

ANNUAL REPORT 2010 - 2011

WALLINGFORD PUBLIC SCHOOLS

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.

During the 2009 – 2010 school year, several challenges arose that led to the reconfiguration of the district's eight elementary schools this past school year. The emerging racial isolation at three of our eight elementary schools, and the continued inability for subgroups (Special Education, Black, Hispanic, and Economically Disadvantaged) to make AYP in reading were of primary concern. Additionally, significant class size discrepancies across all eight schools existed and looked to be exacerbated by the impending reduced budget allocation from the town.

In 2010, the range of absolute imbalance was 1.22 to 16.22. Through the reconfiguration, all eight elementary schools achieved greater racial balance. The range now stands at 2.01 to 6.50. Parker Farms Elementary School, which was cited as having impending imbalance at 16.22, now stands at 6.50. This significant reduction created schools that more closely represent the true diversity of the general population in Wallingford.

As a result of significant planning and parent involvement, the decision was made to reconfigure the eight K-5 schools into four partner schools with each partnership consisting of a K-2 school and a 3-5 school. Through reallocating the grade distribution, the population of elementary students was more equitably distributed with each school now at approximately 350 students. Where once there were classes of fourteen and twenty-four at the same grade level across the district, now class sizes became consistent across schools with no more than eighteen students per class in grades K-2 and no more than twenty-three students per class in grades 3-5. Without the reconfiguration, the budget cuts would have resulted in classes ranging from sixteen as a low to thirty-one as a high.

The reconfiguration provided for the reallocation of services in a much more meaningful and equitable manner. Three reading interventionists were deployed at each K-2 school, while two were placed at each 3-5 school. Unlike in the past, services were now full time in each building. As a result, fidelity of our Scientific Research Based Intervention system was increased.

STUDENT ACHIEVEMENT

The mission of the Wallingford Public Schools is to inspire, educate, and support all students as they discover and pursue their personal best. Standardized assessments such as the Connecticut Mastery Test (CMT), the Connecticut Academic Performance Test (CAPT), the Scholastic Aptitude Test (SAT), and other classroom assessment procedures are designed to measure student achievement. The Fourth Generation CMT was given to all grades 3-8 and the Connecticut Academic Performance Test (CAPT) was given to grade 10 students in March of 2011. Under the federal No Child Left Behind (NCLB) law, districts are required to meet certain CMT benchmarks or face various sanctions.

A critical target for student achievement in Connecticut is the “Proficient” level as measured on the CMT. If a district, school, or any of its subgroups fail to achieve proficiency in reading, math, or writing the school is said to have failed to make “Adequate Yearly Progress” (AYP). A series of sanctions, progressively more severe, are applied to districts failing to achieve AYP in subsequent years. In 2011 the critical targets for CMT and CAPT included:

2011 CMT Targets

- 89% At/Above Proficiency in Reading
- 91% At/Above Proficiency in Math
- 70% At/Above Basic in Writing (Serves as “Other Academic Indicator”)

2011 CAPT Targets

- 91% At/Above Proficiency in Reading

Wallingford Public Schools 2010 CMT and CAPT District Results by Grade						
Grade	READING		MATHEMATICS		WRITING	
	% at/ above proficiency	% at/ above goal	% at/ above proficiency	% at/ above goal	% at/ above proficiency	% at/ above goal
3	79.3	60.6	91.2	71.6	86.7	64.8
4	79.9	66.9	93.8	74.9	89.9	73.7
5	80.3	65.9	92.7	77.9	90.4	67.5
6	92.5	80.9	94.6	76.2	88.5	65.3
7	93.0	86.3	95.6	78.9	80.8	52.9
8	92.4	79.8	91.6	72.3	81.6	64.8
10	88.5	52.6	88.2	55.5	89.4	61.3

- 90% At / Above Proficiency in Math

Under the NCLB legislation by school year 2013-2014 all students (100%) are expected to make AYP in order for a school and district to be deemed successful.

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. Wallingford as a district and all school (as a whole) have met or exceeded the current 2011 targets. However, subgroups making AYP targets in reading and mathematics on CMT and CAPT has been an ongoing challenge in Wallingford since school year 2004-2005, which has been increasingly more challenging as federal proficiency targets have steadily risen over the last 6 years.

