

**WALLINGFORD PUBLIC SCHOOLS
ANNUAL REPORT
2013 - 2014**

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

Mission: To inspire, educate and support all students as they discover and pursue their best.

Vision: Wallingford Public Schools, with families and community, will distinguish itself with innovative teaching and learning experiences in a safe and supportive environment. Our goal is to ignite passion for learning and excellence in every student so that each becomes a life-long contributor to the local and global communities.

Over the course of this school year, we again achieved several extremely successful outcomes due to the hard work and dedication of students and staff. As a district, we continue to strive to meet the needs of all students through the district vision and the implementation of our strategic plan.

We are extremely pleased with the leadership that our staff has taken in procuring grants. During the 2013-2014 school year, teachers and administrators collaborated to successfully acquire nearly \$500,000 in new funding from the State of Connecticut and business grant programs. I am proud of the staff's accomplishments and am excited about the possibilities that lie ahead for the students in our district as a result of these staff members' commitment and hard work. I am also thankful for the numerous community donations of time, talent, and money to our district. Last year, we surpassed the \$1 million mark in donations over the last 10 years. The real noteworthy accomplishment is that over \$250,000 came in the last three years alone. We could not continue to strive to be an innovative school district without this additional community support.

As we open the new school year (2014-2015), we are faced with somewhat of an anomaly. We had projected a decrease in nearly 200 students based on enrollment in our schools. However, we actually saw an increase of 146 students resulting in only a 52 student decline. This is uncommon in our region and in Connecticut. I am pleased with this trend and look forward to it continuing.

Below are highlights from our strategic plan that illustrate the incredible efforts being made in our district.

CURRICULUM AND INSTRUCTION

2013-2014 District Achievement

The complete results are warehoused at www.ctreports.com and are available to the public. Districts are allowed to access or 'mine' the data for useful information.

*Note: Science CMT and CAPT were only state level tests administered in 2014; Smarter Balanced Pilot was administered in Reading and Math; no scores provided on the pilot in 2014

Wallingford Public Schools Spring 2014 CMT and CAPT District Data by Grade Level				
Grade	% at/above proficiency	State Average % at/above proficiency	% at/above goal	State Average % at/above goal
5	88.2	83.4	65.6	59.6
8	88.5	78.3	73.4	62.5
10	91.9	78.7	56.5	46.8

2013-2014 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 **2013-2014**. District efforts have focused on aligning with the new Common Core State Standards (CCSS), adopted by the State of Connecticut in July 2010. Information on the Common Core State Standards (CCSS) can be found at:

<http://ctcorestandards.org>

Common Core Standards alignment will continue for several years. In addition, a top priority in **2013-2014** was implementation of K-5 Common Core Standards Instructional Shifts in Literacy and Numeracy, and continued development and implementation of Common Core State Standards in Grade 6-8. Sample Common Core State Standards (CCSS) assessment items can be found at:

<http://sampleitems.smarterbalanced.org/itempreview/sbac/index.htm>

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 LA block
- Continued K-5 district implementation of the Universal Screening and Diagnostic Assessment Plan
- Continued K-5 district implementation of a District Assessment Plan
- Continued K-5 district implementation of an Enrichment / Intervention Block (45 minutes 2-3x per week)
- Pilots of Independent Reading Assessment (IRLA)

Mathematics

- Continued K-5 district implementation of Unit Pacing Guide
- Continued K-5 district implementation of a District Assessment Plan
- Continued K-5 district implementation of an Enrichment / Intervention Block (45 minutes 2-3x per week)
- Use of 3C CEA grant to build common grade level understanding of math units at the K-5 level

World Language

- Developed Grades 3-5 Spanish Curriculum
- Implemented Spanish Year 1 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)

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

High School

Algebra 1

- Continued Common District Curriculum for Levels A & G
- Ongoing Curriculum revision, alignment with CCSS
- Continued Development of common mid-term and final exams

English 9-12

- Ongoing planning–revision/alignment to Common Core Standards (CCS) sequence

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

2013-2014 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). All initiatives have a strong focus on the use of data to make instructional adjustments to increase student achievement. A video clip about the shifts related to the implementation of the Common Core can be found at:

<http://vimeo.com/51933492>

The district provided all K-12 certified staff with regularly scheduled, job embedded Professional Development. In 2013-2014, 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 2013-2014 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)
- CT Core Modules #1-4
- Smarter Balanced Assessment Training Modules
- Google Drive/Docs Training
- Math Fact Strategies & Math Concepts facilitated by Kim Sutton
- Competency Based Development
- Standards Based Grading Reporting K-12
- New England League of Secondary Schools Conferences – High School
- Argument Writing Strategies for Content Area Teachers (6-12)
- ACES Curriculum Writing

PERSONNEL

EMPLOYMENT

The Personnel Department of the Board of Education has been busy meeting the staffing needs of our district. Thirty-six teachers were hired for the 2014-2015 school year. Nine administrator positions were filled in a variety of areas including IT, curriculum, building-level administration, and the assistant superintendent for personnel. In addition to certified staff, we interviewed and hired non-certified staff where openings existed as well.

