



2022–2023 Annual Report



Board of Education
2022-2023

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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. I would like to extend a warm welcome to the 2023-2024 school year to all of our families and community partners here in Waterbury. I am excited for all this new school year has to offer and I know when all of us come together, we can make a difference in our community. 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 2022-2023 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 strategic seven year plan 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

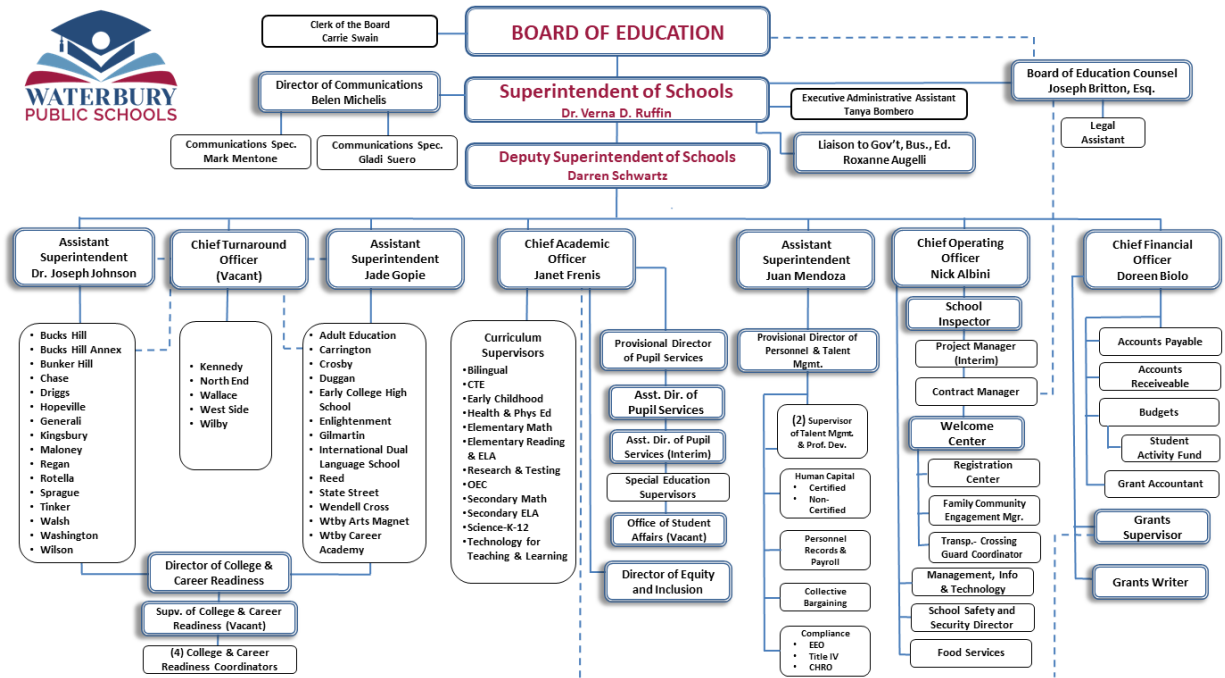
The mission of Waterbury Public Schools is to inspire and prepare every student to be successful in and beyond school.

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
 Mrs. Janet Frenis
 Mrs. Doreen Biolo
 Mr. Nicholas Albini
 Mrs. Jade L. Gopie
 Dr. Joseph H. Johnson
 Mr. Juan Mendoza
 Mr. Miguel Pabon
 Ms. Belen Michelis
 Vacant
 Atty. Joseph Britton
 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 (PreK-12)
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
Vacant
Dr. Susan Miller
Mrs. Dena Mortensen
Ms. Jennifer Sarja
Ms. Tara Battistoni
Mrs. Kari Nizzardo
Mrs. Veda Harris
Dr. Michelle Eckler

RECRUITMENT & PROFESSIONAL DEVELOPMENT

Talent & Professional Development Supervisor
Talent & Professional Development Supervisor

Ms. Marissa Waters
Ms. Carli Carpentieri

SPECIAL EDUCATION SUPERVISORS

Ms. Donajean Belcher
Ms. Michelle Bibeau
Ms. Lisa Brown
Mr. Robert Delaney
Ms. Kimberly DiVergilio
Ms. Allison Finley
Ms. Alice Heintz
Ms. Jamie Miller
Ms. Chayna Nath
Ms. Wendy Owen
Ms. Sharon Walsh (Assistant Director)
Melina Rodriguez (Assistant Director)

WELCOME CENTER

Family and Community Engagement Manager	Ms. Quineshia Brown
Student Registration	Ms. Margaret Williams
District Liaison to Students in Transition	Mrs. Shynea Paris
Community Connections Coordinator	Mrs. Barbara Tenor
Bussing/Crossing Guard Coordinator	Mr. Jeffrey Hunter
Bussing Assistant	Edwin Ellington

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	Mrs. Christina Moore (Int.)
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	Vacant
Vice Principal ECHS	Mr. Sean Mosley
Administrator on Special Assignment	Dr. Richard Arroyo
Administrator on Special Assignment	Dr. Jennifer Rosser

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 Albin
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. Melinda Grove

West Side Middle School

Principal	Mr. Peter McCasland
Assistant Principal	Mrs. Kathleen Ferrucci
Assistant Principal	Mr. James Tolman
Assistant Principal	Ms. Cathie Rinaldi (Int.)

Waterbury Arts Magnet Middle School

Principal	Mr. Nicholas Albin
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	Mrs. Maryann Thompson (Int.)
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	Ms. Kristen Gaudiosi
Elementary Vice Principal	Ms. Shernett Evans Foster

Gilmartin Elementary School

Principal	Mrs. Laura Curley-Colon (Int.)
Elementary Vice Principal	Ms. Melissa Vargas (Int.)

Hopeville Elementary School

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

International School

Principal	Ms. Diurca Tomasella
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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

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

Mr. Ryan Sullivan

Elementary Vice Principal

Ms. Claudia Biello (Int.)

Walsh Elementary School

Principal

Mrs. Jessica Ocasio

Elementary Vice Principal

Dr. Maureen Wilson

Washington Elementary School

Principal

Mrs. Inez Ramirez

Woodrow Wilson Elementary School

Principal

Mrs. Dana Coelho (Int.)

Elementary Vice Principal

Mr. Shea Moriarty (Int.)

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.

Thomas Van Stone, Sr.

STUDENT REPRESENTATIVES

Destini Langs, Waterbury Career Academy (Grade 11)

Eric Arifi, Waterbury Arts Magnet School (Grade 12)

Giani Bonval, Wilby High School (Grade 12)

Elliott Hernandez, Wilby High School (Grade 11)

Grace Henderson, Waterbury Arts Magnet School (Grade 11)

Kristian Ngjela, Kennedy High School (Grade 12)

Mickal Holmes, Crosby High School (Grade 11)

Florenza Omari, Crosby High School (Grade 12)

Eva Pineda, Kennedy High School (Grade 11)

Mary Jane Vazquez, Waterbury Career Academy (Grade 12)

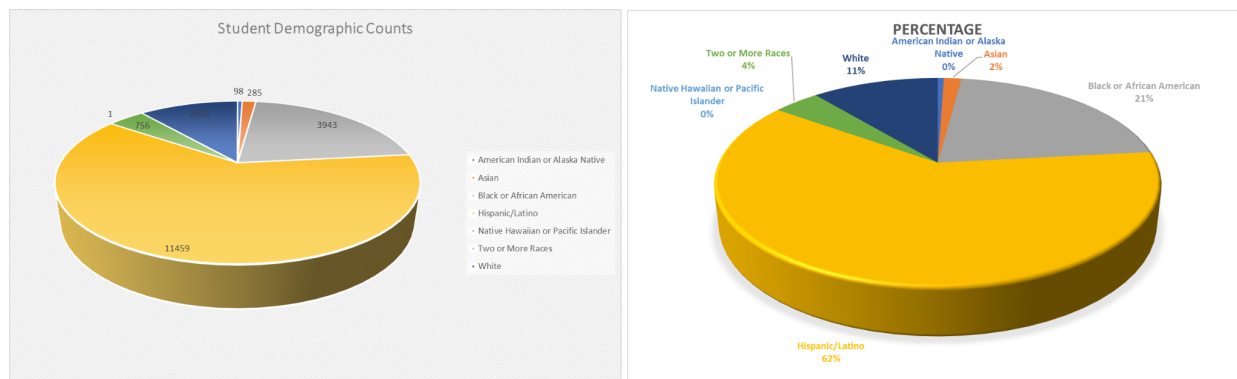
Demographics at a Glance

Students

District Student Enrollment

Total Enrollment (October 2022) **18,595**

District Student Demographics



Student Enrollment	
Ethnicity/Race	Count
American Indian or Alaska Native	98
Asian	285
Black or African American	3943
Hispanic/Latino	11459
Native Hawaiian or Pacific Islander	1
Two or More Races	756
White	2053

