

2021-2022 Annual Report



Board of Education 2021-2022

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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 2021-2022 school year was a challenging one but also filled with several great successes. I greatly appreciated the Waterbury Public Schools community's patience, support and understanding despite the continued uncertainty of the pandemic.

Waterbury Public Schools continues to provide opportunities for all students to maximize their skills and talents. Our school system is an exciting place where educational excellence is more than a goal; it is our standard. We are committed to creating opportunities for all students to do their best and to succeed. 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.

Our accomplishments in 2021-2022 would not be possible without the dedication of our teachers, administrators, staff, community, local partners, families and students. Waterbury Public Schools recognizes that meaningful relationships are the foundation of an exemplary education. We look forward to building on this year's successes as we continue to implement our <u>strategic seven year plan</u> in the years ahead.

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

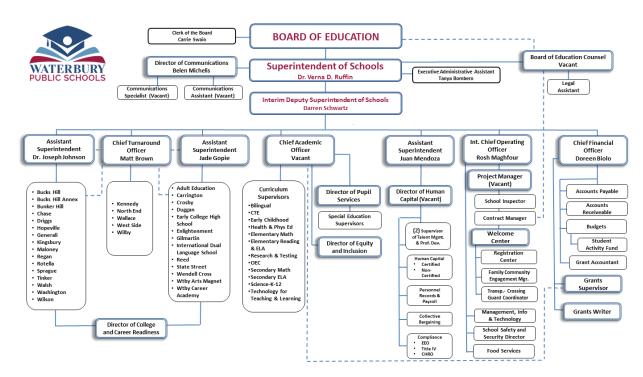
The mission of Waterbury Public Schools is to inspire and prepare every student to be successful in and beyond school.

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

Deputy Superintendent

Chief Academic Officer

Chief Financial Officer

Interim 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

Vacant

Mrs. Doreen Biolo

Mr. Rosh Maghfour

Mrs. Jade L. Gopie

Dr. Joseph H. Johnson

Mr. Juan Mendoza

Mr. Miguel Pabon

Ms. Belen Michelis

Mr. Matt Brown

Ms. Tara Shaw/Vacant

Mr. Will Zhuta

Director of College and Career Readiness

Director of Equity and Inclusion Director of Safety and Security

Mrs. Nyree Toucet Dr. Lara White Mr. Daniel Barry

TEACHING AND LEARNING SUPERVISORS

Bilingual/ESOL Education

Career and Technical Education

Fine Arts

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

Technology for Teaching and Learning

Mrs. Adela Jorge

Mr. Michael Merati

Ms. Holly Maxson

Mr. Joseph Gorman

Mrs. Janet Frenis

Dr. Susan Miller

Mrs. Dena Mortensen

Ms. Jennifer Sarja

Ms. Tara Battistoni

Mrs. Kari Nizzardo

Mrs. Veda Harris

Dr. Michelle Eckler

TALENT OFFICE

Int. Talent & Professional Development Supervisor

Int. Talent & Professional Development Supervisor

Ms. Marissa Waters

Ms. Carli Carpentieri

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

Grants Manager

WELCOME CENTER

Family and Community Engagement Manager

Student Registration

Ms. Quineshia Brown Mrs. Charlotte Shocki District Liaison to Students in Transition Mrs. Shynea Paris
Community Connections Coordinator Mrs. Barbara Tenor
Bussing/Crossing Guard Coordinator Mr. Jeffrey Hunter

OFFICE OF EARLY CHILDHOOD

Supv. of Early Childhood Education Mrs. Maureen Bergin
Supv. of Early Childhood Special Education Mrs. Marisa Blakeslee
School Readiness Liaison Ms. Krista Pisano

School Principals

ALTERNATIVE SCHOOLS AND PROGRAMS

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

HIGH SCHOOLS

Crosby High School

Principal Mr. Michael Veronneau
Vice Principal Mrs. Cathleen Newmark
Vice Principal Mr. Salvatore Vollero
Vice Principal Ms. Melissa Richardson
Vice Principal ECHS Mr. Sean Mosley

John F. Kennedy High School

Principal Mr. Robert Johnston
Vice Principal Mr. George Smalley
Vice Principal Mr. Matthew Gwiazdoski
Vice Principal Ms. Karyln Fitzpatrick

Wilby High School

Principal Dr. Michelle Baker

Vice Principal Ms. Jeannine Minort-Kale

Vice Principal Mr. Jason Martinez
Vice Principal Ms. Elizabeth Henson

Administrator on Special Assignment Mr. Joseph Begnal Administrator on Special Assignment Mrs. Lauren Elias

Waterbury Arts Magnet High School

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

Waterbury Career Academy High School

Principal Mr. Michael Harris

Vice Principal Mrs. Jennifer Franceskino

Vice Principal Mr. Peter Flammia

MIDDLE SCHOOLS

North End Middle School

Principal Mrs. Jacquelyn Gilmore
Assistant Principal Mr. James Simpson

Assistant Principal Ms. Jennifer McAloon-Egan

Assistant Principal Mrs. Sharell Herbert

Wallace Middle School

Principal Mr. Vincent Balsamo
Assistant Principal Ms. Cynthia Hammond
Assistant Principal Ms. Bridget Regan
Assistant Principal Ms. Patricia McCarthy
Academic Academy Supervisor Mrs. Lisa M. Romano

West Side Middle School

Principal Mr. Peter McCasland
Assistant Principal Mrs. Kathleen Ferrucci
Assistant Principal Mr. James Tolman
Assistant Principal 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
Elementary Vice Principal Ms. Brittany Dunn

Bunker Hill Elementary School

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

Carrington Elementary School

Principal Ms. Karen Renna

Elementary Vice Principal Ms. Kristen Gwiazdoski

H.S. Chase Elementary School

Principal Mrs. Lori Eldridge
Elementary Vice Principal Mr. Ivan Hernandez
Elementary Vice Principal Ms. Sonja Selenica

Wendell L. Cross Elementary School

Principal Mrs. Donna Cullen Elementary Vice Principal Mrs. Ann Drewry

Driggs Elementary School

Principal Mr. Michael Theriault
Elementary Vice Principal Ms. Mallory Britto

John Duggan Elementary School

Principal Ms. Melissa DiGiovanni Elementary Vice Principal Ms. Carla Fidanza

M.M. Generali Elementary School, Margaret

Principal Mrs. Kathy Daversa Elementary Vice Principal Ms. Kristen Gaudiosi

Gilmartin Elementary School

Principal Ms. Christina Moore Elementary Vice Principal Ms. Laura Colon

Hopeville Elementary School

Principal Ms. Erika Lanza
Elementary Vice Principal Ms. Julissa Crespo

International School

Principal Ms. Diurca Tomasella

F.J. Kingsbury Elementary School

Principal Mr. Erik Brown
Elementary Vice Principal Ms. Susan Groppi

Maloney Interdistrict Magnet School

Principal Mrs. Diane Bakewell Elementary Vice Principal Ms. Jan Phillips

Jonathan E. Reed Elementary School

Principal Ms. Hannah Sam Elementary Vice Principal Ms. Kimberly Rock

Frank G. Regan Elementary School

Principal Mrs. Angela Razza

Elementary Vice Principal Ms. Shernett Evans-Foster

Rotella Interdistrict Magnet School

Principal Mrs. Robin Henry Elementary Vice Principal Ms. Dana Wallace

Sprague Elementary School

Principal Ms. Stephanie Carpentieri

Elementary Vice Principal Mr. Raymond Irrera

B.W. Tinker Elementary School

Principal Mrs. Imani Jones Elementary Vice Principal Mr. Ryan Sullivan

Walsh Elementary School

Principal Mrs. Jessica Ocasio Elementary Vice Principal Dr. Maureen Wilson

Washington Elementary School

Principal Mrs. Inez Ramirez

Elementary Vice Principal Ms. Shernett Evans-Foster

Woodrow Wilson Elementary School

Principal Ms. Jennifer Rosser Elementary Vice Principal Ms. Dana Coelho

Board of Education

COMMISSIONERS

Mayor Neil M. O'Leary (D) - Chairman Ex-Officio

Ann M. Sweeney - President

Juanita P. Hernandez - Vice President

Melissa Serrano-Adorno - Secretary

Elizabeth C. Brown

LaToya R. Ireland

Amanda K. Nardozzi

Margaret A. O'Brien

Rocco F. Orso

Charles (Chuck) E. Pagano, Jr. - President

Thomas Van Stone, Sr.

