

**WALLINGFORD PUBLIC SCHOOLS
ANNUAL REPORT
2015 - 2016**

**DR. SALVATORE F. MENZO
SUPERINTENDENT OF SCHOOLS**

Mission Statement

To inspire through innovative and engaging experiences that lead all learners to pursue and discover their personal best.

Vision Statement

Wallingford Public Schools, in partnership with our families and community, will provide a safe, healthy, and supportive environment that ignites an enduring passion for excellence in every learner, so that each becomes a life-long contributor to the local, national and global communities.

Strategic Plan and District Vision and Focus Update

This year marks the sixth year of the Wallingford Public School District Strategic Plan. The Strategic Plan continues to be the focus of all that we do in the district. With the five main areas (Communication/Partnerships/Community, Curriculum, District Climate, Facilities, and Technology) as the focus of our work, the district has made significant strides over the last five years. The plan has offered focus as to the mission and vision of our work.

The plan is updated annually and reviewed by the Board of Education three times a year. The fall and spring are goal and objective updates. The winter update is focused on budgetary plans based on those defined goals and objectives.

2015-2016 District Focus Area Updates and Accomplishments

As was the case last year, we continue to maintain the following four focus areas for our district – Intervention, Models of Excellence, Proactive Student Supports with a Future Focus, and Engaging and Empowering Learning Experiences.

The information below offers details as to the progress being made in each focus area.

INTERVENTION

- Early Childhood Recommendations
 - implemented Full-Day Kindergarten
 - expanded Pre-Kindergarten programming (2 additional SmartStart classrooms for a total of 4 funded by the State of Connecticut)

- began National Association for the Education of Young Children (NAEYC) Accreditation
- developed actionable focused monitoring plan in the area of reading
- Elementary Reform Initiatives
 - implemented extended day reading and mathematics services for students below grade level
- High School Reform Initiatives
 - pilot of Capstone
- Middle School Reform Initiative
 - pilot of Capstone

MODELS OF EXCELLENCE

- Personalized Learning
 - continued leadership in regional collaborative (Cheshire, Meriden, Southington, Wallingford) in Mastery-Based Learning and Personalized Learning
 - established Capstone/Makerspace experiences for middle school and grade 3-5
- Competency/Standards Development
 - finalized content K-12 standards
 - finalized district cross-curricular standards
 - drafted content K-12 indicators
 - drafted Habits of Work
 - drafted content K-12 scoring criteria
- Global Awareness
 - continued partnership with United Technologies Corporation and Junior Achievement for second China Partnership Program
 - created new partnership for students and staff with Germany
 - offered four international trips through curriculum this past year
 - facilitated state-wide group on the development of a Global Competency Certificate for State Department of Education
 - established school partnership with Sicily based on high school student Capstone project

PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS

- Student Success Plan
 - continued implementation of Naviance at middle and high schools
 - continued focus on archiving success plans in PowerSchool

- Advisory
 - revised advisory lessons at high school and worked on development for middle schools
 - launched Responsive Advisory at middle schools
 - hosted Middle School Responsive Classroom Regional Training

- College and Career Readiness
 - expanded post high school fair
 - implemented manufacturing fair for high schools
 - expanded career panels for high school students
 - launched career fair at Parker Farms
 - continued Credit for Life Program with HUBCAP
 - planned follow-up for seniors on financial literacy for spring 2017

- Authentic Learning Opportunities/Relevant Learning
 - piloted Unpaid Experiential Learning Experiences with State Department of Education and Department of Labor
 - researched and developed implementation plan of Pre-Engineering/Advanced Manufacturing Course for fall 2016 at Sheehan High School
 - researched and developed implementation plan of Foods III Course for fall 2016 at Lyman Hall High School
 - expanded Certified Nursing Assistant Program to over 50 students in preparation of move to new location at Sheehan High School

- District Climate
 - conducted surveys at each school
 - posted results on website for families
 - drafted plan at building level for each school to address areas of focus
 - process will continue in the 16-17 school year