NEW TEACHER ORIENTATION

Orientation programs have been conducted for new certified teachers. The New Teacher Orientation was held over two days in late August, and provided our new staff with professional development on a number of issues specific to our school district, as well as initiatives such as the Common Core State Standards, guidelines for educator evaluation, and TEAM, the state of Connecticut teacher induction and certification program. New teachers also had a chance to hear from representatives from Wallingford Public Library, Wallingford Youth and Family Services, 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. One of the highlights of New Teacher Orientation was a bus tour of the town, which provided everyone with an opportunity to see each school and learn about the history of Wallingford.

EDUCATOR EVALUATION

Throughout the 2013 - 2014 school year the System for Educator Evaluation and Development (SEED) was implemented. Under the SEED model, educators were evaluated in four different areas including student growth and development, whole-school student learning indicators, observations of teacher performance and practice, and parent feedback. Student outcome data played a significant part in each teacher and administrator's evaluation, as did parent survey data. In addition, the evaluation of teachers and administrators was connected.

A key feature of the SEED model is that it is a growth model intended to improve student learning through growth of the teacher. 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.

The Wallingford Public Schools' Teacher Evaluation Committee, consisting of both teachers and administrators, provided ongoing monitoring of the new plan in addition to training teachers district-wide regarding all aspects of the evaluation process. The work of this committee resulted in submission of a Wallingford specific evaluation plan that was adapted from the original SEED model to the state. This plan was approved by the state and will be followed in the 2014-15 school year.

NEGOTIATIONS

Negotiations for the paraprofessional and the secretarial collective bargaining units were conducted during the 2013-2014 academic year. Negotiations have concluded for paraprofessionals. Negotiations with the secretarial union are near completion.

BUSINESS OFFICE

This year the Business Office welcomed Robin Becroft to the Payroll department. In addition, Toni Hale joined the department as an Apprentice Accountant administering state and federal grants and the Wallingford Public School System budget.

A new program was started to pay participating vendors with Visa through Bank of America to automate the accounts payable process. The goal is to reach \$2,000,000 in payments to receive a rebate of approximately 1.5% of payments for technology and facilities initiatives. The program improves efficiency and reduces paper and postage expenses while paying vendors in a timelier manner. The Accounts Payable department also implemented Tyler Content Manager to improve efficiency to file invoices, purchase orders and check payments online instead of on paper. The goal is to move towards less paper by storing documents online.

All school buses have inside cameras to improve the safety of our students by Durham School Services, Inc. A Safety subcommittee was established to discuss transportation safety procedures and policy and how to deter and eliminate traffic violations by motorists for the safety of our students, parents and community.

An Insurance subcommittee was established to discuss the timeline and scope of changes for medical insurance from the Affordable Care Act more commonly known as Obamacare. A medical insurance dependent audit was approved and will continue in the 2014-2015 fiscal year to reenroll employees and eligible dependents for the medical insurance plan with the Wallingford Public School System.

A cross walk provided by our auditors Bloom and Shapiro will be used to meet the statewide initiative being launched to achieve a Uniform Chart of Accounts for all school districts in Connecticut.

The online job submission form in our system wide Copy Center continues to grow in popularity. Copies done on our fleet of Xerox Multifunctional Machines both in the copy center and schools continues to save our district money instead of using very costly laser printers. The Managed Print Services program resulted in a reduction in expenses for toner cartridges and improved the uptime for these printers. Whenever possible jobs should be submitted to the less expensive MFD's. Supplies and service calls are monitored online and over half of service calls were initiated proactively by the devices instead of requiring a staff member to call for service.

I was honored to receive the Celebrated School Business Official of the Year award by the Connecticut Association of School Business Officials for going above and beyond the call of duty as your Business Manager. Criteria for the award include initiatives to maximize financial resources and innovative school business best practices.

MAINTENANCE

Once again the Maintenance Department was very busy this past summer. Among the many projects undertaken were the PCB and Asbestos Abatements at the Lyman Hall High School Cafeterias, ice machine room and a classroom at Moran Middle School. The floor was replaced and the cafeterias have been painted by the custodial staff at Lyman Hall. New speed bumps were installed at Lyman Hall Vo-Ag for increased pedestrian safety. There was also ceiling and lighting replacement in C Hall. Fine-tuning of Lyman Hall High School continues for their upcoming NEASC re-evaluation.

District-wide staff and students came back to parking lots that are pot-hole free and freshly painted lines, thanks to our Ground Staff. In the interest of safety, we have designed a new One Way traffic plan for the rear parking lot at Sheehan High School and installed signage. This was a collaborative effort by Principal Rosemary Duthie, Safety Officer Ed Carpino and Building and Ground Director Marc Deptula.

District-wide our staff and our HVAC vendor installed air conditioning in 9 classrooms to accommodate staff and students with special needs.

Improvements were made to the Sheehan High School for the ADA compliance for handicap parking, bathrooms and dugouts.