STUDENT REPRESENTATIVES

Fatima Aly, Waterbury Career Academy (Grade 12)

Eric Arifi, Waterbury Arts Magnet School (Grade 12)

Giani Bonval, Wilby High School (Grade 11)

Tenly Dessalines, Wilby High School (Grade 12)

Liani Diaz, Waterbury Arts Magnet School (Grade 12)

Dania Gray, Kennedy High School (Grade 11)

Alexis Lowe, Crosby High School (Grade 12)

Florenza Omari, Crosby High School (Grade 11)

Diana Sooknauth, Kennedy High School (Grade 12)

Mary Jane Vazquez, Waterbury Career Academy (Grade 11)

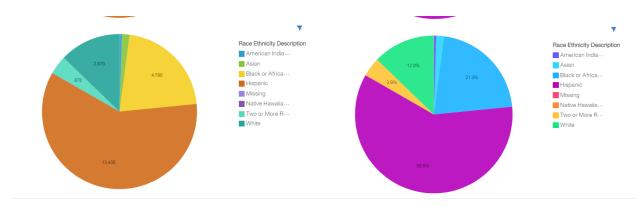
Demographics at a Glance

Students

District Student Enrollment

Total Enrollment (October 2021) 18,562

District Student Demographics

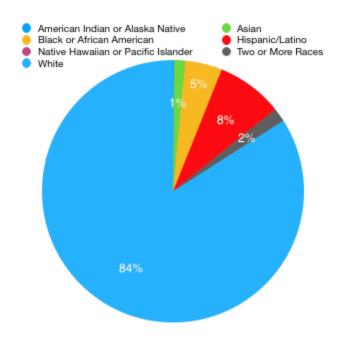


Student Enrollment			
Ethnicity/Race	Count		
American Indian or Alaska Native	119		
Asian	352		
Black or African American	4790		
Hispanic/Latino	13436		
Native Hawaiian or Pacific Islander	1		
Two or More Races	87		
White	2870		

Enrollment Trends

School Year	Total Enrollment	Special Education	English Learners	Pre-K
21-22	18,562	3,733	3,307	885
20-21	18,353	3,896	2,969	414
19-20	18,807	3,637	2,919	836
18-19	18,847	3,583	2,820	779
17-18	19,007	3,396	2,615	817
16-17	19,001	3,345	2,553	819
15-16	18,862	3,307	2,432	744
14-15	18,878	3,242	2,354	702
13-14	18,706	3,093	2,121	682
12-13	18,485	2,951	2,061	666
11-12	18,175	2,803	1,952	662

Instructional Staff



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

District Improvement

Process and Overview

The 2021-2022 school year presented the Waterbury Public Schools and Board of Education with a challenging and unique opportunity as the district moved from virtual and hybrid to fully in person instruction for all students.



While Waterbury Public Schools was among the few urban districts to retain some level of in person instruction for almost the entirety of the 2020-2021 school year, transitioning to fully in person for all students in 2021-2022 demanded a range of creative and innovative responses to the ever evolving needs of our students, families and staff. Building upon the framework laid by the WPS strategic plan, on the ground needs assessments by school leaders and Central Office staff, and input from community groups, families and other stakeholders, WPS launched a vast

array of initiatives and programs, many funded by ESSER/ARP to reimagine what education could look like in our city. Below is a list of just a few, organized by our 4 strategic priorities.

• Educating the Whole Child - some examples

- Developing Portrait of a Graduate and linked assessments and teaching models through collaboration with Great Schools Partnership
- Designing and building structures and supports for implementing the Mastery Based Credit in our High Schools in keeping with new CSDE graduation requirements
- Expanding our College/Career Pathways
- Establish an Instructional Framework aligned with our Portrait of a Graduate

• Expanding Access, Choice and Equity - some examples

- International Dual Language School Expansion
- Design of the Virtual Learning Academy
- Establishment of Waterbury Promise
- o Design comprehensive Equity and Inclusion Plan

• **Ensuring Safe and Healthy Schools** - some examples

- Conducting comprehensive facilities study to guide ambitious district wide renovations
- o Increased school counselors district wide
- Technology upgrades, both hardware and software
- o Increasing access for students to mental health counseling after school hours

• Investing in the Future - some examples

- Designing Waterbury U, a credentialing program to recruit and retain a diverse cadre of staff
- Offer certification options to allow current staff to teach in hard to find areas of CTE, mathematics and Sped.
- Ensuring fiscal sustainability and continuous organizational improvement

Budget and Finance Highlights



Education Budgets for FY 2022:

- 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 21-22 and has been flat funded (no increase) in past years.
- The State Funded Education Cost Sharing (ECS) total for Fiscal Year 21-22 was \$157,222,793, of which \$43,605,615 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 total of State Grants for Fiscal Year 21-22 total was \$ 26,919,894. Some types of State Funded Grants are the 21st Century, School Safety and Security Grants, Low Performing School Bond, Family Resource Center, Magnets, School Readiness, etc.
- Additional State Grant was awarded for Commissioner's Network Schools in the amount of \$2,885,000 for three comprehensive middle schools (North End, Wallace, West Side) and for one comprehensive high school (Wilby) and \$50,000 for Kennedy High School (planning year).
- The total of Federal Grants for Fiscal year 21-22 total was \$ 79,817,378. Some types of Entitlement Grants are IDEA, Title I, Title II, Title III, Title IV, Bilingual, 21st Century After School, etc.
- Another Federally funded grant awarded in our fifth consecutive year for a total of \$1,160,776 was the Every Student Succeeds Act (ESSA) School Improvement Grants awarded to Opportunity Districts for three middle schools (North End, Wallace and West Side)and the three high schools (Crosby, Kennedy, Wilby) to assist student needs further.
- The Education Finance Department prides itself on receiving complete "clean" audit reports of any findings or comments for consecutive years.

Active Federal Grants from COVID 19 in FY2022:

- Due to the pandemic, the district received various funds through the Federal Cares Act to support and provide continuing education in an accessible, equitable, and meaningful way to the students we serve.
 - 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 for the following priorities:
 - 1) Ensuring that all students have access to appropriate technology and connectivity.
 - 2) Accessibility to a 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.
- As the District was still dealing with the effects due to COVID-19 Pandemic, returning to in-person learning still caused cost savings in the following areas (ie; position vacancies, school transportation bus driver shortage, limited events, etc). These savings were repurposed 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 2021-22 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 healthy, safe, cost-effective, and efficient infrastructure and support for students and staff remain the guiding principles for the Operations Departments. Through investigation, research, and collaborative planning, many projects have been started and completed leveraging several funding sources. Working in collaboration with all other Education Departments, the Operations Departments diversified plans to continue to support the expansion of 1:1 learning initiative and engage in multiple projects designed to support the Safe Return to In-Person

Instruction and Continuity of Services. A summary of the many projects and efforts by the Operations Divisions is as follows:

Digital Classroom Technology

Chromebook and Laptop Distribution

The Technology Distribution Center on Harper Ave allows the District to centralize device intake and asset tagging. All new orders are shipped to the Center for tagging and assignment before distribution. All damaged, failed, and returned devices are processed through the Center for refurbishing, repair, and preparation for redistribution to students. The Center has processed over 4,800 repair requests and delivered over 18,000 devices to students. Device inventory reports have been developed in the District Data Warehouse so Central Office and school administrators can quickly view inventory, device assignments, and student repair requests.