Enrollment Trends

School Year	Total Enrollment	Special Education	English Learners	Pre-K
22-23	18,595	3662	3393	795
21-22	18,660	3,733	3,307	885
20-21	18,450	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 2022-2023 district improvement plan provided the roadmap for improvement in Waterbury Public Schools. Under the four categories of: Educating the Whole Child, Expanding Access, Choice, and Equity, Ensuring Safe and Healthy Schools, and Investing in the Future, the district accomplished several goals in improving the quality of education for students in Waterbury.

- **Educating the Whole Child** - *some examples*
 - *Establishing a Portrait of a Graduate and Mastery-Based Credit*- Development of the first iteration of the new standards-based assessment system that aligns with the district's portrait of a graduate. Students in grades 11 and 12 earned the Mastery Based Credit (MBC) to fulfill the graduation requirement. Services provided include consulting on design, implementation, and integration with the district's other academic initiatives.
 - *Tutoring*-Evidenced-based practice dictates that learning loss can be offset by high-quality tutoring, expanding hours that tutors are available, and ensuring good training allows us to impact even more students. Varsity Tutors provided support for this initiative. Varsity tutors provided on-demand support for all students in grades 3-12. In addition, high dosage 1 to 1 tutoring offered extensive help to accelerate learning and close mathematics achievement gaps for students in grades 3 and 6.
 - *Curriculum and Instruction*- Establishing a reliable and valid curriculum in all subject areas. The district purchased materials for CTE, physical education, health and wellness equipment, and core materials in content areas that support curriculum goals. This also includes a focus on materials that support blended learning for students. In addition, the World Languages curriculum was redeveloped in grades 6-12 including updated student material. Also, the district invested in library media upgrades to student material such as Makerbot technology, arts expansion, science materials for grades K-12, EL/Bilingual/TESOL materials, social studies materials that support the curriculum, preschool materials, and specific special education curriculum such as Wilson reading.
 - *CTE Expansion/Dual Enrollment*- Materials to support the expansion of health sciences, cyber security, robotics, and drone piloting career pathways. Also, increase early college course offerings.
 - *530 Clubs*- All high schools created afterschool math clubs to support student success on the math portion of the SAT. The program served 126 students and resulted in 40 of those students passing the rigorous exam.

- **Second Step/SEL Curriculum-** Teachers of students in grades K-8 facilitated the process of teaching social and emotional skills to support students in managing their emotions, have empathy, problem solve, make responsible decisions and maintain healthy relationships using the Second Step Curriculum. .
- **Expanding Access, Choice and Equity - some examples**
 - **Virtual Academy-** Develop Virtual Learning Options and a Virtual Learning Academy based on students who qualify per CSDE guidance. Utilizing lessons learned about the best practices and most efficient system to integrate virtual learning into the district portfolio of education options. This will improve our ability to provide initial H.S. credit, expand high school course offerings such as AP throughout the district, and advance equity and access.
 - **Enrichment-** Creating and expanding opportunities for art and cultural experiences for families and students in Waterbury. This will allow all families to access local enrichment at no cost. This would include partnerships with local stakeholders, such as, but not limited to, Mattatuck Museum, Palace Theater, Waterbury Symphony Orchestra, Seven Angels Theater, YMCA, PAL, Boys and Girls Club, Shakesperience, and Girls Inc.
 - **Summer Programming-**Support costs of, including transportation for: Summer Field Trips and Summer Camp, YMCA, Boys and Girls Club, Holiday Hill, Waterbury summer recreational (or similar field trip/summer program) Freckle math, Waterbury Youth Service, CAMP MATTATUCHA, Fitness Fury, Channel 3 Kids Camp, and all materials and staffing for summer programming PK-12.
 - **Equity-** Contract service providers to provide program design and development support to implement district-wide equity training for teachers and administrators. Specifically, recruit teachers of color to diversify the workforce, ensure that we retain our best teachers, and aggressively recruit and pursue the best candidates because talent matters. Professional training from Baruti Kafele, to conduct a 9-session assistant principal academy focus on equity, diversity, and inclusion for 3 hours each session for all assistant Principals.
 - **Gifted and Talented-** Over 150 3rd, 4th, and 5th graders were identified as being Gifted using the Naglieri standardized assessment.
- **Ensuring Safe and Healthy Schools - some examples**
 - **School Based Health Centers**
 - **School Counselors-** 23 full-time positions for elementary and PK-8 schools and two career counselors at two of our high school programs.
 - **Social-emotional learning curriculum-**A curriculum was purchased, adopted, and implemented.

- *School counseling curriculum*- Comprehensive monitoring of student progress and performance to ensure the integration of the Comprehensive School Counseling Curriculum with a focus on Naviance.
 - *Support Beyond School Hours*- Provide one-on-one counseling support access for students beyond traditional hours. Many students reported enjoying office hours during remote learning and the support provided for them. Student Success Agency was contracted to provide this service.
 - *MTSS*- Purchasing outside services to support and supplement school-based efforts to respond to increased student emotional and behavioral needs due to the long-ranging effects of the pandemic. Selected schools with a high population of particularly impacted students will receive additional staffing support and capacity building to serve a wide range of student needs.
 - *Connecticut Junior Republic (CJR) Behavioral Health Clinicians* - Provide clinicians in middle and high schools to support the mental health and well being of the students. Individual and group counseling is provided to students during school hours, weekends and vacations. After-school program is offered to provide academic tutoring and support and engage students in enrichment experiences.
- **Investing in the Future** - *some examples*
 - *Evaluation and Professional Learning*- The Teacher Evaluation and Professional Learning Software from PowerSchool will be fully integrated with our existing district systems and will provide our principals and school leaders with the resources necessary to address the instructional needs of their schools through streamlined data collection, analysis, and reporting, which will help improve the quality of our teacher's instruction through a collaborative evaluation process.
 - *Waterbury U*- Staff will earn stipends as they work to complete a micro-endorsement consisting of 3 micro-credentials. Pathways will include teacher leadership, mentoring, National Board Certified teaching, master teacher, SEL, acceleration, and additional courses aligned with teaching and learning. (\$33/hour for 30 hours per credential=\$990) 3 credentials per teacher =\$2,970 1700 teachers with 3 credentials =\$5,049,000. Due to the challenges of teachers' working conditions during the pandemic, this program will provide an opportunity for professional renewal and advancement.
 - *Leadership Support*- CT Center for School Change - to support district instructional leaders and staff with the understanding of the Acceleration framework components

Budget and Finance Highlights



Education Budgets for FY 2023:

- 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 22-23 and has been flat funded (no increase) in past years.
- The State Funded Education Cost Sharing (ECS) total for Fiscal Year 22-23 was \$164,355,045, of which \$50,737,863 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 22-23 total was \$ 27,781,896. 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 \$2,740,000 for three comprehensive middle schools (North End, Wallace, West Side) and for one comprehensive high school (Wilby).
- The total of Federal Grants for Fiscal year 22-23 total was \$ 159,341,908. Some types of Entitlement Grants are IDEA, Title I, Title II, Title III, Title IV, 21st Century After School. Other federal grants are ESSER & ARP ESSER funds.

- Another Federally funded grant awarded in our sixth 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.

Operations

The Operations Departments (Technology, Facilities, Security, Food Services, Transportation, and Welcome Center) have completed and planned many projects for the 2022-2023 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 is crucial in streamlining the District's device management processes. The Center enables efficient handling of new orders by centralizing device intake and asset tagging. All newly acquired devices are shipped to the Center, where they undergo tagging and assignment procedures before being distributed.