- Positive Behavior Intervention Support
 - continued Year 3 work at both high schools
 - continued training and implementation of Responsive Classroom PreK-5
 - launched Responsive Advisory at middle schools

- Student Attendance
 - established district committee
 - established district-wide protocols
 - data to be reviewed 16-17 school year based on new procedures

ENGAGING AND EMPOWERING LEARNING EXPERIENCES

- Leverage Technology
 - partnered with Office Depot and IBM for personalized learning system for students
 - continued leadership in League of Innovative Schools

- continued use of walkthrough protocols K-12 – focus on BEST instructional practices
- Credit Recovery
 - continued implementation and review of Credit Recovery at high schools and middle schools
 - revamped summer school to model key tenants of Mastery-Based Learning
 - focused on personalized needs
- Anytime Anyplace Learning
 - provided HUBCAP as a space for students to use for Capstone projects during the week in the evening
 - increase use of Google Classroom through training and certification of teaching staff in each building as “on-site experts”
 - launched parent curriculum site
- Other Noteworthy Items
 - Expanded leadership development opportunities for staff
 - Innovation Team
 - Ignite Innovation Opportunity for Teachers
 - Leadership Development Programming for Teachers and Administrators
 - Talent Development for Paraeducators
 - Collaborated on Summer Reading Initiative PreK-12 with Wallingford Public Library
 - Implemented IRLA at the elementary level
 - Launched assessment for social and emotional needs of students at the elementary level

Next Steps for 2016-2017 in District Focus Areas

As we continue to maintain our focus, we make progress in reaching our goal for the Wallingford 100. We have maintained the same focus areas for the last three years.

INTERVENTION

With the implementation of full day kindergarten and the expansion of prekindergarten opportunities, we continue to move closer to providing the best intervention services possible to students. Coupled with maintaining intervention staff and low class sizes, we will continue to see growth in students reading on grade level by grade 3.

This year, we look forward to three sessions of extended day literacy and numeracy programming for students in grade 2 and grade 4. The growth by students in reading last year was significant, and we look to see whether it was an anomaly or a true indicator of progress.

By pushing summer school resources out to more students, we also hope to increase the number of students reading on grade level entering school this fall. We will continue to utilize the STAR assessment in both reading and mathematics as a consistent growth measure K-12. We will extend the use of IRLA into the middle school level. These two assessments will provide staff additional data in best diagnosing and programming for students.

We are enthusiastically anticipating the launch of Capstone/Makerspace curriculum at both the 3-5 and 6-8 levels this fall. By engaging students in higher-level thinking and reasoning activities, we believe that engagement will increase as well as achievement. Utilizing design thinking, children will be challenged to explore challenges while investigating solutions employing a host of research and technological tools.

MODELS OF EXCELLENCE

As was the case last year, we need to maintain our focus. We have not shifted our district focus for the last three years and will continue into the fourth. We will continue our Public Will campaign drafted through the work of the District Leadership Team. This plan aims to engage all constituents on our journey towards a Mastery-Based Learning System. To this end, we will host a showing of *Most Likely to Succeed* on Wednesday, September 28, 2016. We also have planned more outreach sessions in late fall, mid-year, and spring leading up to the implementation of Mastery-Based Learning in 2017.

Key to our Mastery-Based Learning work this year will be instruction. By developing a Mastery-Based learning Toolkit for all staff, we will finalize all standards, indicators, and scoring criteria. We will collect student work demonstrating the four levels of mastery to ensure a clear understanding on the part of staff. In addition, we are planning a parent/student version of the Mastery-Based Learning Toolkit to be launched in the spring.

In the coming school year, we look to add another international partnership in Sicily. This relationship was the direct product of a student Capstone project from Sheehan High School. We are also in discussions with Junior Achievement about expanding the China program to include another district and also the potential for starting another business partnership in another part of the world.

Our work with Office Depot and IBM will continue to be significant in providing staff with the real-time data in an efficient manner to assist in their lesson planning for students. As we continue through this project over the next seven years, we can anticipate increased understanding through the use of technology on the part of students, parents, and staff.