Chromebook Charging Stations

The District purchased 669 Chromebook charging stations. The charging stations store, charge and secure up to 40 devices to accommodate device charging and safe storage. The charging stations help organize the workflow, and their low profile does not take up a lot of space in the classrooms.

Digital Divide

The Waterbury Public Schools is committed to ensuring all students have equitable access to information. With two recent grant awards totaling over \$1,200,000.00, the Waterbury Public schools are making available 3,000 Internet vouchers that will pay for home internet access for needy families and 300 wireless hotspots for children who don't have a permanent address.

Digital White Boards (Smartboards)

The District has replaced all classroom projector interactive whiteboards with next-generation interactive flat panel displays. Over 1,000 interactive smart boards were purchased and installed. The new digital smart boards combine the touch technology of a tablet with a whiteboard's educational functionality for flexibility, collaboration, and creativity in the classroom. The new interactive 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.

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 Wi-Fi network to accommodate a 1:1 classroom called for new wireless access points to be strategically installed throughout the schools. Over 1,577 wireless access points were installed in classrooms, common areas, and outside of schools to enhance the wireless network infrastructure to ensure we meet the technical specifications required for new technical requirements and support device connectivity. The new wireless devices support the 802.11AC 1 Gig wireless standard and 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.

Voice Over IP (VOIP) Telephone System

The Voice Over IP end-to-end solution was expanded in 2021-2022 to include 529 classroom handsets, with further classroom expansion planned for the future. Also, a failover Internet connection was installed in one of the schools to provide a failover route in case of connectivity loss at the central office. The investment is providing over 9,700 in monthly savings to the District. The centralized system management system will facilitate changes to the system configuration at each site from other locations, provide the capability to expand services of the telephone system, and reduce costs and duplication.

Canon Copiers and Print Management

Replacing the aging Copier Fleet with new, more efficient hardware devices helps centralize the Print Ecosystem by improving printing efficiency by being able to track all copiers and printers. These cost control outputs help set printing budgets by creating printing rules. Monthly printing volume has been reduced from over 3.3 million copies per month to less than 1 million copies per month, resulting in estimated yearly savings of \$355,368.00 per year.

Food Services

While we were able to get back to a more traditional serving process for the majority of the school year, the COVID-19 pandemic still had a dramatic impact on serving during SY 21-22. Several school disruptions, including switching to half days for the entire month of January, impacted the participation numbers and would have resulted in a financial burden for the 3rd year in a row. There was also some apprehension from students to return to the pre-pandemic eating patterns, and we saw a decline in the number of meals served compared to SY18-19. We also faced issues in our supply chain, which led to several different menu changes and pivoting to ensure that meals were produced and served without interruption. Staffing was another aspect

that caused issues throughout the school year. We were operating with significantly less staff, making daily call-outs and illness problematic.

However, we benefited from several actions taken at the state and federal levels. Waivers that were implemented during the pandemic were extended allowing us to adjust to the half-day issues. We were able to distribute Grab and Go meals when school was operating during half days. We also claimed meals at a higher reimbursement rate throughout the school year, which helped offset the lower participation rates. Finally, there were several different COVID support payments that were provided through the state from federal programs. This additional support allowed us by the end of the school year to begin putting money back into the Food Service fund balance account, and we finished the school year by adding approximately \$1.8 million.

Our goals for the upcoming SY22-23 are similar to last year's goals as we look forward to a more traditional serving style, fewer supply interruptions, and without shutdowns that we saw this past school year. We look forward to the students becoming more comfortable with eating at school in the cafeteria again and participation numbers rising to and exceeding the numbers we were doing pre-pandemic. To facilitate this goal, we are implementing menu changes from the student surveys collected with a concentration on more eye appeal for the students, based on recipe development and adjusting menu item combinations in our Central Production Kitchen. Lastly, we also hope staffing will return to levels that allow us to reopen student ala carte lines and teacher cafeterias.

Facilities and Construction

2021-22 was a great year for Facilities and Construction projects.

The year began with hiring SLAM Collaborative Inc. to conduct Long Range Infrastructure Facilities Planning Study to examine and analyze the following district needs:

- Comprehensive analysis of the district enrollment projections for the next ten years based on demographic, housing and economic trends.
- All curricular and programming priorities identified in the Waterbury Strategic Plan and consistent with the Mission, Vision, and Core Values as adopted by the Board of Education.
- The programming and quality of existing educational infrastructure, including any recommendations for repairs, renovation, expansion, or new school buildings.
- Developing scenarios for optimal facility utilization for the next ten years.

 Developing a Master Plan with identified priorities for repairs, renovation and expansion and replacement of major building mechanicals. The Master Planning which is still underway shall provide the framework for modernization through major capital improvements/ renovations or additions to existing facilities or new construction proposals.

SLAM Collaborative Inc. conducted a Facility Condition Analysis & Assessment Study and provided the district with Deferred Maintenance & Asset Renewal Reports with corrective actions and associated replacement costs for all school buildings. Through a collaborative planning process, SLAM worked with all BOE and City stakeholders to design and implement a custom Master Database that has allowed the district to sort and query data by school building to identify various projects that fall under different categories requiring repairs or replacement within 1 to 5 years. Armed with this resourceful database and as part of the life cycle analysis and stewardship program, we have prioritized several HVAC and non-HVAC projects leveraging several funding sources, primarily ESSER I, ESSER II, ARP ESSER funding, Capital and other State fundings. Some of these projects are in the planning phase, while others are in the design and contract phase with anticipated construction start dates of Spring and Summer of 2023 and completion date of the summer and Fall of 2024. The projects that are funded through ESSER I, ESSER II and ARP ESSER to replace aging HVAC mechanical equipment to improve indoor air quality in school buildings do in fact align with the grant uses of funds to build safe and healthy schools for our students and staff.

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. With the anticipation of adding a grade level each year, the Facilities Dept. has taken on the challenging task of renovating the original part of the building to accommodate grade 2 to grade 4. While many concerns were raised about the ability to complete this project due largely to supply chain issues, the Operations team proved to engage in a complete renovation of the building within a very short time window and get 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.

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 is slated to be completed by the end of August 2022
- Walsh Boilers Replacement Project is underway and is scheduled to be completed by the end of August 2022
- Kingsbury Boilers Replacement Project is slated to start summer/ fall of 2022
- Building Management System (BMS) upgrade at Carrington
- Hopeville Boiler Replacement Project
- Bunker Hill and Washington elevator construction is starting Dec 2022
- Wilby High School Media Renovation
- North End Middle School Media Renovation
- Kennedy Roof Replacement Project is in the planning phase
- Sprague Roof Replacement Project is in the planning phase
- Elevator additions at Driggs, Tinker, Generali and Wilson (planning phase)
- Assist in Phase 4 Security Upgrades closeout and Phase 5 planning and implementation of cameras and access control upgrades
- New furniture (teachers/ students desks and chairs) for 16 elementary schools is underway and is scheduled to be completed by Mid-August
- Fencing replacement throughout the district
- Various painting projects District-wide
- Various Masonry projects District-wide
- Various HVAC projects District-wide using ESSER I and ESSER II and ARP funding
- Successfully Hosting and providing a safe environment for City summer camps at Wallace/Crosby; North-End/Wilby; West Side Middle School

Safety and Security 2021-22:

Safety and Security focused primarily on the following projects while assisting school administrators with traffic issues, investigations, fire and safety drills as well as any risk management inquiries.

- Updating All Hazard Plans for District and streamlined Lockdown and Shelter in Place Procedures utilizing Northwest Communications.
- Completing all state required security assessments required as part of Round 4 and 5 of the State School Security Grant as well as the Multi-Media Grant.
- Mapping cameras for 23 schools participating in Round 4 and 5 of the State School Security Grant.