Additionally, the Center serves as a hub for processing damaged, failed, and returned devices. These devices are meticulously refurbished, repaired, and prepared for student redistribution. The Center has successfully processed many repair requests, totaling 6,022. Furthermore, it has salvaged 2,121 Chromebooks, leading to nearly a million dollars in cost savings by avoiding device replacements. Managing a fleet of over 30,000 Chromebooks, the Center plays a vital role in maintaining the inventory and ensuring devices are available for student use.

To provide schools with comprehensive insights into their device inventory and tracking, the Center has developed device inventory reports. These reports offer valuable information regarding each school's inventory and enable efficient tracking of devices. Additionally, a

bi-annual reconciliation process is implemented to meticulously track student devices and ensure proper accountability within the system.

In summary, the Technology Distribution Center on Harper Ave is a central hub for device management, streamlining intake, asset tagging, refurbishment, and repair. Through its efforts, the Center has significantly reduced replacement costs, managed a large fleet of Chromebooks, and implemented effective inventory tracking mechanisms for schools within the District.

Wireless Network buildout to Support 1:1 and Distance Learning

The connected classroom has quickly become the norm. Significant upgrades were made to the wireless infrastructure in response to the increasing prevalence of connected classrooms and the introduction of Chromebooks, iPads, and other devices in schools. A total of 321 wireless access points were specifically enhanced to support new wireless standards, cater to the demands of wireless devices, and reinforce wireless security.

A comprehensive redesign of the Wi-Fi network was undertaken to ensure seamless connectivity in the evolving educational environment. This involved strategically installing over 1,577 wireless access points throughout classrooms, common areas, and the exteriors of schools. These additions were instrumental in bolstering the wireless network infrastructure, enabling it to meet the stringent technical specifications mandated by new requirements while facilitating device connectivity.


The newly deployed wireless access points were designed to accommodate the latest 802.11AC 1 Gig wireless standard. Simultaneously, they were also equipped to support legacy devices operating on 802.11n 2.4 Gig and 802.11a/b/g standards. This comprehensive compatibility ensured that the 1-to-1 program and BYOD initiatives, along with older district laptops, could be accommodated.

Overall, these extensive upgrades and installations met the increasing wireless demands within the school setting and prioritized wireless security to create a robust and efficient wireless network infrastructure.

Voice Over IP (VOIP) Telephone System

In 2022-2023, the Voice Over IP (VoIP) end-to-end solution experienced further expansion, incorporating 800 classroom handsets. As a result, every class and office space within the district is now equipped with a VOIP phone, enabling seamless communication. This investment has proven highly beneficial, generating monthly savings of over \$9,700 for the District.

One of the key advantages of this expanded VoIP system is the centralized management system. This system empowers administrators to make configuration changes to the telephone system at



each site remotely, eliminating the need for physical presence. Furthermore, it provides the flexibility to expand services offered by the telephone system while concurrently reducing costs and eliminating unnecessary duplication.

With the successful implementation of the expanded VoIP solution, the district has achieved comprehensive coverage, significant cost savings, and improved efficiency in system management.

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, resulting in estimated yearly savings of \$355,368.00.

Chromebook Charging Stations

The District oversees a network of more than 1,500 Chromebook charging stations designed to efficiently store, charge, and secure devices. These charging stations can accommodate up to 40 devices, ensuring convenient charging and safe storage for each device. Classroom workflow is effectively organized by utilizing these charging stations, and their compact design minimizes the space they occupy.

Food Services

The 2022-2023 school year was a return to a more traditional model of serving in the schools. While we saw an increase in participation from the students being fully back to school we are still off from the numbers we saw prior to the pandemic. We also saw a decrease in participation resulting from the CN schedule. Sandwiches were provided to the students at a cost to the district from those schools. This was done in order to keep the whole program in compliance with State and Federal Regulations while still providing the students with something to eat. The CN schedule demonstrated that when students are in school the participation increases significantly. Even though sandwiches were sent home with students we saw a significant drop in participation of both sent home sandwiches and meals served on those days on average we would see a daily participation decrease of 3,000-5,000 meals with only 1,300 sandwich meals going out. These numbers suggest that approximately 2,000 less meals were being served on those days. These numbers are troublesome in two ways; there is a significant decrease in revenue generated from those days and more importantly there are more kids not eating than

normally would. The Food Service Department also has continued to struggle with staffing which added significant strains to the individual cafeterias and the Central Kitchen.

There were many bright spots this past year as well. We did see significant loosening of supply chain restrictions resulting in far fewer substitutions and complete menu changes. This more consistent flow of goods and services allowed us to focus more on updating our menu to offer more variety. This variety was seen not only for our cooking schools but also for pre-plate which was fully supplied from our Central Kitchen. This was the first year we were able to really explore the capabilities of this facility and recognize some of its current and identify future potential. We started offering fresh salads to all schools as an option and will continue to seek other options in the future. Due to our financial standing we were also able to make some significant upgrades. We purchased new lunch tables for a number of schools which will provide a more inviting space for the students to eat as well as make it easier for custodial staff to work with. We also upgraded kitchen equipment at a number of schools increasing the efficiency for those kitchens. The addition of 2 blast chillers at the central warehouse will increase options for the types of meals we can provide going forward. These endeavors were part of an overall plan to reduce a fund balance so that we could come back in line with requirements from the USDA.

Looking forward to 2023-2024, we hope to continue to see an increase in the number of students participating in the various programs. We also anticipate and hope to see a loosening in the job market allowing us to hire more staff in order to ease pressures at the schools and increase our output from the Central Kitchen. Finally, we anticipate to continue our goal of offering more variety and higher quality of food to all our students not only from our outside vendors but also from our Central Kitchen.

Facilities and Construction

2022-2023 was a great year for Facilities and Construction projects.

We continue to partner with 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 through December 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 began renovating the building, which has now become the district's new International Dual Language School from Pre-K to 2 beginning August 30, 2021 and moving to grade 3 in the 2023 school year. 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:

- Kingsbury Boiler Replacement Project is slated for completion in 2023
- Planning for New Learning Park at Carrington is complete
- Auditorium renovations at Crosby, Kennedy, Wilby, Waterbury Arts Magnet, Rotella, and West Side
- Chiller Replacement for Maloney Magnet completed
- Bunker Hill and Washington elevator construction completion in 2023
- Crosby, Kennedy, and Wilby High Schools mechanical upgrades in 2023
- Kennedy Roof Replacement Project is slated for completion in 2024
- Sprague Roof Replacement Project is slated for completion in 2024
- Tinker Roof Replacement Project is slated for completion in 2024
- Elevator additions at Driggs, Generali and Wilson is in the planning phase
- 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 ESSER funding
- Successfully hosting and providing a safe environment for City summer camps at Crosby, North End, Wallace, West Side and Wilby

Safety and Security 2022-23:

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.

- Successfully completed in conjunction with the IT Department Round 4 and 5 of the State Security Grant which increased the Districts camera total to approximately 2,400 exterior and interior for all Board of Education properties as well as card access points. End result of the combined project: 28 schools received upgraded cameras and servers, increased views that eliminated hidden pockets, more access entries, reduced camera ad server issues and all schools are now connected to the Real Time Crime Center.
- Nearly complete with the Mutalink project after providing detailed mapping for all school locations as well as technical support from the IT Department. Upon completion of this

project, all schools will have real time panic alarm capability, increasing the response time for emergency services as well as coordinated camera views in the alerting school.

- Critical Response Group (CRG) mapping of all school properties to be completed by fall of 2023. Will provide first responders with accurate mapping of school facilities including athletic fields on Fire and Police CAD systems to support their responses to emergencies.
- 90% completion and expansion of the Automated External Defibrillator (AED) upgrade for the district.
- Collaborated with camera and access providers to pilot a door contact project that enables administrators in real time to manage door access in their respective buildings in conjunction with the Milestone and Access systems.
- Creation of a scope of work for anticipated Round 6 in School Security Grants in August.
- Completion of Lockdown System installations to all schools for immediate shutdown and alerting of school buildings.
- Tracking and submission of all drills fire and non per school submitted to the state by June 30th.
- Revamped Police and Fire access capabilities for Police and Fire Departments.
- In conjunction with the School Inspectors Office, the replacement of 30 doors at Kennedy, Washington, Sprague, Kingsbury and Chase; next Round if approved will include Crosby, Wilby, NEMS and Hopeville.