The table below indicates subgroups of Wallingford students that failed to make adequate yearly progress (AYP) on the CMT and CAPT in 2011:

Subgroup	CMT		CAPT	
	Reading	Math	Reading	Math
Blacks	X	X	Fewer than 40 students	Fewer than 40 students
Hispanics	X			Safe Harbor
Students with Disabilities	X	X	Safe Harbor	Safe Harbor
English Language Learners	X	X	Fewer than 40 students	Fewer than 40 students
Economically Disadvantaged	X	X	Safe Harbor	Safe Harbor

A review of subgroup CMT data indicates reading growth in students identified as Black, English Language Learners, Students with Disabilities, and Economically Disadvantaged students.

A review of subgroup CAPT data indicates significant growth in all subgroups: Hispanics, Students with Disabilities, and Economically Disadvantaged. The growth was so significant that the designation of Safe Harbor was granted. Safe Harbor can be achieved when the school or district reduces the percentage of students NOT proficient by 10% in the subject area and group that was identified, meets the additional academic indicator, and meets the 95% participation rate.

Next Steps

As a district, a tremendous amount of assessment work in Wallingford has occurred through central office in collaboration with teachers and administrators. From the implementation of district assessments for grades 1 - 8 to the development of clear assessment guidelines for tiered instruction in our Scientifically Research Based Intervention model, staff was provided with significant professional development in data teams and common formative assessments. By using such newly implemented tools as AimsWeb and Scantron on-line data was collected in a manner that provided teachers analysis by individual student, class, and grade level. Teachers now have the ability to inform their instruction based on common assessments directly connected to the Connecticut State Frameworks and district curriculum.

The assessment plan for the district continues to evolve in light of the National Core Standards and the need to insure fidelity of instruction. This year, we have adopted efficient diagnostic assessments with clear decision trees indicating which students are below expected benchmarks and require more intensive assessments and indicating which students are developing literacy skills in a typical fashion. In addition, we are in the process of developing a district-based data warehouse that will give teachers a common web-based dashboard from which they can review multiple sources of data as they plan instruction.

2010-2011 Curriculum and Assessment Development

Curriculum and assessment development/revision as well as ongoing instructional improvement were a district priority in 2010-11. 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://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322592>

Common Core Standards alignment will continue for several years. In addition, a top priority in 2010-11 was aligning WPS with best practices in curriculum, particularly pacing guides or calendars, as well as the development of a comprehensive district assessment plan.

Highlights of the work accomplished include:

Grades K-5

Language Arts –new, alignment with Common Core Standards (CCS)

- K-5 Scope and Sequence
- K-5 Screening and Diagnostic Assessment Plan
- Unit Templates

Mathematics – revision, alignment with Common Core Standards (CCS)

- K-5 Growing with Math Pacing Guide
- Prioritized lessons, tips for teachers, and unit pre- and post-tests referenced

Information Technology

- Scope and Sequence
- Unit Templates
- New curriculum for Kindergarten
- Revision for 6 day elementary specials rotation

Middle School

Language Arts

- Pacing Guides and district assessment plan

Mathematics

- Pacing Guides and district assessment plan

Spanish & French – revision, now common curriculum for Level 1 at MS and HS levels

- Scope and Sequence
- Units Templates
- Unit Assessments

Developmental Guidance

- Scope and Sequence, grades 6,7,8
- Unit Templates -12 lessons over school year

High School

Algebra 1 – Levels A & G

- Curriculum revision, alignment with CCS
- Scope and Sequence
- Unit Templates
- Common Knowledge, Skills and Standards across levels
- Common Mid-term and Final developed

Transitions – a pre-algebra course

- Curriculum revision
- Scope and Sequence
- Unit Templates

English

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

World Language

- Level 1 Spanish, French & Italian
- Scope and Sequence
- Units Templates
- Common Assessments

Developmental Guidance

- Scope and Sequence

2010-2011 Professional Development and Instructional Improvements

District professional development and instructional improvement have focused on critical elements of the Connecticut Accountability for Learning Initiative (CALI) and Scientific Research Based Intervention (SRBI). Both initiatives have a strong focus on the use of data to make instructional adjustments to increase student achievement. Detailed information related to these state initiatives can be found at:

http://www.sde.ct.gov/sde/lib/sde/pdf/Pressroom/RTI_Executive_Summary.pdf
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322294>

The district provided all K-12 certified staff professional development in Instructional Data Teams (with ongoing job-embedded data coaching with professional data coaches) and Effective Teaching Strategies. In addition, the 2010-11 district professional development plan addressed topics related to teaching strategies for English language learners, high yield reading and math interventions for struggling learner, opportunities for transition planning between grades, training in the use of classroom technology, as well as opportunities for self- designed teacher in-service.