- Currently working in the oversight of the installation of cameras and access systems in 23 schools as part of the Round 4 and 5 of the State Security Grant.
- Increased exterior security of several schools utilizing increased fencing that minimized outside vehicle and foot traffic on school properties.
- Working in conjunction with Waterbury PD on safety drills, investigations and school traffic issues.
- Installing Lock Down Alarm Systems in 7 schools.
- Upgrading AED units to systems currently utilized by Waterbury PD and Waterbury Fire Department.
- Formulating burglar alarm action plan for the district and streamlining alarm repairs and monitoring of dispatch requests with Waterbury PD.
- Working closely with school administrators and the PD to assess security needs and upgrades for all our schools utilizing fencing, additional cameras or access points.
- In collaboration with the City Risk Manager and school administrators we identified potential hazards on school properties and addressed them.
- Streamlining incident and accident reporting in collaboration with City Risk Manager.

Human Capital

Juan Mendoza, Assistant Superintendent of Human Capital

Highlights

In the fiscal year 2021-2022, the Department of Personnel and Talent Management supervised the recruitment, selection, and appointment of one hundred and ninety-nine (199) highly qualified teachers and thirty-nine (39) administrators. The office replaced staff that resigned, retired, were non-renewed, or were promoted to higher positions. The average salary level for new teachers was \$56,089 and \$109,375 for administrators. These salaries fell within budget. The average teacher salaries were slightly higher than the previous 2020-2021 school year averages, while the average administrator salaries were substantially lower than the previous 2020-2021 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 substantially increased employee paid sick time for the 2021-2022 school year from the previous year. The number of FMLA-approved leaves in 2020-2021 was 269; in 2021-2022, that number was 399, a 48.33% increase from the previous year. Much of this can be attributed to COVID applied towards FMLA.

Under the direction of the Superintendent and the Director of Personnel and Talent Management, the HR Generalists completed investigations into allegations of misconduct by Education employees, both on and off the job. The investigations resulted, in some instances, in disciplinary actions, including suspensions and terminations of Education employees. The number of grievances for 2021-2022 totaled eight (8), a decrease from the previous year, which was twenty-three (23). We received five (5) CHRO and six (6) EEOC complaints this year.

Our Human Capital Talent Office is consistently working on new initiatives to increase the number of effective teachers within our district.

We use a variety of strategies to attract, develop and retain high-quality and diverse school staff. Our team has attended both in-person and virtual career fairs at colleges/universities, the Connecticut State Department of Education, and local community events. Between the months of September through May, we have attended a total of eight in-person fairs and 36 virtual fairs. These career fairs allowed for successful networking opportunities with potential candidates and community contacts.

In addition to attending career fairs, we recruit using a variety of platforms to reach as many highly qualified candidates as possible. Our online job posting platforms include: CT Reap, Handshake, Indeed, LinkedIn, Frontline, K12 Job Spot, HBCU Careers, EdWeek-TopSchoolJobs, and community email blasts. We have also purchased our virtual career fair platform, Brazen, and use it for recruitment specific to Waterbury Public Schools (WPS) needs. We utilize Canva to create aesthetically pleasing flyers to attract potential candidates, which we actively post on all of our social media outlets, including Facebook and Twitter.

For the 2021-2022 School Year, the Human Capital Talent Office has increased our advertising efforts which allowed us to optimize message frequency and expand our recruitment efforts across the state. We placed local ads at the Waterbury Brass Mill Center Mall and have collaborated with Post University on an electronic billboard ad. We currently have an ad running in the Sunday edition of the Waterbury Republican-American. This Sunday recruitment package includes publication in the Citizen News weekly paper, which circulates in the towns of

Naugatuck, Prospect & Beacon Falls, and the Citizen News website. The ad also appears on the Waterbury Republican-American website and is posted on the CTJobs website.

The Talent Office is continuously connecting with institutions of higher learning and establishing relationships to support student internships and field experiences while exposing our students to college life and expectations. We currently have partnerships formed with the following organizations: University of Connecticut, University of Bridgeport, University of Hartford, University of St. Joseph, Central Connecticut State University, Western Connecticut State University, Southern Connecticut State University, Grand Canyon University, Franklin Pierce University and Naugatuck Valley Community College. We are in the process of forming additional partnerships with the Inter-American University of Puerto Rico, Quinnipiac University, Charter Oak State College, and Fairfield University. We are in constant communication with our student teachers ensuring they have a successful experience within our district and conduct interviews with them towards the end of their student teaching. We have had a high success rate in hiring our student teachers.

Exit Surveys are sent out to every teacher upon resignation. The Human Capital Department reviews the results of the exit surveys to identify any trends or areas of need to address as another retention strategy.

Due to the current national teacher shortage, Waterbury Public Schools must remain competitive with other districts across the state and country. WPS' methods for recruiting and retaining high-quality and diverse educators continue to evolve and expand to meet these demands.

The newly developed Enhanced Educator Certification Reciprocity Policy was created by the Connecticut State Department of Education (CSDE) for states within the Northeastern Region to streamline the process of obtaining a Connecticut certification for educators who hold valid and active out-of-state certifications. This policy was passed in order to recruit diverse, high-quality educators from the following states: Delaware, the District of Columbia, Maine, Massachusetts, Maryland, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont and Virginia.

In 2020, WPS developed 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. The program is unique in that the Relay GSE candidates maintain their current positions and are released for 6.5 hours a week to attend classes and observe a mentor teacher. These alternative programs are of particular interest to candidates looking for a career change and paraeducators looking to become certified. We are currently supporting two candidates in the Relay Program and have supported five candidates in the past.

One candidate has been hired as a full time Grade 3 teacher for the 2022-2023 school year and the other has been hired as a Middle School Science teacher.

Over the past few years, the Waterbury Public Schools' Human Capital Talent Office has increased the focus on minority teacher recruitment (MTR). At the beginning of the 2021-2022 school year, we purchased a subscription to HBCUCareers.com where we advertise our district highlights and post our current vacancies (Waterbury Public Schools HBCUCareers.com District Profile). Our team has been in attendance at six Historically Black Colleges & Universities (HBCU) virtual career fairs. These educator preparation programs (EPPs) have a proven record of preparing and certifying racially diverse educators. We have also attended a Diversity in Education Fair (12/8/21), Diversity in Teaching Virtual Fair (4/6/22) and the CSDE-RESC Diversity in Education Fair (5/5/22). The focus of these fairs was on MTR and as a direct result of these fairs, the number of minority candidates in our elementary and secondary talent pools increased. The state average for Teachers of Color (TOC) is approximately 10% in comparison to our district average of approximately 23% for Teachers of Color. In addition, WPS' administrator of color (AOC) rate is approximately 31%. Although we pride ourselves in having a higher average TOC and AOC rate than the state of Connecticut, we continue to diversify our staff to ensure our educators and leaders represent the students whom we serve.

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. This workshop directly relates to this project because the project, if funded, will be embedded in the recruitment and retention plan created with the CSDE.

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. Last year this was rolled out at the Middle and High School level. This year (2021-2022) it was rolled out at the Elementary School level. In August 2021, WPS hired a Director of Equity and Inclusion to continue to lead and implement the Equity work throughout the district.

We continue to partner with TEACH Connecticut to provide our students, paraeducators, and community members personalized pathways to teacher certification no matter where they are on their journey. Since its launch in October 2018, TEACH Connecticut has supported more than 900 EPP applicants. In year three of the partnership alone, TEACH Connecticut supported over 500 applicants, 41% of whom identify as people of color and 39% of whom are endeavoring to teach in a subject shortage area. 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, students, and staff.

WPS has several "Grow Your Own" initiatives to support the recruitment and retention of teachers of color. We are in the second year of offering our High School Juniors and Seniors the EdRising program, where students interested in majoring in education can earn up to six college credits from the University of Connecticut. Research shows that through EdRising, pre-college engagement allows districts to invest in current students of color while also cultivating future educators. On April 27th, 2022 our EdRising students attended the *Increasing Educator Diversity Symposium* at Quinnipiac University where aspiring teachers heard inspirational stories from educators of color including our very own Assistant Superintendent Ms. Jade Gopie, Crosby Vice Principal Mr. Sean Mosley, and former Waterbury Public Schools Teacher of the Year, Congresswoman Johanna Hayes. Waterbury Public Schools had the largest representation of EdRising students in the state of Connecticut at this event with over 40 students in attendance.