Human Capital

Juan Mendoza, Assistant Superintendent of Human Capital

Highlights

In the fiscal year 2022-2023, the Human Capital Office supervised the recruitment, selection, and appointment of one hundred and ninety-seven (197) highly qualified teachers and twenty-four (24) 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 \$61,043 and \$111,569 for administrators. These salaries fell within budget. The average teacher salaries were higher than the previous 2021-2022 school year averages, while the average administrator salaries were slightly higher 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 five school years, and we believe this is a reflection of the New Teacher Orientation and the expectations which are clearly defined.

We substantially decreased employee paid sick time for the 2022-2023 school year from the previous year. The number of FMLA-approved leaves in 2021-2022 was 399 which was attributed due to COVID applied towards FMLA; in 2022-2023, that number was 305, a 30.82% decrease from the previous year.

Under the direction of the Superintendent, the Human Capital Office undertook and subsequently completed various employee relations inquiries. The varied inquiries resulted in select disciplinary actions in accord with applicable steps of progressive discipline and collective bargaining agreements. In accordance with applicable collective bargaining agreements, the Human Capital Office received and properly processed various grievances. The number of grievances for 2022-2023 totaled nine (9) which was a one grievance increase from the previous year, when a total of eight (8) grievances were received and processed by the office. In addition to collective bargaining agreement based grievances, the Human Capital Office in collaboration with the District's and City's legal counsel received and processed seventeen (17) CHRO and thirteen (13) EEOC complaints this year.

In terms of Recruitment and Professional Development, the Human Capital 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 18 in-person fairs and 15 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 2022-2023 School Year, the Human Capital Office increased the district's advertising efforts which allowed us to optimize message frequency and expand our recruitment efforts across the state. We have local ads at the Waterbury Brass Mill Center Mall and have collaborated with Post University on an electronic billboard ad that can be seen while driving on I-84. We had an ad running in the Sunday edition of the Waterbury Republican-American, which circulates in the towns of Naugatuck, Prospect & Beacon Falls, and the Citizen News website. Our ad can also be seen in the Waterbury Observer in both their regular publications and seasonal issues. We began a recruitment campaign with WFSB for their 'We're Hiring Wednesday' Sponsorship in Spring 2023. They promote WPS live on air, on their website and across all of their social media platforms and created a :15 second promotional ad shown prior to all advertisements. We collaborated with Fox61 News to create a commercial highlighting the district and the benefits of joining the WPS team. Premion, their digital and streaming platform, allows them to curate custom audiences to reach the ideal Waterbury Public Schools Teacher Candidates. In addition, we have created two separate movie theater ad campaigns; one with ScreenVisionMedia and the other with National CineMedia. Both movie theater campaigns ran :30 second ads prior to all major motion pictures on over 120 screens across the state. To reach a broader audience, National CineMedia ran rotating ads at two of its four locations in English and Spanish.

The Human Capital 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, Eastern Connecticut State University, Western Connecticut State University, Southern Connecticut State University, Franklin Pierce University, Naugatuck Valley Community College, and Inter-American University of Puerto Rico. We are in the process of forming an additional partnership with Quinnipiac 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 Office 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.

We remain in a partnership agreement 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 have supported a total of seven candidates (two candidates in 2020-21 and five candidates in 2021-22) through the Relay Program and are hoping to increase that number in the future.

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. Over the past few years, the Waterbury Public Schools' Human Capital Office has increased the focus on minority teacher recruitment (MTR). At the beginning of the 2022-2023 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. On April 12, 2023, we attended Howard University's 15th Annual Job Fair for Educators in Washington, D.C. We have also attended a Diversity in Education Virtual Fair (12/6/22), 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 work to diversify our staff to ensure that our educators and leaders represent the students whom we serve.


The Human Capital 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 (2022-2023) it was rolled out at the Elementary School level.

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. In addition, WPS has implemented the Connecticut Teacher Residency Program (CT TRP). 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. This past school year, we hosted three “residents” who worked a full school year side-by-side with a Mentor Teacher, received pay and benefits, and completed education courses through CREC. All three of our teacher residents were recommended for 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 plan to increase our number of residents for next school year (2023-2024).



In partnership with Bloomboard, WPS has developed and implemented our very own Waterbury U, a micro-credential opportunity for our current certified and non-certified staff members. 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 allows us to offer job embedded professional learning that reaches our students making it a true investment in education. During the 2022-23 school year, 92 WPS employees participated in Waterbury U.

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.

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 (2023-2024). 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.

2022-2023 Teacher Hires by Subject Area

School/Dept.	Grade/Subject	Number of New Teachers
Elementary	Art	2
Elementary	Bilingual Gr K & Gr 5	1
Elementary	Biliteracy Coach	1
Elementary	English Second Language	2
Elementary	Grades Pre-K Through 5	64
Elementary	Guidance Counselor	4
Elementary	Health & Physical Education	2
Elementary	Library Media Specialist	1
Elementary	Music	2
Elementary	Psychologist	1
Elementary	Social Worker	4
Elementary	Speech Language Pathologist	3
Elementary	Special Education	14

High School	Allied Health	1
High School	Art	2
High School	Business	4
High School	Computer Education	1
High School	Dance	1
High School	English Language Arts	8
High School	English Second Language	2
High School	Family Consumer Science	1
High School	Guidance Counselor	6
High School	Health & Physical Education	2
High School	Math	2
High School	Music	1
High School	ROTC	1
High School	Science	2
High School	Spanish	4

High School	Social Studies	5
High School	Social Worker	1
High School	Special Education	5
High School	Tech Ed	4
High School	Theater	1
Middle School	Business	1
Middle School	Computer Education	1
Middle School	English Language Arts	11
Middle School	English Second Language	2
Middle School	Health & Physical Education	3
Middle School	Math	5
Middle School	Science	5
Middle School	SEL Counselor	1
Middle School	Social Studies	9
Middle School	Social Worker	1

Middle School	Special Education	3
	Total	197

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 2022-2023, fifteen (15) new teachers were hired through DSAP with the State of Connecticut. This represented 7.615% of all new teachers hired in 2022-2023. DSAP teachers were hired in the content areas listed below. There are nine additional pending DSAPS certification in process.

Certification Area	Number of DSAPs
Business	2
Elementary	1
English Language Arts	1
English Second Language	2

Guidance Counselor	1
Health & Physical Education	1
Math	1
Science	1
Social Studies	1
Special Education	3
Theater	1
Additional	9(pending)
Total	15 (24)

Relevant Salary Data for Teachers Hired During 2022-2023

The average starting salary for teachers hired during 2022-2023 was \$61,043. 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 2022-2023

Degree Held	Number of New Teachers
Sub Pending certifications	11
Bachelors	67

Masters	77
6 th Year	41
Doctorate	1
Total	197

Teacher & Administrative Hires by Race/Ethnicity During 2022-2023

Race/Ethnicity	Number of Teacher New Hires	Number of Admin New Hires
Asian	2	2
American Indian	0	0
Hispanic	37	1
Black/African American	20	2
Two or More	11	1
White/Caucasian	127	18
Total	197	24

Approximately 34.39% of all new hires during 2022-2023 were diverse staff of color. The staff of color hiring ratio increased by 10.54% from the previous year of 23.85%.

Teacher Resignations/Teacher Deceased During 2022-2023

Total Resignations: 228

This is a decrease of thirty-three (33) staff resignations from the previous year 2021-2022.

Deceased: 2

Teacher Retirements/Non-Renewals During 2022-2023

Total Retirements: 32

Non-Renewals: 1

Administrator Hiring/Promotions/Lateral Transfers 2022-2023

Twenty-Four (24) administrative vacancies occurred for 2022-2023 as a result of retirements, resignations, transfers, promotions, and expansion positions. All of these vacancies have been filled with qualified staff, and 25% during 2022-2023 new administrative assignments were diverse staff of color.