A sampling of 2010-2011 K-12 professional development activities includes:

- August 2010- Instructional Data Teams - Grades 6-12
- August 2010 - Introductory Power School Training – Attendance and Grade Book
- September 2010 – Reading Intervention Strategies (TLC) for select K-2 Elementary Teachers and paraprofessionals
- September 2010- AIMSWEB Webinar for K-8 Intervention Teachers – Training in use of progress monitoring goal setting and assessments in Reading and Mathematics
- November 2010 - Instructional Data Teams - Grades Pre K- 5
- November 2010 and January 2011 – Effective Teaching Strategies Grades Pre K – 12
- January and April 2011 - Second Language Acquisition, Cultural Awareness, and Sheltered Instruction Strategies for middle school teachers
- May 2011 – Transition Planning for Teachers and Students K- 12- Opportunities for teachers to reflect on student progress and collectively plan for the transition of students from grade to grade
- June 2011 - New Media- Effectively Engaging Students Using Collaboration Applications
- June 2011- Exploring Web Tools for Use in the Classroom
- June 2011- Introduction to the WPS K-2 Language Arts Curriculum and McGraw Hill Treasures Program
- June 2011 – Independent Literacy Work Stations for Students – Grade 3-5 Teachers
- June 2011 – “My Learning Plan” Group-Designed Professional Development for District “Specialists”
 - District Physical Education Team - Compare Brain-Based learning programs: Action Based Learning, Brain Gym, and ABC Fitness.
 - Alternative High School Social Work and Psychology Staff - Alternate Methods for Meeting Transition Needs

PERSONNEL

EMPLOYMENT

The Personnel Department of the Board of Education has been busy meeting the staffing needs of our district during difficult economic times. Twelve teachers were hired for the 11-12 school year. Some new hires were the result of retirement or resignation; however, three new world language positions were created to staff world language programs in the middle school designed to build students’ skills in this area. In addition, three new administrators were hired for the 11-12 school year. At the end of the 2010-11 school year, the district was forced to eliminate certified positions. Twelve positions were eliminated because of financial enrollment or programmatic changes. All but two teachers effected by this process have found positions within the school district.

NEW TEACHER INDUCTION PROGRAM

In October of 2009, the personnel department was charged with the task of creating a beginning teacher induction program to match the state's new program called TEAM (Teacher Education and Mentoring Program). During the 2010-11 school year, the first year program was implemented. Wallingford Public Schools supported 21 first, second and third year teachers. The TEAM program requires that teachers new to the profession work with a trained mentor assigned by the district who guides them through the preparation of five projects or modules in two years. The projects focus the new teacher on the most essential elements of good, professional practice: classroom management and climate, lesson planning and unit design, instructional delivery, assessment and professional practices. The beginning teacher must implement strategies in the classroom, keep an on-line journal, log all interactions with his/her mentor and produce a reflective paper for each module. The final product is scored by a trained reviewer. Successful completion of all five modules is expected to take two years and to include significant research, data development and implementation of teaching techniques and instructional practices in the classroom. During the 2010-11 school year, Wallingford Public Schools trained 7 master mentors 39 mentors and cooperating teachers and 12 reviewers of module submissions.

TEACHER EVALUATION

During the 2010-11 school year, the district piloted a new teacher evaluation plan that links professional development training, professional growth and job performance more closely to each other and the state's Common Core of Teaching. During the second half of the year, teachers and administrators made changes to the plan based on teacher and administrator feedback and created training for the 2011-12 school year.

The product reflects the committee's dedication to the task of creating a meaningful and manageable process that encourages professional growth in multiple ways by allowing administrators opportunity to observe teachers teaching in the classroom, utilizing data to make instructional decisions, writing research, pursuing national certification, mentoring and co-teaching.

SOFTWARE FOR HIRING

The personnel department installed and implemented a software program that will assist the department in its most important task of collecting application packets of candidates for more efficient processing of candidates. The software will allow the Assistant Superintendent for Personnel and others involved in hiring to view professional applications and store them in a data base for review. It also assists the department in creating reports and recording trending patterns regarding hiring and retention of teachers.

PROFESSIONAL DEVELOPMENT

In addition to the professional development being offered through the professional development committees to all certified staff, the personnel office has added training for paraprofessionals. In the spring of 2010-11, paraprofessionals received training on district initiatives and best practices. Additional training is scheduled for the 2011-12 school year.