WPS also participates in the NextGen Educators Program. The NextGen Educators bring highly motivated college students seeking education degrees into Connecticut's classrooms. To ensure more consistent support for teachers and students alike, this program will assign a NextGen Educator who will each provide two to three days of support per classroom. Each NextGen Educator will be matched with an Anchor Teacher. Anchor Teachers do not receive a stipend. Unlike student teachers, the NextGen Educators will not earn credit for this program. Instead Waterbury Public Schools will pay each NextGen Educator a rate of \$100 each day. Once the Anchor Teacher, in collaboration with Human Capital and the University, feel that the NextGen Educator is ready to be on their own, the school principal can determine how best to utilize their NextGen educators. Just a few of the ways they can be helpful include: leading small group instruction under supervision, assisting with developing lesson plans, facilitating the use of new technologies to support online learning, and providing personalized support for students.

With over 18,000 diverse students, WPS makes a conscious effort to recruit and retain educators of color to ensure our staff resembles the students we serve.

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.

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

- 1. WPS will provide choice with professional learning by using micro-credentials to increase teacher retention.
 - We are excited to partner with Bloomboard in developing and implementing our very own Waterbury U, a micro-credential opportunity for our current certified and non-certified staff members for the upcoming 2022-2023 school year. Professional Development is another layer of investment in the professional growth of our staff. We strive to provide professional learning that allows our teachers to stay up to date with the latest best practices in teaching ensuring instructional practices being used are relevant and effective. Making sure our teachers are well-equipped and successful in the classroom improves our teacher retention rate. Waterbury U will allow us to offer job embedded professional learning that reaches our students making it a true investment in education.
- 2. Develop and Implement a "Grow Your Own" program within WPS including paraprofessionals, high school students, and teachers looking to become certified teachers or cross-endorse in high need areas within the district to support teacher retention.
 - WPS will continue the following "Grow Your Own" programs (Relay GSE, NextGen, EdRising). In addition, WPS will be implementing the Connecticut Teacher Residency Program (CT TRP) next school year (2022-2023). This program is geared toward people of color who currently reside in Waterbury, hold a Bachelor's degree, and are looking to pursue a career in teaching. We will host three "residents" who will work a full year side-by-side with a Mentor Teacher, receive pay and benefits, complete education courses through CREC, and upon successful completion of training/participating in CT TRP will be appointed a full-time teaching position committing to serving for at least three years in the position within Waterbury Public Schools. CT TRP is a proven strategy to diversify the teaching staff across Connecticut. It is designed to provide Waterbury Public

schools with a pipeline to support high-performing staff with BA degrees to move to the next level and join the ranks of full time teachers.

We understand the pivotal role Human Capital plays towards the improvement of our school system and the overall success of our students. We look forward to continuing the crucial work in recruiting and retaining high-quality educators for the students of Waterbury Public Schools.

2021-2022 Teacher Hires by Subject Area

School/Dept.	Grade/Subject	Number of New Teachers
Elementary	Art	3
Elementary	Bilingual Gr K & Gr 5	5
Elementary	English Second Language	2
Elementary	Grades Pre-K Through 5	52
Elementary	Guidance Counselor	15
Elementary	Health & Physical Education	3
Elementary	Library Media Specialist	3
Elementary	Music	1
Elementary	Social Worker	1
Elementary	Speech Language Pathologist	3
Elementary	Special Education	18

Lligh Cohool	Allied Lleelth	1
High School	Allied Health	1
High School	Art	2
High School	English Language Arts	5
High School	Family Consumer Science	1
High School	Guidance Counselor	1
High School	Health & Physical Education	5
High School	Health Services	1
High School	Literacy/Reading	1
High School	Math	4
High School	Music	1
High School	ROTC	1
High School	Science	6
High School	Spanish	3
High School	Social Studies	10
High School	Special Education	4
High School	Tech Ed	3

Middle School	Art	1
Middle School	Computer Education	2
Middle School	English Language Arts	12
Middle School	Guidance Counselor	2
Middle School	Library Media Specialist	1
Middle School	Health & Physical Education	2
Middle School	Literacy Facilitator	1
Middle School	Literacy/Reading	1
Middle School	Math	5
Middle School	Music	3
Middle School	Science	5
Middle School	SEL Counselor	1
Middle School	Social Studies	4
Middle School	Special Education	4
	Total	199

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 2021-2022, thirteen (13) new teachers were hired through DSAP with the State of Connecticut. This represented 6.54% of all new teachers hired in 2021-2022. DSAP teachers were hired in the content areas listed below.

Certification Area	Number of DSAPs
Bilingual	4
Math	1
Pre K	1
Pre K Special Education	1
Science	1
Social Studies	1
Spanish	1

Special Education	3
Total	13

Relevant Salary Data for Teachers Hired During 2021-2022

The average starting salary for teachers hired during 2021-2022 was \$56,089. 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 2021-2022

Degree Held	Number of New Teachers
Bachelors	57
Masters	90
6 th Year	43
Doctorate	9
Total	199

Teacher & Administrative Hires by Race/Ethnicity During 2021-2022

Race/Ethnicity	Number of Teacher New Hires	Number of Admin New Hires
Asian	9	1
American Indian	0	0

Hispanic	18	4
Black/African American	10	6
Two or More	8	1
White/Caucasian	154	28
Total	199	40

Approximately 23.85% of all new hires during 2021-2022 were diverse staff of color. The staff of color hiring ratio decreased by 5.22% from the previous year of 29.07%. Total new hires increased by sixty seven (67) vacancies or 38.96%, from the previous school year.

Teacher Resignations/Teacher Deceased During 2021-2022

Total Resignations: 227

This is an increase of ninety (90) staff resignations from the previous year 2020-2021. Much of this can be attributed to COVID related concerns with returning to in-person learning.

Deceased: 2

Teacher Retirements/Non-Renewals During 2021-2022

Total Retirements: 38

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Non-Renewals: 3

Administrator Hiring/Promotions/Lateral Transfers 2021-2022

Forty (40) administrative vacancies occurred for 2021-2022 as a result of retirements, resignations, transfers, promotions, and expansion positions. All of these vacancies have been filled with qualified staff, and 30% during 2021-2022 new administrative assignments were diverse staff of color.

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.

Academic Department

Career and Technical Education

- Academies & Career Pathways
 - CTE Academies and Career Pathways
- Developed and Designed
 - 399 unduplicated CTE high school students earned Proficiency certificate based on content specific, industry standards, Precision Exams platform.
 - 2,635 middle / high school CTE students engaged in Virtual Job Shadow platform
 - Created/updated CTE Programs of Study for specific Career Pathways
 - Realigned WCA Manufacturing Academy curriculum
 - New CTE courses ready to launch for 22-23 school year
 - Middle Schools Computer Science Explorations: Artificial Intelligence
 - Curriculum writing opportunities for teachers with new and current courses
 - Foundations of Health, Business and Computers, Culinary 3
 - Crosby / Ion Bank Partnership Launch active branch in Crosby cafeteria
 - Wilby Greenhouse remodel
 - Wilby and Crosby Culinary classroom remodel planning
 - Wilby Grade 9 Academy Pilot

- Middle and High School First Robotics Competitive Teams Wallace, West Side, Crosby and Wilby
- Collaborated with MASC and NRWIB to engage high school students in Plastics Manufacturing and Construction certification courses.
- K-5 Virtual Invention Convention
- o Secured competitive Perkins Supplemental Grant
- Collaborated 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
- Academic Academy Candidate Interview Team
- Managed 21-22 Perkins Grant

• Professional Learning

- o Blended Learning Catlin Tucker Station Rotation and Playlist Models
- Performance Matters PowerSchool
- o SCRIPT Computer Science Planning
- Cormier Consulting
- Future Ready Schools
- CT Pathways System Institute Cohort 1
- Frayer Model Vocabulary Comprehension
- Virtual Job Shadow, Precision Exams
- EdRising Academy Curriculum
- Virtual Academy Planning Team
- Equity Training Principal Kafele
- o Milestone C Drone Technology, Engineering, and Software Development

Reading and English/Language Arts

Curriculum Development

- Implemented revised curriculum that included blended learning, a more comprehensive assessment plan, stronger support for phonological awareness instruction, additional opportunities for research and writing, and a focus on oral fluency instruction.
- Continued development of the Secondary ELA curriculum has introduced a more diversified reading selection, a stronger focus on integrating technology into instruction to align with the blended learning model, and a stronger emphasis on core writing skills and the study of words in context.
- Summer 2022 Curriculum assessments broaden to include student choice and 21st Century skills, including multimodal composition and Portrait of a Graduate competencies.