In totality the Human Capital Office through all its efforts, work and processes remains 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
 - 1,120 unduplicated CTE high school students earned a proficiency score on 1,414 content specific, industry standards Precision Exams, demonstrating a 180% increase from the year prior.
 - CTE Work Ready Graduation Cord. Criteria required students to earn at least 3 industry recognized credentials prior to graduation.
 - 2,677 middle / high school CTE students engaged in Virtual Job Shadow platform

- Summer Work Based Learning Program
- Created/updated CTE Programs of Study for specific Career Pathways
- 8 part time CTE Skills Specialists hired
- New CTE courses ready to launch for 23-24 school year
 - Middle Schools - Computer Science Explorations: Creative CS
 - High Schools - Game Design and Development 1 and 2
- Curriculum writing opportunities for teachers with new and current courses
 - Business and Computers, Child Development 3, Culinary 4, Computers, Game Design and Development,
- Crosby / Ion Bank Partnership
- Wilby Greenhouse launch
- Wilby and Crosby Culinary classroom remodels
- Cybersecurity pathway planning
- Middle and High School First Robotics Competitive Teams - Wallace, West Side, Crosby, Kennedy, and Wilby
- Collaborated with MASC and NRWIB to engage high school students in Plastics Manufacturing and Construction certification courses.
- 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
- Managed 22-23 Perkins Grant
- Professional Learning
 - Blended Learning Catlin Tucker - The Flipped Classroom
 - Atlas Curriculum Management
 - Performance Matters - PowerSchool

- CT Learns and Works Conference
- Cormier Consulting
- CT Pathways System Institute Cohort 1
- Virtual Job Shadow, Precision Exams
- EdRising Academy Curriculum
- Equity Training
- Milestone C Drone Technology, Engineering, and Software Development

Reading and English/Language Arts

- Curriculum Development
 - Implemented a revised curriculum with a stronger focus on phonics and fluency taught during small group instruction. Continued development of the Secondary ELA curriculum, including the introduction of multimodal writing assignments, a stronger focus on comprehension of complex reading passages, and a stronger emphasis on core writing skills and the study of words in context. Piloted MBC-400 reflections for high school students to earn a state-required graduation requirement.
- 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
 - Continued implementation of SpringBoard materials in tandem with culturally-relevant texts to encourage engagement.
 - Conducted classroom walkthroughs in collaboration with building administration to monitor student-to-student discourse and adherence to the district's learning targets and success criteria.

- Wonders
 - Monitored implementation and adjusted the activities taught in the 5-day plan
 - Adjusted writing activities to include additional time for science in grades 4 and 5.
- Foundations
 - Provided additional student and family practice by assigning virtual lessons to support practice at home.
- Small Group Instruction
 - Revised small group plans to include new evidence-based routines for phonics and fluency instruction.
 - Created 205 Tier III phonics lessons for the elementary Reading teachers to use with struggling readers.. .
- Multi-Tiered Systems of Support (MTSS)
 - Collaborated with the special education department to revise our research-based process for MTSS focused on elementary reading aligned to the legislation.
- Summer Reading
 - Developed an innovative elementary summer reading program for students using Literacy Pro and incentives. The initiative included all elementary students and was also added explicitly to the Elementary Extended Academic Success (EAS) summer curriculum.
- Professional Learning on
 - K-5: Phoneme-Grapheme Mapping
 - K-5: Fluency Automaticity
 - K-5 Literacy Pro training
 - K-5: Using student data to schedule small group instruction
 - A team of educators from Waterbury attended CSDE's Masterclass on the Science of Reading throughout the year.

- Elementary reading teachers and literacy facilitators received specialized training on instruction and assessment to support students with Dyslexia
- Provided training on the science of reading to all elementary reading tutors
- 6-12: Offered ISTE certification to teachers interested in enhancing technology integration into their classroom practice.
- 6-8: Developed strategies for student-led learning in Quill
- 9-12 Developing systems for onboarding to Quill program for high school pilot study.
- 9-12 Multimodal Composition: What is it? Why is it necessary? How do we teach it?
- 9-12: Intro to Google Sites
- 6-12: Google Level 1 and Level 2 Training

Mathematics

- Curriculum Development
 - Focused on planning for differentiated Tier I and II Small Group Instruction using a variety of district provided resources. (K-5)
 - Continued implementation of a blended learning curriculum utilizing both online and offline resources for instruction. (K-5)
 - Continued development of the Secondary Mathematics curriculum with a focus on strategic differentiation, standardizing rigor across the district, and integrating technology into instruction to align with hybrid learning.
 - Migrated Mathematics Curriculum to Atlas Curriculum Management System (K-5)/(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
 - Using Reflective Practice on Enhance Instruction (K-5)
 - Tier 2 Small Group Instruction (K-5)
 - Instructional Games to Enhance Mathematics Learning (K-5)
 - Ready Classroom Tailored Support Sessions (K-5)
 - i-Ready New Teacher Virtual Sessions (K-5)
 - 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)

Science

- Elementary Science

- Science schedules in grades 1 - 3 changed from once a week for 30 minutes to 2-week units three times a year where students have science daily for 45 minutes allowing for better retention. Science time in grades 4 and 5 increased to 45 minutes daily.
- Flanders Nature Center provided a live-streamed virtual session in the Fall and an in-person Spring field trip for all grade 2 students across the district. Students engaged in a field study where they observed plant and animal life in a forest and pond habitat, collected data, documented their findings, and then analyzed and shared their data with their classmates.
- STARBASE provided in-person programming to 10 schools and all of their 5th-grade classrooms. The remaining schools will attend in the 23-24 school year.
- Secondary Science
 - The Science Council met periodically in the summer of 2022 to revise, improve and add activities and resources to the CREC NGSS-aligned curriculum in grades 6 through 12.
 - NGSS standards-aligned CFAs were created in Performance Matters and administered as pre/post unit assessments in grades 6-12. Each CFA consisted of the state-released IABs covered in the unit of study.
 - The district applied for an LPS Grant of up to 300,000/facility for science lab improvements at the following schools: Crosby HS, Kennedy HS, Wilby HS, Wallace MS, and North End MS. We received word in June that this Grant was approved. Work will take place in the 23-24 school year.
 - The MFA Fellowship completed its second year. The Fellows engaged in a 2-day summer institute and monthly meetings focused on Engineering Tasks. The focus for the 23-24 school year will shift from Engineering tasks to evaluating NGSS-style assessments.
- District-wide PD days for grades K-12
 - August:
 - Grades 6 - 12 Reflection of Practice and Intentional Planning
using the Science Planning Tool

- September:
 - Grades K-5- Engaging in Hands-on Science at every grade level
 - Grade 6-12 Science Safety Training and Chemical Inventory
- October:
 - Grades 6-12 Choice sessions:
 - Teaching Science in a Block
 - Benefiting from Performance Matters- Analyzing Data and
 - Adopting Strategies
 - Introduction to Flocabulary
 - Strategies for Remediating the Covid Gaps
 - Collaboration time
 - Designing a Nearpod Lesson from Start to Finish
 - Nearpod Reporting- Making the Grade
 - Integrating PIVOT Interactives into Your Blended Learning Lessons
 - Multi-Tiered Systems of Support, and Strengthening Academic
 - Discourse Through Explanatory Modeling

Preschool

- Curriculum Instruction
 - Identified primary curriculum components to be implemented daily
 - Continued onsite collaboration with preschool staff at the International Dual Language School to integrate the Preschool Dual Language Immersion program utilizing a 50-50 model of instruction: focus on math and literacy instruction

- Implemented Learning Targets and Success Criteria for all Developmental domains of instruction aligned to Creative Curriculum
- Continued instructional guidance to 11 programs working to achieve or maintain NAEYC Accreditation; 12 program to undergo preparation for NAEYC accreditation
- Demonstrated overall program growth through pre and post testing using the Speed DIAL 4 and Teaching Strategies Gold digital assessment resource
- Curriculum Development
 - Piloted 7 classrooms for the first preschool cohort of IDTs with a focus on literacy and math
 - Shared curriculum data with preschool administrators and teaching staff reflecting student growth over time
 - Atlas CUrriculum Management Training
 - Ongoing collaboration with Great Schools Partnership for
- Professional Development
 - Program Evaluation and curriculum trends in Pre-k
 - Implementing Studies to Promote Inquiry Based Learning
 - Understanding High Quality Instruction in Preschool
 - Understanding and Implementing Mathematics Using Creative Curriculum and the Preschool Classroom
 - Data Driven Instruction: Utilizing Creative Curriculum reports Effectively
 - Pyramid Training Series for all teachers, classroom assistants
 - Creative Curriculum On-site coaching for curriculum implementation
- Parent Engagement
 - 100 school and community site families participated in Pre-School Family Nights