LEAN strategies will also be a focus this year as we continue that work with Office Depot. Last year, we began to implement efficiency strategies with administrators and union leaders across the district. This year, we plan to extend this work to teachers, parents, and students. We also helped launch the Northeast Region Innovation Council for Office Depot. This Council will collaborate to identify areas for growth in education while developing plans to implement for innovation and transformation. We are excited to be

taking the lead with Office Depot in working to transform education from the inside out. We do not want to be the recipient of change, but rather want to be the instigator in the best interests of our students and staff.

All of the focus areas need to remain priorities in our strategic plan, professional development, and budget process.

PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS

A tremendous amount of work will continue in this area for the 2016-2017 school year. Key areas of focus will be the following:

- increasing internship opportunities for more students
- expanding of early career exploration at the elementary level
- formalizing implementation of student success plans in PowerSchool
- implementing school-day shuttle services for students to work on capstone projects and meet with mentors at HUBCAP come February
- leveraging the implementation of Pre-Engineering/Advanced Manufacturing pathway at Sheehan High School to identify and develop similar experiences in other areas
- launching Responsive Advisory at the middle schools

ENGAGING AND EMPOWERING LEARNING EXPERIENCES

Our focus will continue to be on instruction this year. As part of the Mastery-Based Learning Toolkit, we plan to leverage the expertise of staff throughout the district to provide colleagues support and information on how best to personalize learning. Needless to say, our professional development offerings will have a clear connection to best instructional practices in a Mastery-Based Learning System.

By conducting over 200 administrative walk-throughs every two months across the district last year, data emerged that assisted the District Professional Development Committee, Building-Based Professional Development Committees, and individual staff members. This data is the foundation for much of our work this year.

Key to the implementation of personalized learning is technology. Teachers will continue to be trained in Google Classroom and other interactive technologies. The goal is to leverage the technology to engage students and increase the capacity and efficiency of instruction.

In addition to increasing engagement for students, we are offering three unique opportunities for staff in our district as well. Through the Innovation and Leadership Exploration and Development Opportunities, paraeducators, teachers, and administrators will be provided authentic opportunities to explore personal and professional growth. From investigating the teaching profession as a paraeducator to exploring leadership and innovation as a teacher or administrator, we strive to keep all members of our learning community actively engaged in the latest trends in education to best meet the needs of students and families. I am very excited to be able to foster such program development

as a demonstration of the Wallingford Public School District's commitment to professional life-long learning.

Thank You to Community Partners

Much of our success is attributed to the partnerships within our community that have been strengthened and fostered over the last several years. From the donation of time to the monetary contributions made to our district, we could not continue to progress without the support of many individuals, businesses, and organizations within our community.

During the 2015-2016 school year, Wallingford Public Schools received \$550,776 in competitive grants. This is a \$181,797 increase over 2014-2015. In addition, the district received \$245,585 in donations. This is a \$16,972 increase over the prior year.

Over the last 22 years, \$1,574,548 has been donated to the school district. Over 50% of this total was donated to Wallingford Public Schools in the last seven years alone. This is an incredible accomplishment and we are very thankful for the tremendous community support.

Year	Donation
2009-2010	10,182
2010-2011	30,250
2011-2012	30,250
2012-2013	87,180
2013-2014	163,835
2014-2015	228,613
2015-2016	245,585
Total	795,895

In addition to these donations, the district applied and received the following competitive grant funding.

	2014-2015	2015-2016
Number of Competitive Grant Applications Submitted	7	11
Total Financial Request	386,979	610,770
Number of Competitive Grants Awarded	5	7

Total Grant Funding Received	368,979	550,776
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Maintaining Focus and Vision

In our on-going quest to achieve the Wallingford 100 - personal success after high school for 100% of our students - the Wallingford Public School District stands committed to:

- review, revise and implement practices and programming to support students experiencing social/emotional challenges
- review, revise, and implement practices and programming to support students experiencing challenges with addiction
- strive for increased rigor and student engagement
- continue to develop initiatives to address students with attendance issues
- continue to develop and implement a Mastery-Based Learning System consisting of:
 - clear and consistent expectations for student learning
 - clear and consistent criteria for assessing student achievement (grading)
 - clear and consistent criteria for communicating student learning to students and parents
 - local control of establishing what students need to know and be able to do to graduate

Final Thoughts

Student success continues to be a focus and growth is occurring. Graduation rates continue to rise as shown below.