Additional training has been scheduled for some staff in the areas of: child abuse/neglect reporting, supervisor harassment, financial practices, student bullying and harassment as well as a number of other types of trainings. The personnel department has purchased software to facilitate more training for staff during the 2011-12 school year.

TECHNOLOGY

Network Enhancements

With an increased demand on our network infrastructure, we have undertaken a number of projects to increase the capacity. Data lines at five elementary schools and Adult Ed were upgraded from service provided by AT&T to service provided by Comcast, increasing bandwidth by a factor of 10.

Our existing wireless network is being upgraded to the most recent technology, increasing capacity also be a factor of 10. Lastly we are replacing the last third of old network switches. This completed a three year project to replace old, 10 MB switches with new 1000 MB switches.

Student Tablets

To support various instructional initiatives, Companion Touch tablets were purchased and deployed to all K-5 classrooms as well as to all interventionists and special education teachers in all buildings. These devices incorporate the features a touch screen tablet with those of a traditional laptop and also include a web cam that doubles as a document camera. Twenty two projectors were purchased and deployed to the elementary schools to supplement their existing projector inventory so that images from the Companion Touches could be projected in the classroom.

Web Site

A complete redesign of the district's web site was completed. The new site has a modern, clean appearance and is organized so that visitor's are more able to quickly locate the information pertinent and timely to them.

Middle School Music Programs

Two additional computers along with 10 additional Yamaha keyboards and a Smartboard were installed in a music room at each middle school to enhance their instruction.

PUPIL PERSONNEL

Connecticut Behavioral Health, (Dr. Jon Pedro and associates - located in Cheshire), will continue to provide support in the district this year assisting teams with a variety of student concerns as well as the further development of the Autism program for the middle school. The program will now incorporate the services of a board certified behavior analyst as well as integration associates to appropriately service identified students. These consultants will work with district staff on very specialized and specific instructional and functional programming for students as well as individualized behavioral support. During the current school year the program will focus on continued staff training in delivery of instructional programs and data collection as well as in the development of a standardized program referral procedure.

Cook Hill Integrated preschool will also extend the services of the early childhood coach from ACES. The Cook Hill team worked towards consistency in the method of alignment of IEP goals with curriculum frameworks and student need. A method of data collection was implemented with the use of a new software program. This allowed for the further development of transition profiles for students as they move to kindergarten. In addition, related services are provided in the classroom as much as possible. The early childhood coach will continue to further develop this model during this upcoming school year. Preschool staff will also continue to be provided weekly collaboration time in order plan lessons around specific standards and benchmarks from the CT Preschool Curriculum and Assessment Frameworks. CBH will assist with the further development of social skills in the classroom.

ARTS (Alternative Route to Success) has expanded to include students who require highly individualized programming who may have been placed out of district previously. A new staffing model has been implemented to assist with this endeavor. ARTS is enjoying their second year in the new location in the ag-ed portion of LHHS.

The special services management team met throughout the year last year and assisted with the development of the materials for the special education program review which is underway. Futures was selected to complete the review and initial information has been shared with their team. Interviews began the week of September 12, 2011. It will be a multifaceted process that will include interviews with all stakeholders, as well as a comprehensive data and financial review. A three year plan will be developed that will be shared with the Board of Education in November.

MAINTENANCE

This year we successfully completed installation of new bleachers in the gym at Sheehan High School. In addition, we are in the process of obtaining new football field bleachers at Lyman Hall High School which will hopefully be installed by the end of November. Temporary bleachers will be available until the permanent ones are completed.

Significant upgrades to the pool at Sheehan are scheduled to be completed late February or March.

We are currently working on Phase 1 of our energy efficiency program and will soon be starting with Phase 2.

We have implemented a new green cleaning program.

We have also embarked upon our roof replacement project which will replace roofs at 11 schools over the next two summers.

Some of the projects undertaken this Summer by the maintenance department were installation of air conditioning in the server rooms at Cook Hill and Moses Y. Beach; installation of air conditioning in 4 rooms at Moran; design and installation of a new driveway at Highland; completion of boiler room drainage reconfigurations at Moran and Sheehan; placement of outside storage buildings at Stevens, Moran, Moses Y. Beach, Parker Farms and Sheehan and tiling of the guidance area at Moran

Maintenance will soon begin working on the budget for next year, revising the Strategic Plan as necessary.