- Collaborated with Bridge to Success and Early Care Program to promote CT Sparkler at City Wide Events
- Registered over 700 students into the WPS Pre-K program through on site registration fairs in the community, PowerSchool Platform and in-person meeting
- Continued collaboration with community partners: Bridge to Success, School Readiness Council, School Readiness Provider Network, Middlesex Early Alliance; OEC Special Education; Community Action Network for early Childhood, WPS Representative Naugatuck Valley Community College School Readiness Programs;
- Provided administrative support to Family Resource Centers located at Wilson and Reed Schools.
- Preschool Special Education
 - 289 Referrals from Birth to Three Agencies during the 2022 - 2023 school year
 - 330 Planning and Placement Team Meetings (PPT) were held during the 2022-2023 school year
 - 128 Transition meetings held with Birth to Three Families and community partners
 - 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 responded to over 150 referrals for Early Intervention Services at community sites and public school classrooms in Waterbury.

Bilingual/ESOL

- Highlights
 - The 4-year EL cohort graduation rate for 2022 (most recently released data) for Waterbury Public Schools' English Learners (ELs) is **10.3 percentage points higher than the state average** for the same population. Additionally, Connecticut's graduation gap between ELs and Non-ELs is 20.1 points, but Waterbury's is only 3.1 percentage points
 - 17 fifth grade English LEarners were selected as Talented and Gifted

- 130 students met the Connecticut English Mastery Standard, which is 41 more students than last year.

- **Seal of Biliteracy**

[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.

- 177 Seals of Biliteracy were awarded to 170 students in 14 different languages to the 2023 graduating class
- Seven students earned the seal in two languages
- 69% of our students who earned the Seal are current or former ELs that previously met the Connecticut English Mastery Exit Criteria, up from 63% in 2022.
- New languages this year include Guyanese Creole, Quechua and Russian
- Seals were earned in the following languages:
 - Albanian
 - French
 - Greek
 - Guyanese Creole
 - Haitian-Creole
 - Italian
 - Jamaican Patois
 - Portuguese
 - Quechua (Kishwa)
 - Russian



- Spanish
 - Tagalog
 - Turkish
 - Urdu
 - As of June 2023, there are 119 high school juniors that have met the language testing requirement
- Curriculum Work
 - In accordance with the Common Underlying Proficiency approach, developed and Level 3 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

- 130 students met the Exit Criteria for 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
 - The overall number of Immigrant students increased from **775** in October 2022 to **937** in June 2023
 - More than twice as many Immigrant Students earned the Seal of Biliteracy (**Increased from 21 to 50**)
 - Increased the number of scholarships about which information was sent to families of High School students from **156** during the 2021-2022 SY to **179** during the 2022-2023 SY
 - 89 Immigrant students enrolled in the Spanish for Native Speakers courses
 - 14 immigrant students met the Connecticut Mastery Standard/Exit Criteria for English Proficiency

A **survey** was sent to parents of high school immigrant students in **June 2023**; results are as follows:

- 33.3 % of students applied to more than one scholarships
- 66.7 % of students applied to one scholarship
- 33.3 % have received scholarships from school or the community
- 100 % of students stated that scholarship information that they received was helpful
- 0 % of of students stated that scholarship information that they received was not helpful
- 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
 - NVCC
- 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

- Instrumental Programs
 - 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 Mattatuck Museum, The Art Of Education Now Conference, [The Art of Education Flex Curriculum](#), 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 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
- 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
 - Facilitated WPS staff to attend a musical 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 2500 in attendance including several lobby performers for community involvement. 2 nights this year one for grades 6-12 and the other for Pre K-5.
 - Waterbury Symphony Orchestra Mentors continuing District-Wide instrumental Band lessons to all Middle School and High Schoolers after-school for 3 years as well as at WAMS 3 days a week for both band and orchestra.

- 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, The Mattatuck Museum and Seven Angels Theater.
- Kennedy High School Marching Eagles added the addition of a dance team, full band and color guard. Facilitated bid for uniforms.
- Visited Boston Arts Academy to learn more about integrated arts lessons with academic courses for grades 9-12.

Curriculum and Instruction

- Curriculum writing continues for fine arts teachers with new courses and developing a scope and sequence for each content area of visual arts, music, dance and theater.
 - Groundwork for adding elementary specials in Dance and Theatre for grades PreK-5 to offset the teacher shortage and mix and match fine arts specials.
 - Esser 3 ARP funding provided additional curriculum resources The Art Of Education Flex Curriculum, Musicplayonline.com and Digital Theatre Plus to support teaching and learning.
 - Created curriculum content to support the Waterbury Symphony Orchestra Fortune Concert to support Black History Month
- Created and facilitated fine arts supply orders for all schools.
 - Assisting with recruiting and interviews for potential fine arts candidates
 - Worked with all stakeholders to create fine arts positions for Dance and Theatre for grades Pre K-5 to offset the visual arts shortage in our elementary schools
 - Update the www.wpscreates.com 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.
 - 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.
- Created a screening process for identifying talented students for our Gifted & Talented Program.
- Created and delivered professional development on Fine Arts Vocabulary, Frayer Model and the importance of word walls.

Physical Education/Health

- Notable Highlights:
 - November 2022 – Supervisor Joe Gorman awarded the Connecticut Association of Health, Physical Education, Recreation and Dance (CTAHPERD) Professional Honor Award in recognition of lifelong meritorious service to the profession
 - July 2022 to July 2023 - Collaborated with the CSDE Performance Office, the Supervisor of Technology for Teaching and Learning and the Supervisor of Research, Development and Testing to coordinate and bring the district into compliance with the new Connecticut Physical Fitness Assessment (CPFA) individual student reporting requirements
 - June 2023 – Finalized CPFA (Fitness Testing) results indicate that WPS achieved a 94.4% participation rate and a 44.5% passing rate district-wide. This represents a fourteen point two percent (14.2%) district-wide improvement from the previous year in the number of grade 4,6,8, and 10 students meeting or exceeding the health fitness level standards on all four (4) assessment items
 - July 2022 to June 2023 - Upgraded all high school fitness centers with new and/or reconditioned cardio- and resistance circuit training equipment
 - July 2022 to June 2023 - Upgraded physical education instructional equipment and supplies at all 32 schools
 - January 2023 - Implemented “Archery Anywhere” curriculum at all 32 schools

- The WPS Health and Physical Education Skills-Based Health Education curriculum template has been recognized by the CSDE H&PE Coordinator J. Velardi as an exemplary model for statewide replication
- For the third consecutive year, WPS has been awarded the Everfi Empowered District Seal recognition, largely due to the embedded online resources in our secondary Health Education curriculum and our adoption of skills-based elements within delivery of instruction
- Note: Although 2023 was the first time in years that no H&PE teacher was selected, twenty-one (21) of the sixty-two (62) teachers currently in the Health and Physical Education Department (34%) have been previously celebrated as a Teacher of the Year
- Staff Professional Development
 - August 2022 - Intensive POLAR heart rate monitoring program implementation with all high school Health and Physical Education teachers
 - August 2022 – ‘Data Teams in Health and Physical Education’, presented by the Connecticut Cadre of Physical Education Trainers
 - August and September 2022 – New Elementary, Middle and High School Health and Physical Education curriculum rollouts
 - How to identify and use appropriate national grade level performance standards to drive Health and PE instruction PK-12
 - How to embed Social and Emotional Learning (SEL) crosswalks in Health and Physical Education instruction at all levels
 - Follow up staff PD on Google Classroom, Google Meets and Flipgrid management
 - “EVERFI” online modules and resources for high school and middle school Health Education with all secondary H&PE teachers
 - First Aid / Adult, Child and Infant CPR /AED recertification training with all staff
 - November 2022 - Lifeguard certification / re-certifications with secondary teaching staff at Crosby, Wilby, Kennedy, North End, West Side and Wallace