Graduation Rates		
Year	Wallingford	State
2015	93.2	87.2
2014	91.4	87.0
2013	90.8	85.3

2012	92.4	84.8
2011	87.0	82.7
2010	88.3	81.8

In order to keep this trend moving forward, we see the continuing opportunity to cultivate a climate of innovation characterized by change balanced with a commitment to fostering a positive climate and professional culture. It is certainly not an easy balance to strike, but we have made great strides as evidenced by the staff involvement in committees. I also think staff cares about our district's future and wants change to happen as related to our strategic plan as noted by the +40% response rate to an efficiency survey conducted this spring. The staff ideas from all Unions were incredibly insightful and were a testament to where we are headed as a district.

We all know change is not easy; however, it is inevitable. Therefore, we plan to continue to offer authentic opportunities for staff voice. Working with all Union leaders, we anticipate on-going success in engaging staff in all aspects of the district in an effort to grow professionally and personally. Open communication with students, parents, and staff has always been a hallmark of Central Office and will continue to be so as we enter into a new school year.

Curriculum and Instruction

2015-2016 District Achievement English/Language Arts

State Comparison

Grade Level	2015-16	State	STAR Universal Screening March 2016
3	50.1	54.0%	55%
4	55.8	55.6%	60%
5	65.3	58.8%	65%
6	48.7	55.0%	57%
7	59.2	55.2%	69%
8	62	55.5%	72%

Analysis:

Students did experience cohort growth in ELA with the exception of grade 6. All other cohorts demonstrated at least a 4% increase in the number of students reaching goal or above.

Overall, there was a 5.5% year-to-year percentage growth across all grades in ELA. Last year, 51.4% of students in grades 3-8 performed at or above goal. This year 56.9% attained that level. The State average is 55.7%

In terms of State comparisons, grade 3 and grade 6 students performed below the State average. We are reviewing these scores carefully in reference to our other district nationally normed assessments.

Key factors that must be considered are the timing of these assessments and that of the final district assessments. Consideration must also be given to the fact that SBAC, while being administered two years in a row to a large group of students nationally, still does not have the statistical reliability and validity of the STAR assessment that we administer in district.

Mathematics

State Comparison

Grade Level	2015-16	State	STAR Universal Screening March 2016
3	55.1	52	51%
4	53.8	48	53.5%
5	46.1	40.9	44%
6	35	40.6	38%
7	47.5	41.8	51%
8	44.5	40.4	46%

Analysis:

Students in grade 4 and grade 7 did experience cohort growth in mathematics. Grades 5,6, and 8 demonstrated minor reductions in achievement.

Overall, there was a 3% year-to-year percentage growth across all grades in Mathematics. Last year, 43.6% of students in grades 3-8 performed at or above goal. This year 46.6% attained that level. The State average is 44%.

In terms of State comparisons, grade 6 students performed below the State average. We are reviewing these scores carefully in reference to our other district nationally normed assessments.

Again, key factors that must be considered are the timing of these assessments and that of the final district assessments. Consideration must also be given to the fact that SBAC, while being administered two years in a row to a large group of students nationally, still does not have the statistical reliability and validity of the STAR assessment that we administer in district.

Wallingford Public Schools		
Spring 2015		
Science CMT and CAPT District Data by Grade Level		
Grade	% at/above goal	State Average % at/above goal
5	68	59.6
8	72	60.2
10	53	47.3

Wallingford Public Schools		
2015-2016		
Independent Reading Leveled Assessment (IRLA)		
District Reading Data by Grade Level		
Grade	Fall % on level	End of Year % on level
Kindergarten	36%	79%
1	22%	74%
2	36%	70%
3	35%	87%
4	41%	81%
5	43%	86%

2015-2016 Curriculum and Assessment Development

The development of K-12 curriculum and performance assessments as well as ongoing instructional improvement continued to be district priorities in **2015-2016**. District efforts

have focused on continuing to build capacity of our staff in implementing at Mastery-Based Learning System. Curriculum developing included identify the standards and indicators within each content area and then the development of scoring criteria to demonstrate mastery of those indicators. These have been integrated into our Units of Study which continue to serve as our curriculum documents for all staff.

