity and enthusiasm for learning with his students every day." Mr. Martinez embraced this extraordinarily challenging year, designing a 10-week virtual fitness program for his students. Mr. Martinez is a lifelong resident of the city and is deeply committed to his community, spearheading the city's Kids Marathon Program, which has grown to be the largest outreach program in the city, for several years. He also served as head

football coach at Crosby High School. Mr. Martinez will be considered for the title of Connecticut Teacher of the Year, which is traditionally announced in the fall.

Ms. Gramatto (Grace) Tzepos Morikis, a 4th grade teacher at Bunker Hill Elementary School, Ms. Krislyn Petti, an English Language Arts teacher at Wilby High School, Ms. Stefanie Ann-Teta Porcaro, an art teacher at Rotella Interdistrict Magnet School and Ms. Mary-Ann Sagnella, PhD, a World Language teacher at John F. Kennedy High School, were also selected among several applicants as Waterbury Teacher of the Year finalists.

Elementary

Bucks Hill Preschool - Amy Murphy

Bucks Hill Elementary School- Daniel Marcano Jr.

Bunker Hill Elementary School- Grammato (Grace) Tzepos Morikis

B.W. Tinker Elementary School- June M. Chiarillo

Carrington Elementary School- Elvira Barbosa

Driggs Elementary School- Theresa Owens

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F.J. Kingsbury Elementary School- Sandra VanAmburg
Frank G. Regan Elementary School- Alana DeFazio
Gilmartin Elementary School- Nirmala Amrit Vowe
Hopeville Elementary School- Cara Martini Munro
H.S. Chase Elementary School- Darlene Lerz
John Duggan Elementary School- Karen Gaudiosi
Jonathan E. Reed Elementary School- Marie SunnyRose Shampang
Maloney Interdistrict Magnet School- Erin Fogarty
M.M. Generali Elementary School- Karen Lowe
Rotella Interdistrict Magnet School- Stefanie Ann-Teta Porcaro
Sprague Elementary School- Heather Stasaitis
Walsh Elementary School- Kenneth Yaffe
Washington Elementary School- Joanne Alonzo
Wendell L. Cross Elementary School- Michelle Quintana
Woodrow Wilson Elementary School- Katy Torres
Secondary
Crosby High School- Marie M. Calma
Enlightenment School- Anthony R. Varrone
John F. Kennedy High School- Mary-Ann Sagnella, PhD
North End Middle School- Jason Martinez
State Street Program- Alexa Bandurski
Wallace Middle School- Raymond James Irrera

Waterbury Arts Magnet School- Justin Amenta

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Waterbury Career Academy High School- Richard Pastore

West Side Middle School- Matthew LaMontagne

Wilby High School- Krislyn Petti

Superintendent Student Recognition Awards

Each year, the Superintendent honors a select group of 5th, 8th and 12th graders from across the district who have demonstrated academic excellence, integrity, leadership and a commitment to their community. The recipients of the Superintendent Student Recognition Award for the 2020-2021 school year are:

Elementary

Bucks Hill Elementary School- Brithany Bota-Cruz Bunker Hill Elementary School- Marilyn Fajardo B.W. Tinker Elementary School- Ethan Dominguez Carrington Elementary School- Geno Bascetta & Dalila Tiganj Driggs Elementary School- Analia Cruz F.J. Kingsbury Elementary School- Analia Cruz Frank G. Regan Elementary School- E'Dre Layton Frank G. Regan Elementary School- Madlyn Fac Gilmartin Elementary School- Chandar Pertab & Brandon Arciniega-Blanco Hopeville Elementary School- Fatime Maksuti H.S. Chase Elementary School- Zahrya Flood John Duggan Elementary School- Essence Smith & Jasmin Garcia-Coronado Jonathan E. Reed Elementary School- Madison Lindo & Emmalyz Medina

Maloney Interdistrict Magnet School- Aishi Nimmagadda

M.M. Generali Elementary School- Giada D'Averso Rotella Interdistrict Magnet School- Rylee Gray & Dyllon Gray Sprague Elementary School- Lizmar Rymer Walsh Elementary School- Jadalinn Mendez Washington Elementary School- Noah Garcia Wendell L. Cross Elementary School- Mohammad Sameer Woodrow Wilson Elementary School- Chelsea Soares-Jones

Secondary

Crosby High School- Angelina Ovalles Enlightenment School- Eilani O'Neil-Velez John F. Kennedy High School- Krystal Matos-Ramos North End Middle School- Keyla Bernal State Street Program- Kaylee Crosby Wallace Middle School- Ava Turner & Mason Rountree Waterbury Adult Continuing Education- Omma Luckhoo Waterbury Arts Magnet School- Quinn Soulliere & Nathan Velazquez Waterbury Career Academy High School- Allan Riedel-Morillo West Side Middle School- Marisol Mesquita Wilby High School- Sumreen Moughal

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Respectfully Submitted,

Dr. Verna D. Ruffin

Superintendent of Schools

August 2021

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