- March 2023 - “OPEN PE” - evidence-based frameworks, best practices, and current academic rigor principles in PK-12 Physical Education with all staff
- June 2023 – Four (4) staff attend the two-day Skills-Based Health Education Summer Conference at the Connecticut Association of Schools (CAS)
- August 2022 to June 2023 - Conducted performance evaluations in EdReflect of sixteen (16) first/second year Health and Physical Education teachers assigned at all levels throughout the district
- Curriculum Work:
 - August 2022 to June 2023 - Supervised the following curriculum writing committees tasked with continued refinement of reimagined Health and Physical Education curricula that embed digital learning platforms for use in-person, remotely or within hybrid applications and include district-wide assessment tools aligned with state and national grade-level performance standards:
 - Elementary Physical Education
 - Middle School Physical Education
 - Middle School Skills-Based Health Education
 - High School Skills-Based Health Education
 - High School Physical Education
 - National grade-level performance standards successfully embedded in all model unit and lesson plans in Health and Physical Education instruction PK-12
 - August and September 2022 – SEL crosswalks embedded in Health and Physical Education in all model unit and lesson plans at all levels
 - October 2022 – ‘Archery Anywhere’ safety and instructional methods training for archery unit implementation with all physical education staff
 - Contributed on CSDE, CAAHPE and CTAHPERD committees to roll out the Connecticut Healthy and Balanced Living Curriculum frameworks statewide and shared via PD with WPS staff throughout the year

- Collaborated with HS Principals, Academic Office Supervisors and CTC to update the district-wide High School Program of Studies
- Collaborated with the CSDE Performance Office, the Supervisor of Technology for Teaching and Learning and the Supervisor of Research, Development and Testing to coordinate and bring the district into compliance with the new CPFA (Fitness Testing) individual student reporting requirements
- March 2023 – Staff training on CPFA (Fitness Testing) individual student performance data entry and reporting protocols in Performance Matters (Secondary) and customized Excel spreadsheets (Elementary)
- School Support Activities:
 - Leveraged Title IV funding to acquire large/durable Physical Education instructional equipment and supply item upgrades at all 33 schools
 - Collaborated with the CFO, Principals, School Inspectors Office and Athletic Directors to coordinate upgrading gymnasium scoreboards with shot clocks for all WPS High School Interscholastic Athletics, per 2023 CIAC mandate
 - Collaborated with building administration to research, bid and acquire a six seat LED Video Scorer's table and new courtside seating for Wilby HS athletics
 - Collaborated with the CFO, Assistant Superintendent, Principal and School Inspectors Office to coordinate the acquisition of a roll up gymnasium divider curtain at the International Dual Language School
 - Negotiated and processed new three-year contract extension with Riddell, Inc. for mandated high school football equipment reconditioning on behalf of Career, Crosby, Kennedy and Wilby High Schools
 - Researched, bid, acquired upgrades of Physical Education instructional equipment and outfitted all 33 schools
 - Coordinated the "Save a Life Tour" distracted driving prevention program to all high schools at zero cost to the district

- Planning consultant for Career/Crosby/Kennedy/WAMS/Wilby, Enlightenment and State Street Fitness Center remodels and new equipment acquisitions
- Consulted on sports events filming and broadcast contract
- Consulted on ambulance services contract for district sporting events
- Programmatic and fiscal management consultations with the Special Education Department in regard to managing the renewed Support for Pregnant and Parenting Teens Grant program
- Helped coordinate planning and scheduling of the “SmileBuilders” dental program with Staywell Health Center (at zero cost to the district) for all WPS students PK-12
- Collaborated with Lion’s Club International and the Waterbury Department of Public Health to coordinate planning and scheduling of the “Kidsight” pediatric eye screening program reinstatement with students in seven (7) selected schools at zero cost to the district; this will expand district-wide in SY 2023-2024
- Collaborated with the School Inspector’s Office and the Athletic Directors to develop a facilities and fields repair/restoration/management plan
- Collaborated with the Naugatuck Valley Community College Respiratory Therapy and Physical Therapy Assistant degree programs NVCC to revive the “Asthma Camp” program for K-5 students (eventually cancelled)
- Winter/Spring 2023 - Coordinated renewal of the First Tee of Connecticut In-School Golf Clinic programs at all elementary and middle schools

Social Studies

- Created 12th grade benchmarks in Performance Matters platform so that educators can analyze student performance data to inform personalized instruction. The 12th grade benchmark is aligned to standards and curriculum, as are 6th-11th grade.

- Purchased materials to support the African-American/Black & Puerto Rican/Latino course. These materials were for in-class support and also a set purchased for the school library so that all students can have access.
- Purchased materials to support UCONN ECE history courses
- Purchased materials to support curriculum for the following AP classes: Psychology, AP US Government and Politics, Modern World History, and European History. Also purchased materials to support cross-curricular activities in AP European and Modern World History.
- Project Contributor for creating the Connecticut Elementary and Secondary Social Studies Standards. The team met continuously to develop a set of 15 guiding principles for standards development. Standards were created that represent a comprehensive framework for social studies curriculum and instruction.
- 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](#)
- Facilitated the Voice4Change program with district high school students. Waterbury students submitted and had the most proposals approved by the State. Through this initiative, students from each high school proposed solutions to an issue that they were passionate about. Upon approval by the State and a student body vote, winning projects were funded, and Waterbury students were awarded just under \$70,000 to bring their visions to life.
- Recruited certified teachers to fill numerous social studies long term and full time openings.
- Professional Learning:
 - Middle and High School strategies for Reengaging Learning in Social Studies
 - 8th Grade and High School Teachers: Brown University Choices Program- The Civil Rights Movement in Mississippi

- 8th Grade and High School Teachers: Brown University Choices Program- US Role in a Changing World
- Middle and High School Teachers: Deeper thinking questioning: DOK 1, 2, 3, & 4
- Middle and High School Teachers: Strategies for engaging learners in student-to-student discourse.
- Middle and High School Teachers: Teacher Choice Professional Learning on the following:
 - Next Steps for High Quality Blended Learning Using NearpodTeaching Controversial Topics
 - Get on your feet! Making the most of your tablet in the classroom
 - Collaboration with Grade-level/content-level team
- Middle and High School: Nearpod in the Content Areas: Social Studies and Historical Perspectives in Literacy.
- Professional Learning for Department Heads and Content Coordinators: Coaching of Instructional Leaders- Increase capacity to support and coach teachers in planning and delivering Social Studies instruction. Increase capacity to develop reflective educators through coaching conversations.

Research & Testing

- Conducted/analyzed/disseminated data for the Kindergarten Inventory, mCLASS, Smarter Balanced, Next Generation Science Standards, PSAT, SAT, Advanced Placement, LAS Links, and the next generation accountability model
- Disseminated all individual test data for incoming students in the fall to target instruction and improve accountability results
- Identified grade 11 students through growth modeling that could benefit from joining a 530 club at their high school (SAT math)
- Maintained running testing announcements on department google drive
- Provided weekly FAFSA status updates/files throughout the school year

- Successfully transitioned to the first digital administration of PSAT 8
- Compiled data on all grade 9-12 students meeting Waterbury Promise eligibility criteria after each marking period
- Compiled Naglieri test results to identify students as gifted in WPS
- 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 absent for in-person school-based training, minimizing burden on Principals to provide makeup sessions
- Worked with Bilingual Education department to administer the first ever state alternate assessment for English Learner (EL) students (CAAELP)
- Worked with Special Education department to input/correct test accommodations in new CT-SEDS system to sync to testing platform, ensuring the correct test accommodations were in place for students prior to state testing
- Worked with Information Technology staff to accurately reflect all student demographics for state testing
- Entered all CT-SAT test accommodations for staff to eliminate duplicative work already entered into the Services for Students with Disabilities (SSD) website
- Submitted all individual student physical fitness assessment results to the new CSDE CPFA portal in state defined format (new state initiative)
- Improved accountability data by working with Information Technology 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