Highlights of the work accomplished include:

Grades K-5

Language Arts

- Continued K-5 district implementation of new balanced literacy units, unit assessments and a mandatory daily 90 minute English/Language Arts block with emphasis on the use of Independent Leveled Reading Assessment and the workshop approach
- Continued K-5 district implementation of the Universal Screening and Diagnostic Assessment Plan through the use of STAR from Renaissance Learning
- Continued K-5 district implementation of a Enrichment / Intervention Block (45 minutes 2-3x per week)
- K-5 Use of Independent Reading Assessment (IRLA)
- Integration of reader's and writer's workshop into existing Units of Study
- Instructional coaches to assist in classrooms with teachers in the area of ELA

Mathematics

- Continued K-5 district implementation of Unit Pacing Guide
- Continued K-5 district implementation of a consistent District Assessment Plan
- Continued K-5 district implementation of a Enrichment / Intervention Block (45 minutes 2-3x per week)
- Focus on the use of Number Talks to teacher mathematics fluency
- Instructional coaches at the 3-5 level to support unit development and instructional shifts in the classroom with teachers

World Language

- Revised Grades 3-5 Spanish Curriculum; began development of Spanish curriculum K-2
- Implemented Spanish Year 3 program for all students in grades 3-5

Middle School

Language Arts

- Continued Pacing Guides and district assessment plan

- Continued District implementation of an Intervention Block for high risk students (45 min. 3-5x per week)
- Various pilots of Independent Reading Assessment (IRLA)

Mathematics

- Continued Pacing Guides and district assessment plan
- Continued District implementation of an Intervention Block for high risk students (45 min. 3-5x per week)
- Accelerated Math and Algebra I; with specific units taught in Summer School as needed
- Embed Number Talks into instructional Units of Study to teach mathematics fluency

High School

Mathematics

- Continued Common District Curriculum for Academics and General Algebra Levels
- Ongoing Curriculum revision, alignment with CCSS
- Continued Development of common mid-term and final exams
- Established common marking period assessments created by teachers for use with students

English 9-12

- Ongoing planning–revision/alignment to Common Core Standards (CCS) sequence
- Review and revision of Units of Study to embed shifts of the Common Core

World Language

- Ongoing Common Curriculum developed for Level 1 Spanish, French & Italian
- Ongoing Common Curriculum developed for Level 2 Spanish, French & Italian
- Continued Development of scope and sequence, unit templates with articulated common knowledge, skills and standards across levels
- Common Assessments

2015-2016 Professional Development and Instructional Improvements

District professional development and instructional improvement have focused on critical elements of the implementation of Common Core State Standards, Performance Tasks and Scientific Research Based Intervention (SRBI) and Mastery-Based Learning. All initiatives have a strong focus on the use of data to make instructional adjustments to increase student achievement

The district provided all K-12 certified staff with regularly scheduled, job embedded Professional Development. This included the use of Mathematics Instructional Coaches at the 3-5 level and Literacy Instructional Coaches K-5. In 2015-2016, the district K-5 professional development plan addressed topics related to teaching strategies for English language learners, best practices in reading and math instruction, performance tasks/assessments and implementation of Common Core State Standards. Additionally, K-12 ELA professional development included introduction to IRLA (independent reading assessment). In grades 6-12, staff received training in topics such as common formative assessment, continued implementation of Common Core State Standards, as well as opportunities for self- designed teacher in-service. Positive Behavior Supports and Responsive Classroom training occurred related to improving the social curriculum for all students.