StudySync

- Monitored implementation through Google Classroom with a focus on pacing and technology integration.
- Continued the integration of more StudySync aligned novel study into the reading curriculum.

SpringBoard

- Implemented SpringBoard materials in tandem with culturally-relevant texts to encourage engagement.
- Conducted classroom walkthroughs in collaboration with building administration to monitor curriculum implementation and adherence to the district's learning targets and success criteria..

Wonders

- Monitored implementation and adjusted the activities taught in the 5-day plan
- Created practice activities for students to apply learning in a virtual environment.

Fundations

- Content was rolled up to Grade 4 to address gaps resulting from the pandemic
- Provided additional student and family practice by using virtual lessons created in 2021-2021.

• Small Group Instruction

- Revised small group plans to include new evidence-based routines for word reading and fluency.
- Supplemented in-person instruction with virtual small group lessons for additional practice.

Virtual Family Reading Tutoring

- A new synchronous virtual reading tutoring program was developed to support the grade 2 and 3 students most impacted by the pandemic. The program involved a teacher working with students and their guardians to provide expert reading instruction and to support families with continued practice at home.
- Over 220 grade two and three students and their parents/guardians participated in this program.

• Professional Learning on

- K-5: Heggerty Phonemic Awareness
- o 3-5: Written Response to Text
- K-5 Writing Instruction
- Nearly 160 teachers across 17 elementary schools participated in the state's reading training, ReadConn
- 6-12 Using the Frayer Model in Vocabulary Development
- o 6-12: Blended Learning: A Playlist with Caitlin Tucker
- o 6-8: Developing Strategies for Student-led Learning in Quill

- 9-12 Developing systems for onboarding to Quill program for high school pilot study
- o 6-12: Teaching Students to Advance Their Thinking Through Writing
- 9-12 Multimodal Composition: What is it? Why is it necessary? How do we teach it?
- o 9-12: Intro to Google Sites
- o 6-12: Google Level 1 and Level 2 Training

Mathematics

• Curriculum Development

- Continued development of a blended learning curriculum utilizing both online and offline resources for instruction. (K-5)
- Focus on planning for differentiated Tier I and Tier II instruction using a variety of district provided resources.
- 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)
- Development and Implementation of new Waterbury STEM Fellows program in partnership with UCONN to develop strong math leadership within our teaching staff.

HMH Into Math

- Continued implementation using 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

- Continued implementation of 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.
- Professional Learning on
 - Blended Learning Models, planning, and resources (K-5)
 - i-Ready Classroom Instructional Routines (K-5)
 - Selecting and sequencing student work (K-5)
 - Operations using rekenreks (K-3)
 - HMH Into Math, Maximizing Learning with Digital Resources (6-8)
 - HMH Into Math, Leverage Data and Reporting Tools to Accelerate Growth (6-8)
 - Building engagement in the classroom (6-8)
 - Discourse and Productive Struggle (6-8)
 - Talk Moves in the Classroom (7-8)
 - Supporting Math Learning in a Post-Covid World (6-12)
 - Building Academic Discourse in the Classroom (6-12)
 - Quadratic Quandary Where and How do Quadratic Equations and Functions Fit?
 (8-12)
 - Eliciting and Using Students' Thinking and Building Procedural Fluency from Conceptual Understanding (9-12)

Science

• The Science Council met regularly in the summer of 2021 to revise, improve and add 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 activities, resources, and improve assessments.
- NGSS standards-aligned CFA's were created in Performance Matters and administered to grades 6-12 to monitor and improve student's ability to create evidence-based explanations and analyze and interpret data.
- Flander's Nature Center provided 2 different live, virtual sessions on animal habitats and ecosystems to the District's second graders.
- STARBASE provided virtual programming, in place of their in-person program, to all fifth grade students across the district.
- District-wide PD days for grades K-12
 - District-Wide Performance Matters
 - o District-wide Vocabulary Initiative
 - o Catlin Tucker- Station Rotation and Playlist Model
 - Teacher Choice- with a variety of choices centered improving instruction through technology

Preschool

- Curriculum Instruction
 - Monitored teacher instruction and student learning through observation of lessons, digital data reports and communication with staff
 - Guided staff in their teaching through in person classroom coaching with curriculum company
 - On site collaboration with preschool staff at the International Dual Language
 School to integrate the Preschool Dual Language Immersion program that utilizes a 50-50 model of instruction
 - Implemented research based protocols for families considering enrolling young children in the International Dual Language School for preschoolers
 - 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 11 programs working to achieve or maintain 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 Early Learning Development
 Standards using enhanced 'Creative Curriculum Cloud Resources', Ready Rosie

Curriculum Development

- Continued development of a Lesson Plan Bank with over 200 lesson plans to support in person and remote learning
- Continued Development of Creative Curriculum with a focus on Learning Targets and Success Criteria
- o Shared curriculum data with preschool administrators and teaching staff

• Professional Development

- Continued development of Trauma and its impact on early learning during
- Access Points for English Learners in Early Childhood Part 11
- Understanding the Kindergarten Entrance Inventory and its Connection to Preschool
- How Observation Cycles in Preschool lead to Greater Learning Outcomes
- CT OEC Presents Sparkler!
- CPR/First Aid Training for all Preschool staff,

• Title 4/Parent Engagement

 Virtual Family Nights held throughout the school year in collaboration with School Readiness community sites

- Registered students into the WPS PRe-K program through on site registration fairs in the community
- 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
 - 244 Referrals from Birth to Three Agencies
 - 442 Planning and Placement Team Meetings (PPT) were held during the
 2021-2022 school year
 - 146 Transition meetings held with Birth to Three Families and community partners
 - 163 Developmental Evaluations completed 2021-2022
 - More than 200 Three and Four- year old students received specialized instruction through the Waterbury Preschool Program
 - The Office of Early Childhood Special Education team serviced 35 students with IEPS and 48 students with Early Intervention Services at community sites in Waterbury.

Bilingual/ESOL

Seal of Blliteracy

The Connecticut State Seal of Biliteracy 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.

- 119 Seals of Biliteracy were awarded to 110 students in 12 different languages to the 2022 graduating class
- Nine students earned the seal in two languages
- New languages this year include Greek, Hausa, Jamaican Patois, and Tagalog
- Seals were earned in the following languages:
 - Albanian (8)
 - Arabic (1)
 - Greek (1)
 - Haitian-Creole (2)
 - Hausa (1)
 - Italian (8)
 - Jamaican Patois (7)
 - Portuguese (3)
 - Spanish (82)
 - Tagalog (1)
 - Turkish (4)
 - Urdu (1)
 - As of June 2022, there are 103 high school juniors that have met the language testing requirement

• Curriculum Work

 In accordance with the Common Underlying Proficiency approach, developed and implemented Level 2 of the 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.

- Revised the 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.
- Continued the process of embedding 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 four 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, most workshops were held virtually
 - Community Partners
 - Hispanic Coalition of Greater Waterbury
 - Madre Latina
 - Waterbury Hospital
 - Connecticut Immigrant and Refugee Institute (CIRI)
 - NVCC
 - UConn Wtby
 - 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.