- Assisted the Career and Technology Education department with completion of a three-year Comprehensive Local Needs Assessment for CTE concentrators on graduation rates, student achievement in ELA, math, and science, and non-traditional enrollment
- Established post-covid accountability targets for Chronic Absenteeism at all schools
- Analyzed unadjusted Percentage of Target Achieved (PTA) on Smarter Balanced by school and grade
- Evaluated all schools on accountability indicators #1 (SPI - achievement) and #2 (PTA - growth) compared to department “Post-Covid” targets, in addition to state ESSA targets for accountability indicators that are based on 2016-2017 data
- 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); traveled to Denver, Colorado June 2023 to meet other team members and provide feedback on accessibility manipulatives, interim assessment item-based teaching tools, and increasing formative and interim assessment usage
- Presented at CSDE request during their annual Performance Matters Forum on EdSight Secure Student Summary and Early Indication Tool (EIT) and the Connecticut Physical Fitness Assessment Individual Student Collection

Technology for Teaching and Learning and Library/Media

Professional Learning

- Follett Overview and Training for Library/Media Specialists 8/25/22
- ISTE Sessions for Library/Media Specialists 8/25/22
- Untethering Instruction: Using Lenovo Tablets to Maximize Your Physical Classroom Space 8/26/22
- Getting Started with Clever 8/26/22
- Learning with Nearpod 8/26/22

- Build Your Technology Skills 8/26/22
- Learning with Flocabulary 9/28/22
- Next Steps for High Quality Blended Learning Using Nearpod 9/28/22
- Get on Your Feet! Making the Most of your Tablet in the Classroom 9/28/22
- Nearpod in the Content Areas: Social Studies and Historical Perspectives in Literacy 9/28/22
- Nearpod Train the Trainers for Library/Media Specialists 9/28/22
- Makerspace and ISTE Training for Library/Media Specialists 9/28/22
- Designing a Nearpod Lesson from Start to Finish 10/26/22
- Nearpod Reporting: Making the Grade 10/26/22
- Introduction to Flocabulary 10/26/22
- Makerspace Setup and Design for Library/Media Specialists 10/26/22
- Four of those trained to be Google

Projects and Accomplishments

- Virtual Learning Academy – 48 total students participated in four courses: Creative Writing, Forensics, AP Statistics, Cloud Computing
- Tracked monthly educational technology usage across the district providing principals with monthly updates with data on Kami, Clever, and Nearpod Usage.
- Started the Academic Office Newsletter for Teaching Staff.
- Worked collaboratively with the team at Rubicon Atlas to build out our district's Atlas Curriculum Management platform.
- Created multiple data dashboards across the district including a weekly update provided to the Deputy Superintendent and COA, a dashboard for the district classroom walkthrough tool, and a dashboard to track Mastery Based Learning Credit.

- Served on the Mastery Based Learning leadership team to develop the ongoing assessment plan as well as a student portfolio.
- Managed all data as well as the Performance Matters platform related to Mastery Based Learning Credit.
- Participated as a member of the Harvard Turnaround Training
- Member of the High Quality Instruction Team.
- Regularly monitored and managed the districts' educational technology platforms including specifically Google, Clever, Kami, and Nearpod.
- Maintained and updated the High School Program of Studies on a web-based platform.
- Redesigned the Academic Office section of the newly launched district website.
- Continued to provide and support Google Certification for staff.
- Worked collaboratively with the Health and Physical Education department to design a from-scratch data collection process for the new state requirements of submitting student based data for the Physical Fitness Exam.
- Through a contract amendment process, procured 3 years of Horizon SAT Assessments and item banks to work in collaboration with the Performance Matters platform.
- 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, ISTE Expert Webinar Presenter, ISTE Summer Learning Academy Webinar Instructor, ISTE 20 to Watch in 2023 Award Winner.

Recognitions, Awards, and Honors

2023 Teacher of the Year



Ms. Lana Elder, a Social Studies teacher at Kennedy High School, was named Waterbury Public Schools 2023 Teacher of the Year.

Ms. Elder is an exceptional teacher who sets high expectations for herself and her students and provides all the necessary instruction and support in order for students to succeed. . She is beloved by her school community, and exemplifies the highest degree of dedication to her

students' success and well-being on a daily basis.. Ms. Elder is not simply a teacher to her students, she is also an advisor, a mentor, and a counselor. She is someone students trust and admire both during and after their years in high school. Ms. Elder will be considered for the title of Connecticut Teacher of the Year, which is traditionally announced in the fall.

Suzanna Dali-Parker, at Gilmartin Elementary School, Diana Dane, at Rotella Interdistrict Magnet School and Alana Lucian, at Sprague Elementary School, were also selected among several applicants as Waterbury Teacher of the Year finalists.

Elementary

Bucks Hill PreSchool- Mary Ann Dzinski

Bucks Hill Elementary School- Jill Gabriel

Bunker Hill Elementary School- Marci Buinauskas

B.W. Tinker Elementary School- Edith K. Brown

Carrington Elementary School- Karen Cavanaugh



Driggs Elementary School- Justine Kuncas

F.J. Kingsbury Elementary School- Lauren St. Germain

Frank G. Regan Elementary School- Patty Betancourt

Gilmartin Elementary School- Suzanna Dali-Parker

Hopeville Elementary School- Gina Paternostro

International Dual Language School- Maria Cristina Cruz

H.S. Chase Elementary School- Stephanie Gonzalez-Crane

John Duggan Elementary School- Cara R. Files

Jonathan E. Reed Elementary School- Elizabeth Pelletier

Maloney Interdistrict Magnet School- Lisa DiGiovanna

M.M. Generali Elementary School- Amanda Frenis

Rotella Interdistrict Magnet School- Diana Dane

Sprague Elementary School- Alana Lucian

Walsh Elementary School- Leanne Kerrigan

Washington Elementary School- Elizabeth J. Cooley

Wendell L. Cross Elementary School- Cynthia Burns

Woodrow Wilson Elementary School- Amanda Zinno

Secondary

Crosby High School- Patricia M. Williams

Enlightenment School- Karen E. Pierce

John F. Kennedy High School- Lana Elder

North End Middle School- Jennifer Rosa



State Street Program- Xylia Lopez

Wallace Middle School- Emily Demirs

Waterbury Arts Magnet School- Jennifer Powers Dimech

Waterbury Career Academy High School- Ericka Boutote

West Side Middle School- Lori Ann Trumbley

Wilby High School- Alan Piccolo

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 2022-2023 school year are:

Elementary

Bucks Hill Elementary School- Shanick Reynoso

Bunker Hill Elementary School- Jarayah Greene

B.W. Tinker Elementary School- Julia Ducran

Carrington Elementary School- Mia Levasseur & Violette Weirshousky

Driggs Elementary School- Ramisa Mahek

F.J. Kingsbury Elementary School- Cesar Vasquez-Lara

Frank G. Regan Elementary School- Sophia Nicolasora

Gilmartin Elementary School- Tina Pertab & Marcus Pires-DeJesus

Hopeville Elementary School- Sandie Haidar

International Dual Language School- Diego Rodriguez-Delgado



H.S. Chase Elementary School- Aria Muir

John Duggan Elementary School- Kiara Turner & Gabriel Lacy

Jonathan E. Reed Elementary School- Anthony Hernandez & Jazly Erba

Maloney Interdistrict Magnet School- Ivy Marcello

M.M. Generali Elementary School- Joseph Correa

Rotella Interdistrict Magnet School- Julia Mei Estes

Sprague Elementary School- Kennadi Grant

Walsh Elementary School- Donovan Lee

Washington Elementary School- Brayden Sandoval-Lopez

Wendell L. Cross Elementary School- Serenity Wuthrick

Woodrow Wilson Elementary School- Idyan Idun

Secondary

Crosby High School- Stacy Speaks

Enlightenment School- Jose Cruz

John F. Kennedy High School- Taina Badillo

North End Middle School- Lexie Muniz

State Street Program- Abijah Cross

Wallace Middle School- Maja Golik, Jeremiah Deleon & Regina Prashad

Waterbury Adult Continuing Education- Shane Switz

Waterbury Arts Magnet School- Aisha Etemi & Syere Coleman

Waterbury Career Academy High School- Cristy Roso

West Side Middle School- Alyssa Quesada

Wilby High School- Jourdelyn Vargas



Respectfully Submitted,

Dr. Verna D. Ruffin

Superintendent of Schools

August 2023