A sampling of 2015-2016 K-12 professional development activities includes:

- Common Core State Standards Mathematics Unit Review (K-5)
- Common Core State Standards Unit Design in Mathematics and English Language Arts (6-12)
- Common Core State Standards Introduction – Content Area Teachers (6-12)
- Smarter Balanced Assessment Training Modules
- Google Drive/Docs Training
- Number Talks for mathematic fluency
- Competency Based Development
- Mastery-Based Learning through partnerships with Great Schools and New England League of Innovation Schools
- Standards Based Grading Reporting K-12
- Tri-town collaboration on Mastery-Based Units of Study
- New England League of Secondary Schools Conferences – Middle School & High School
- Argument Writing Strategies for Content Area Teachers (6-12)
- ACES Curriculum Writing
- Three pronged approach to professional development:
 - District-led facilitated by the Professional Development and Evaluation Committee
 - Building-based facilitated by each building’s Professional Development Committee
 - Self-directed

Personnel

Employment

The Personnel Department of the Board of Education has been busy meeting the staffing needs of our district. Forty teachers were hired for the 2016-2017 school year. Several administrator positions were filled including new principals at Parker Farms, E. C. Stevens, Yalesville and Dag Hammarskjold Schools and new assistant principals at Dag Hammarskjold Middle and Lyman Hall High Schools. A new Director of Adult Education was also appointed. In addition to certified staff, we interviewed and hired non-certified staff where openings existed as well, among them an Interim Food Service Director and Nutritionist. A search for a new Business Manager is currently in progress.

New Teacher Orientation

Orientation programs have been conducted for new certified teachers. Orientation was held over three days in late August and provided new staff with professional development on a number of topics including district policies and initiatives, curriculum, guidelines for educator evaluation, TEAM, the State of Connecticut teacher induction and certification program. New teachers also had a chance to hear from representatives from Wallingford Public Library and the Spanish Community of Wallingford. Finally, new teachers spent a half a day with their respective administrators to become familiar with their new school.

Educator Evaluation

The Wallingford Public Schools' Teacher and Administrator Evaluation Committee, consisting of both teachers and administrators, provided ongoing monitoring of the district evaluation plan in addition to training teachers district-wide regarding all aspects of the evaluation process. The committee continues to review and adjust the evaluation plan based on administrator and teacher feedback. One change that occurred this year was the addition of a collegial observation to the evaluation plan as one means for educators to grow professionally and to reflect on their own teaching practices.

Educators continue to be evaluated in four different areas including student growth and development, whole-school student learning indicators, observations of teacher performance and practice, and stakeholder feedback. Student outcome data plays a significant part in each teacher and administrator's evaluation, as well as stakeholder survey data. The Wallingford Teacher and Administrator Evaluation plan is a growth model intended to improve student learning through growth of the educators. To that end, professional development with the specific needs of the students our educators serve was provided throughout the year. Ongoing professional development will continue for both teachers and administrators to ensure fidelity across Wallingford Public Schools.

Negotiations

Negotiations for the managers, IT employees, and food service collective bargaining units were conducted and successfully concluded during the 2015-2016 academic year. Negotiations with the paraeducators, clerical employees and custodial employees are currently well underway. Negotiations with the teacher's union begin in late August, 2016.

Business Office

The 2015-2016 fiscal year was closed successfully on 6/30/16 with the unencumbered fund balance earmarked for the one percent account for facilities and maintenance capital projects and technology. The ED001 report was completed for the state of Connecticut during the summer. The report is a major report that summarizes expenditures for our students from all funding sources.

Direct deposit for teachers and administrators with electronic paystubs has been extremely successful. Health savings accounts on an elective basis have been implemented for many of our unions. The Affordable Care Act reporting to the IRS kept our department very busy fulfilling the 1094 and 1095 reporting requirements.

The Business Office moved on January 2nd because of a flood at our Hall Avenue offices. The entire staff is to be commended for the positive and flexible method in which we continue to run the fiscal affairs for the school district. Our final office should be finalized over the summer. It will be a welcome relief to get desks and files back.