Fine Arts

- Instrument Audit conducted
 - Identified funding in Title 4 and Esser 3 ARP 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 drumlines, concert band, color guard gear, method books, music stands and accessories for parades to support our surrounding community events
- Staff Professional Developments
 - Art- Wadsworth Atheneum, The Art Of Education Now Conference 2021 and 2022, <u>The Art of Education Flex Curriculum</u>, Julie Sawyer on Social Emotional Learning and Visual Arts, virtual tours, and techniques
 - Theater-Hartford Stage Company on Social Emotional Learning and Theater Arts and added Digital Theater Plus as a curriculum resource
 - Dance- Connecticut Dance Alliance on Social Emotional Learning and Dance and Dance Education Lab to facilitate curriculum writing and dance instruction to keep students engaged and on task
 - Music- CAAA on Social Emotional Learning and Music, Musicplayonline, Specific music workshops in vocal, piano, drumming, chorus inclusion, digital music, guitar, marching band, color guard and drumline
 - Revised the WPS fine arts vision and mission statements with all staff
 - Google One Certification

- Google Two Certification
- Kami Certification
- Community Engagement Projects
 - ARTRAGEOUS- District-wide art exhibit, was an exhilarating event with over 2800 in attendance. Included many alumni and community members for entertainment as well as culinary arts
 - The Village Project in collaboration with ASAP! At the Mattatuck Museum
 - Facilitated WPS staff to attend Anastasia at the Waterbury Palace Theater
 - Guest administrator for Waterbury Arts Magnet School's Tri-M Music Society Meetings
 - Celebrating Community Through the Arts! District-wide talent showcase at the Waterbury Palace Theater was a huge success with over 2000 in attendance included several lobby performers for community involvement
 - Waterbury Symphony Orchestra Mentors now offering District-Wide instrumental Band lessons to all Middle School and High Schoolers after-school.
 - o Facilitated contract process for WAMS and the WSO Mentors.
 - Developed WPS Student Enrichment Projects to support arts enrichment and wellness programs and facilitated contractual agreements with YMCA, Boys & Girls Club of Greater Waterbury, Shakespearience, Waterbury Palace Theater and The Mattatuck Museum
 - Participated in the Ocean Film Festival Graphic Art Contest and our student from WCA, Yamila Ramos was selected as the winner
 - Facilitating additional performance opportunities for our bands and choral students through Post University
 - Joined The Governor's Counsel for Women and Girls Educational STEAM Sub-Committee

Curriculum and Instruction

- Curriculum writing continues for fine arts teachers with new courses and developing a scope and sequence for each content area
- Esser 3 ARP funding provided additional curriculum resources The Art Of Education Flex Curriculum, Musicplayonline.com and Digital Theatre Plusto support teaching and learning
- Facilitated providing masks for all instrumental band, orchestra and choral students during global pandemic.
- Created and facilitated fine arts supply orders for two new schools in art and music;
 International Dual Language School and Wendell Cross Elementary
- Created a District-Wide Instrumental Beginning Band Assessment for SLO goals
- Assisting with recruiting and interviews for potential fine arts candidates
- Update the <u>www.wpscreates.com</u> fine arts website to include current events, student spotlights and curriculum resources
- Established sustaining orders and facilitated District-Wide piano tunings, kiln repairs and instrumental repairs.
- 092 Mentor for University of Bridgeport and Sacred Heart Universities for two fine arts teachers; Jill Hodge and Nick Drabik
- Facilitating all Request for Proposals and Invitations To Bids in regards to fine arts
- Assisting with ESS to facilitate gaining long term substitutes for visual arts as it has been a shortage area across the State.
- Performed formal evaluations for Fine Arts Staff.
- 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
- o 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
- o "BOKS" supplemental Physical Activity curriculum and resources with all staff
- o 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 canceled 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

- Created middle and high school benchmarks in Performance Matters platform so that educators can analyze student performance data to inform personalized instruction.
 Middle school and high school benchmarks are aligned to standards and curriculum.
- Created 6th-8th grade CFA's during Instructional Data Team meetings.
- Collaborated with ELA and Science Supervisors to create a SAT aligned benchmark assessment in Performance Matters and were assigned to all 9th-12 grade students.
- Purchased materials to support curriculum for the following AP classes: Psychology, AP
 US Government and Politics, and European History. Also purchased materials to support
 cross-curricular activities in AP European and Modern World History,
- Purchased resources for the following UCONN Early College Experience classes: Modern Western Traditions, Introduction to Human Rights, Introduction to Genocide Studies, and US History Since 1877.
- Member of the state committee that created a set of guiding principles for the
 Connecticut Social studies Standards Project. This was initiated by Special Session Public
 Act 21-2 and a committee will write new social studies standards for Connecticut. The
 newly created principles for standards development can be found HERE. These
 principles were created using the results of a survey sent out to stakeholders statewide
 and Waterbury had the highest percentage of respondents.
- Member of the state committee that is currently creating social studies standards using the Connecticut Social Studies Frameworks.

- Increased the number of participating Waterbury elementary schools to register for Connecticut Kid Governor. 5th Grade students actively learned about the civic process and created a platform to run for their class Kid Governor. A 5th grade student from Chase Elementary was the Waterbury Kid Governor and moved on to be a candidate for Connecticut Kid Governor. LINK
- Collaborated and attended professional learning with teachers that piloted the new African American/Black and Puerto Rican/Latino Studies course. Purchased resources to support teachers and students in the newly implemented approved course.
- Professional Learning:
 - Performance Matters district-wide PL and met with school social studies departments for follow up sessions. Supported teachers on creating teacher created assessments and administrators on reviewing the data.
 - District-wide Vocabulary Initiative
 - District Wide Blended Learning Catlin Tucker- Station Rotation and Playlist Model
 - Middle School Teachers: Discovery Education Professional Learning during district-wide full day sessions and during Wednesday ½ sessions.
 - High School Teachers: Stanford University: Reading Like a Historian Professional Learning
 - High School Teachers: Teacher Choice Professional Learning on the following:
 - Teaching Controversial Topics
 - Media Ethics
 - Techniques for Exploring Belief
 - The Bias Meter. Is it Fair?
- Received "Racial Slavery in the Americas: Resistance, Freedom, and Legacies" curriculum units for US II teachers and online access to the Brown University Choices Program for an additional year.
- Highest percentage of teachers to participate in state-wide Presidential mock election.

- Voice 4 Change: statewide civic engagement initiative where high school students
 propose and vote on a project to be implemented in their school. Each school may have
 one winning project if it meets all the requirements and be awarded up to \$20,000 to
 fund their winning proposal. Waterbury had the highest number of proposals and each of
 the high schools had an approved proposal and will be awarded up to \$20,000.
- Recruited certified teachers to fill numerous social studies long term and full time openings.
- Member of the Gilder Lehrman Center Connecticut Teacher of the Year Committee

Research & Testing

- Worked with Information Technology (IT) staff to accurately reflect all student demographics for testing
- Improved accountability data by working with IT staff to clean the teacher-course-student (TCS) file submission to the Connecticut State Department of Education (CSDE)
- Improved accountability data by working with Assistant Superintendent to review and ensure accuracy of high school student exit codes for graduation
- Worked with the College Board to grant Level 2 status to State Street and Enlightenment
- Disseminated all test data for incoming students in the fall to target instruction and improve accountability results
- Maintained running testing announcements on department website
- Provided bi-weekly FAFSA status updates throughout the school year
- Held monthly office hours that became weekly during the spring testing window to assist both administrators and teachers with test administration
- Provided granular mCLASS composite score differences for students in special education to the Director and Supervisors, as their students' significant growth is not typically captured in achievement level reports
- Compiled data on all grade 9-12 students meeting Waterbury Promise eligibility criteria after each marking period

- Compiled data for multiple grant submissions/agreements (Alliance, Commissioner's Network, Gear Up)
- Compiled master test schedule of all schools during spring test administrations
- Prepared recording of the annual Test Examiner workshop to train teachers that were absent for in-person school-based training, minimizing burden on Principals to provide makeup training sessions
- Successfully transitioned to the first digital administration of CT-SAT; entered all test accommodations for staff to eliminate duplicative work previously entered in the Services for Students with Disabilities (SSD) website
- Analyzed unadjusted Percentage of Target Achieved (PTA) on Smarter Balanced by school and grade
- Created achievable, accelerated "Post-Covid" targets for accountability indicators based on 2020-2021 data (achievement and growth) for all schools and the district overall
- Participated as a member of the CSDE Connecticut Comprehensive Assessment Advisory Committee
- Participated as a member of the CSDE Connecticut Accountability Advisory Committee
- Served on the National Smarter Balanced Performance and Practice Committee (nominated by CSDE)

Technology for Teaching and Learning

- Procured 2100 Chrome-Based tablets through the Invitation to Bid process in order to provide mobile instruction options to staff while teaching in person.
- Through the Sole-Source Process, procured a three-year contract with Kami, Limited to continue to provide access to the cloud-based PDF software for staff and students.
- Through the Request for Proposal Process, procured a three-year contract with Nearpod Incorporated to provide access to Nearpod's interactive slides-based software as well as access to Flocabulary Plus, Nearpod English Language Learner, Nearpod Historical Perspectives and Literacy, and Nearpod Learning Labs.