At Moran Middle School the baseball field dugouts were renovated giving a great new look from the street side of the school.

Both middle schools had foundation water-proofing done to help keep water and moisture from leaking into basements and crawl spaces.

At Cook Hill Elementary Preschool the playscape was removed and replaced with a new fun play center for students use.

Security upgrades to the schools continued last year. Utilizing the State of Connecticut grant funds, all schools received several technological enhancements to better serve our security needs. We continue to address security matters with the Board of Education and staff.

PUPIL PERSONNEL SERVICES

Throughout the 2013-14 school year the PPS Department continued its focus of improvement on areas identified in the three year PPS Improvement Plan. A primary focus throughout the 2013-14 school year continued to be on program improvement and professional development. With the requirements of the new teacher and administrator evaluation plan the PPS Department continued its focus on the IEP development process and improved instructional practices to enable student's the opportunity to master IEP goals and objectives. Department student learning objectives focused on improved reading and math outcomes for special

education students as well as appropriate and individualized post-secondary transition plans for high school students upon graduation. Related services staff focused student learning objectives on improved social and emotional outcomes for students as well as supporting building level focus on reading and writing skills.

PPS PTAC provided various parent presentations throughout the 2013-14 school year in response to topics requested. Presentations were facilitated by District staff and included information on post-secondary transition planning by students and staff from the ICE-T (Independent Community & Employment Training) program as well as additional information regarding the services and supports available to special education students relative to preparation for life after high school. There was also a presentation by District school psychologists on Executive Functioning skills, and a presentation facilitated by the Director of PPS and one of the District's consultants regarding Learning Disabilities. The PPS Department continues to reach out to its parents in an effort to increase parent participation in PTAC as well. In addition, the PPS PTAC is planning a Special Education Fair on October 28, 2014 at the Oakdale Theater in an effort to assist families in gathering information regarding various community service providers available to assist students with disabilities and their families. Service providers range from special needs financial planners, recreation/leisure service providers, health care providers, medical providers and various private and State agencies that offer support to families and children with disabilities.

The PPS Department continues to be extremely involved in District Management Teams and has worked with District school psychologists and social workers in establishing a screening protocol for identifying students at-risk for social, emotional and behavioral difficulties. The PPS Department has collaborated with the Curriculum Office in determining a universal screening tool to assist in identifying students at-risk for social, emotional, and behavioral interventions. Targeted interventions will be provided and intervention progress will be monitored for effectiveness. Implementation of this universal screening will begin in the fall of 2014. Information regarding this protocol will also be shared with members of the Early Intervention Program (EIP) and Special Services Management Teams, which have been co-chaired by PPS administration.

PPS staff from the A.R.T.S. Academy participated in two days of training on Personalized Learning along with staff from the Educational Enhancement Program (E.E.P.), which was facilitated by members of the District's year one Innovation Team. The PPS department continues its ongoing efforts to engage its most at-risk learners in an effort to keep students committed to their success.

The PPS Department updated its Section 504 paperwork during the 2013-14 school year and continues to collaborate with its staff regarding best practices relative to Section 504 eligibility determination and redetermination. Revised protocols have been established and reviewed with staff to assist in the understanding and implementation of Section 504 requirements. Administrators will also be trained in these requirements.

The PPS Department continues to co-chair the District Climate Management team and worked collaboratively with its members to develop and prepare the district climate parent surveys

completed in spring 2014. Survey results were shared with individual schools. Individual schools will meet and analyze results of parent surveys and will revise their school based climate plans accordingly. Revised school climate plans will be submitted to the District Climate Management Team by October 1, 2014. Climate surveys will be completed by students, parents and staff during the 2014-15 school year.

Lyman Hall and Sheehan High Schools are beginning year two of implementation of PBIS in their schools, and continue to receive training and support through SERC. Implementation of PBIS at the middle school level is scheduled to begin during the 2015-16 school year while Responsive Classroom initiatives are being implemented at the elementary level. The PPS Department continues to work collaboratively with staff and administration on the implementation of these District Climate initiatives.

Finally, The PPS Department has recently contracted with CompuClaim as our new Medicaid provider for the 2014-15 school year, and continues to seek reimbursement for Medicaid eligible services to support special education programming. Several days of training have been provided to appropriate staff regarding Medicaid requirements and additional reimbursement opportunities have been discussed as well. Ongoing training and support from CompuClaim staff will continue throughout the current school year.

TECHNOLOGY

This year the district increased its technology capacity through the utilization of several grants.

PEGPETIA Grant

- Implemented Discover Video conferencing system district-wide

Smarter Balance Assessment Grant

- Purchased and deployed 21 carts of 30 Chromebooks across the district

Drawing from the newly established 1% account, the following items were purchased:

- 210 teacher laptops
- New district server (SAN) storage
- 100 Google Tablets for K-2 schools
- 120 Chromebooks for libraries
- Ceiling mounted projectors to complete Lyman Hall High School and Sheehan High School projects