The Redflex outside bus camera system was implemented to improve the safety of our student transportation system. Live camera's installed on the outside of several of our school buses capture live streaming data for possible violations and ticketing by the Wallingford Police Department for passing a school bus while picking up and dropping off students on school property or town roads. A portion of the revenues will benefit the Town of Wallingford.

The Business office should be contacted if you need assistance with payroll, purchase orders, accounts payable, budget, grants, building use, transportation, medical benefits, the system wide copy center or our courier schedule. We are open twelve months of the year to provide assistance.

Pupil Personnel Services

There were several areas of focus throughout the Pupil Personnel Services (PPS) Department during the 2015 – 2016 school year including ongoing professional development and program improvement initiatives in the areas of specialized reading instruction for students with disabilities and special education service delivery throughout the district.

During the 2015-2016 school year the PPS Department was charged to analyze and develop an implementation plan to address the achievement gap between students with disabilities and all students in grade three in the area of reading. An analysis of individual student results was undertaken by the PPS Department, which ultimately resulted in a root cause analysis of the achievement gap between students with disabilities and all students in grade three in the area of reading. This analysis was submitted to the Connecticut State Department of Education (CSDE) in the form of an electronic Data Wall as part of its Focused Monitoring Process and presented to the Board of Education's Instructional Subcommittee for review. A final implementation plan will be submitted to the CSDE for review with implementation of the plan beginning in September 2016. The implementation plan will be shared with school staff throughout the 2016–2017 school year.

As part of this ongoing analysis and effort to eliminate the achievement gap between students with disabilities and their non-disabled peers the district established a Focused Monitoring Team, which includes central office administration, PPS administration, building administration, general and special education teachers, and an early elementary reading interventionist. The District's twelve member Focused Monitoring team met six times during the 2015 – 2016 school year to refine its Implementation Plan, and will continue to meet and review student progress within its Implementation Plan during the 2016 – 2017 and 2017 – 2018 school years.

Included in the District's Focused Monitoring Implementation Plan is ongoing professional development for general and special education teachers, interventionists, school psychologists and speech pathologists on the identification, assessment and intervention for students in the area of reading. As part of this process, the District will also be completing a self-assessment of its Early Intervention Program at each school in an effort to improve the consistency and quality of its intervention program throughout the school system.

Additionally, in light of the achievement gap between grade three students with disabilities and all grade three students in the area of reading the PPS Department consulted with building administrators and department colleagues districtwide to review special education service delivery in an effort to improve the quality and intensity of specialized instructional programming provided to students with disabilities. As a result of this

collaboration nine additional special education teaching positions were added for the 2016 – 2017 school year through reallocation of existing positions. This reallocation of staff will allow for an increase in the intensity and quality of instructional support for students with disabilities as well as an increase in collaboration between general education and special education staff.

The PPS Parent Teacher Advisory Council (PTAC) hosted its second annual special education resource fair at the Oakdale Theater in October 2015 with participation from over fifty in-district and community based vendors that provide support and services to children and adults with disabilities from age birth through adulthood. The PPS Department has begun planning its third annual special education resource fair, which will take place at the Oakdale Theater in October 2016. In addition, the PPS PTAC continues to offer informational meetings throughout the school year to parents based on parents' topics of interest. During the 2015 – 2016 school year the PPS PTAC provided presentations by Chris Abildgaard, School Psychologist from the Social Learning Center on building social competencies in students with autism spectrum disorders as well as a presentation by Attorney Sharon Pope on financial planning issues for children and adults with disabilities. The PPS Department also shared information with parents regarding areas of focus within the department including its initiatives focused on improved reading instruction for students with disabilities.

During the 2015-2016 school year the PPS Department continued to expand its relationship with UCONN's Department of School Psychology and increased the number of practicum students within the Wallingford Public Schools to four along with a full-time school psychology intern. The PPS Department will continue to foster its relationship with UCONN, which offers access to free professional development opportunities as well as access to the most current assessment and research information in the field of school psychology. This collaboration also provides graduate level students from UCONN real-life experience as a school psychologist in a public school setting as they prepare to become certified school psychologists.