- Through the Request for Proposal Process, procured a three-year contract with Atlas Rubicon to provide a curriculum warehouse program that will allow the district to streamline the curriculum development and access process.
- Worked collaboratively with the website committee to update the Academic Office pages on the district website.
- Worked with the State Department of Education to secure more than 70 spots for staff to participate in International Society for Technology in Education (ISTE) certification training.
- Secured more than 80 district participants for the ISTE Summer Learning Academy during summer 2022.
- Developed and implemented a Google Training program geared toward creating WPS
 District Google Trainers with 17 total participants who will apply with Google for official
 Google for Education Trainer status by December 2022.
- Provided access to Google training so that we now have 25 more Google Level 1 certified staff and 16 new Google Level 2 staff.
- Worked collaboratively with the CTC department to pilot the implementation of the Clever single-sign on software at Chase Elementary School which will roll out to the entire district for the 2022-2023 school year.
- Fully implemented PowerSchool's Performance Matters software in grades 6-12 which allowed for the standardization and online participation in district benchmark assessments in English, Math, Science, and Social Studies.
- Trained all staff in grades 6-12 on the creation of formative assessments using
 Performance Matters with intentions to grow this initiative during future school years.
- Worked collaboratively with the Health & Physical Education department to pilot the implementation of Performance Matters for data collection for the Physical Fitness Exam.
- Provided district support for all departments and schools implementing assessments using Performance Matters included administering building-wide assessments at WCA and WAMS three times.
- Worked collaboratively with a diverse district team to create a draft Standard Operating Procedures document for the future Virtual Learning Academy at Waterbury Public Schools.

- Secured spots for students Virtual Learning Academy students with the National Education Equity Lab to participate in two courses offered through Arizona State University.
- Provided professional learning on district educational technology software programs.
- Facilitated professional learning with Catlin Tucker on Blended Learning.
- Worked collaboratively with the Great Schools Partnership to develop a process for Mastery Based Credit data collection and reporting.
- Lead the team responsible for creating a "Future Ready Schools" plan for technology integration through a partnership with the State Department of Education and the Future Ready Schools program.
- Worked collaboratively with the Research and Testing department to provide more accurate and up to date rosters for state testing reporting.
- ISTE Certified Educator, ISTE Community Leader, and ISTE Expert Webinar Presenter

Recognitions, Awards, and Honors

2022 Teacher of the Year



Ms. Marly Parker, a Fine Arts teacher at Rotella Interdistrict Magnet School, was named Waterbury Public Schools 2022 Teacher of the Year.

Ms. Parker has been with the District for 26 years. She is beloved by her school community, and has held various teaching roles over the years. Ms. Parker is known for her upbeat, positive, and caring demeanor and her strong connection with students of all ages. She has been an exemplary teacher focused on our school's arts integrated approach to learning since the students returned back to the classrooms. Ms. Parker will be considered for the title of Connecticut Teacher of the Year, which is traditionally announced in the fall.

Angela Joyce, at John F. Kennedy High School, Ralph Belvedere, at Waterbury Arts Magnet School and Chelsea Slade, at Wilby High School, were also selected among several applicants as Waterbury Teacher of the Year finalists.

Elementary

Bucks Hill PreSchool- Linda M. Fournier Bucks Hill Elementary School- Alyse Ramos Bunker Hill Elementary School- Melissa J. Stango B.W. Tinker Elementary School- Michele Parks Carrington Elementary School- Melissa Thompson Driggs Elementary School- Kathryn Ijomah F.J. Kingsbury Elementary School- Brian T. Larkin Frank G. Regan Elementary School- Alexander Welch Gilmartin Elementary School- Laura Caruso Hopeville Elementary School- Mark Esposito International Dual Language School- Nilsa Garcia H.S. Chase Elementary School- Daniel Gorman John Duggan Elementary School- Julie St. Hilaire Jonathan E. Reed Elementary School- Michele Choi Maloney Interdistrict Magnet School- Esther Colangelo M.M. Generali Elementary School- Dennis Poulter Rotella Interdistrict Magnet School- Marly Parker Sprague Elementary School- Eneida Grazhdani

Walsh Elementary School- Jennifer Lillian

Washington Elementary School- Cherie Corbo

Wendell L. Cross Elementary School- Lisa Rizzo

Woodrow Wilson Elementary School- Selma Mirto

Secondary

Crosby High School- Albert Chabot II

Enlightenment School- Nicole Lichaj

John F. Kennedy High School- Angela Joyce

North End Middle School- Sarah Carpenter

State Street Program- Susan Lawlor

Wallace Middle School- Cyndi Mercogliano

Waterbury Arts Magnet School- Ralph Belvedere

Waterbury Career Academy High School- Sara Paradis

West Side Middle School- Sequoia Johnson-Cieslewsk

Wilby High School- Chelsea Slade

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 2021-2022 school year are:

Elementary

Bucks Hill Elementary School- Emily Valencia
Bunker Hill Elementary School- Noelle Benson

B.W. Tinker Elementary School- Jacob Stango

Carrington Elementary School- Dion and Dorina Dobruna

Driggs Elementary School- Najae White

F.J. Kingsbury Elementary School- Valeria Paguada-Andrade

Frank G. Regan Elementary School- Ella Mantz

Gilmartin Elementary School- Kevin Mabaye & Anthony Cardenas

Hopeville Elementary School- Carmen Velazquez

International Dual Language School- Ava Alvarado

H.S. Chase Elementary School-Lyahnis Feliciano

John Duggan Elementary School- Kianna Carter & Kelly Chavez

Jonathan E. Reed Elementary School- Jose Ramirez-Orellana & Debora Candelaria

Maloney Interdistrict Magnet School- Taelyn Flores

M.M. Generali Elementary School- Thomas Manganaro

Rotella Interdistrict Magnet School- Erinnette Stark

Sprague Elementary School- Dariel Cosme

Walsh Elementary School- Miguel Garay

Washington Elementary School- Jonah Hattani

Waterbury Arts Magnet Middle School-Areli Brown

Wendell L. Cross Elementary School- Ava Ellington

Woodrow Wilson Elementary School- Destenie Deleon

Secondary

Crosby High School- Alexus Lowe
Enlightenment School- Anabelle Gonzalez
John F. Kennedy High School- De'Shaunt O'Brien

North End Middle School- Ebonie Blay

State Street Program- Gizelle Cuatepotzo

Wallace Middle School- Sephora Jean, Fahren Tunstall and Nabi Diouf

Waterbury Adult Continuing Education- Kayla Ruiz

Waterbury Arts Magnet School- Julia Mehlin

Waterbury Career Academy High School-Victor Figueroa

West Side Middle School- Sami Sheshi

Wilby High School- Ledia Williams



Respectfully Submitted,

Dr. Verna D. Ruffin

Superintendent of Schools

August 2022