The PPS Department continues to co-chair the District Climate Management Team and oversees climate initiatives throughout the school system. Each high school completed the three year training cycle through SERC during the 2015 -2016 school year in PBIS (Positive Behavioral Interventions and Supports) and will continue to support this initiative through its core teams at each building moving forward. Each middle school will implement a Response Advisory program during the 2016 – 2017 school year to support the social and emotional growth of their students. Central office and middle school administrators along with several middle school teachers attended a national Responsive Classroom conference in October 2015 in preparation for the roll-out of its Responsive Advisory program during the 2016 – 2017 school year.

Additionally, a second social, emotional and behavioral screening tool has been chosen by the District Climate Management Team to assist school based early intervention teams in identifying students in need of support in these areas as early in their educational careers as possible. Parental consent is required in order for students to participate in this social, emotional, and behavioral intervention program. During the 2016 2017 school year this intervention program will expand beyond kindergarten through grade five schools to include grades six through eight schools as well.

The PPS Department continues to oversee implementation of the STEP (Student Enrichment Program) Program and reviewed its eligibility criteria with the Board of Education's Instructional Subcommittee during the 2015 - 2016 school year as well. The STEP Management Team will again review its eligibility and exit criteria with the Board of Education's Instructional Subcommittee by November 2016 to present potential program revision and improvement recommendations in its identification process and service delivery model.

Finally, the PPS Department continues to collaborate closely with its consultant from CompuClaim, who oversees the District's Medicaid reimbursement program. Additional sources of revenue will be available to school districts during the 2016 – 2017 school year to include supports and services provided to Section 504 students as well as personal care services provided to students with disabilities and services provided by Board Certified Behavior Analysts. Ongoing training of staff in Medicaid billing procedures will take place in September 2016 in a continued effort to maximize revenue. The PPS Department is able to purchase additional instructional materials, instructional programs, technology, equipment and services with Medicaid funds that enhance programming opportunities for our students with disabilities.

Maintenance

This summer, the Maintenance Department was involved in many notable projects. One of the more challenging was remodeling 100 South Turnpike and finalizing the Central office move to that location. Central office staff moved in with folding chairs and tables after a burst pipe caused severe damage to our old location. This was originally a temporary move that turned out to be permanent. As you can imagine remodeling and moving furniture into an occupied commercial space is a logistic nightmare. I would like to thank my staff, outside vendors and the central office staff that made this happen. The level of cooperation and everyone's positive attitude set an example for all districts to follow. Below is a partial list of projects that will be completed this year.

Project Work

Lyman Hall High School

- Surfacing and painting portion of our all-weather track and field project
- Stage lighting

Mark T. Sheehan High School

- Restoration of senior court sidewalks
- New pool starting blocks
- New stage floor
- Replace building mounted lighting on the east side
- Stage lighting

Dag Hammarskjold Middle School

- AC Maker Space
- Demo and replace the main sewer line located between the office and gym
- Stage lighting

James H. Moran Middle School

- Replace auditorium seating
- AC Maker Space
- Stage lighting

Rock Hill Elementary School

- Paving and sidewalk repairs

Moses Y. Beach Elementary School

- Steam trap survey (50% grant funded by Eversource)
- Steam trap repair and replacement (50% grant funded by Eversource)

New age appropriate playground (grant funded)

System-wide-playground safety surfacing upgrade

Multi school-Design work for window replacement project

Technology

The following projects/initiatives have been completed this past year:

- Received Grant from State of CT Department of Education for Devices and Wireless for State Testing.
- Expand the use of Google Apps for Education including Google Classroom.
- Create plan to improve wireless access at the K-2 Elementary Schools.
- Implement new Home to School communication software School Messenger.

Drawing from the 1% account and grant funding, the following items were purchased:

- 130 – Teacher Laptops
- 80 - Student Desktop computers
- 514 Chromebooks system-wide
- 160 - iPads for Elementary schools
- 16 - Projectors for the Middle Schools
- 80 - Interactive TV's/Monitors for Elementary