

**ANNUAL REPORT  
2012 - 2013**

**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.

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Over the course of this school year, we have 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 2012-2013 school year, teachers and administrators collaborated to successfully acquire nearly \$500,000 in new funding from State of Connecticut and business grant programs. From technology to a food truck, these grants were written and will be implemented by our staff. I am proud of their 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.

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

**1. COMMUNITY OUTREACH**

Significant effort continues to focus on increasing parent communication and preparing students for life after high school. In addition, tremendous collaboration between the Wallingford Public School District and local businesses helped increase our critical education-business partnership. To address these goals, staff efforts included:

- Development of Community Core Values as part of 21<sup>st</sup> Century Innovation Project
- Development of a plan based on guidance audit to be implemented over the next three years
- Continued implementation of the PowerSchool Parent Portal for middle/high school students and parents to access class updates, grades and assignment completion
- Expansion of partnership opportunities with community business and industry through grants and outreach
- Continued partnership with SCOW, WE CARE, and Family and Youth Services in an effort to address student and family needs

**2. DISTRICT CLIMATE**

The District Climate Committee advanced our efforts which address recent State of Connecticut mandates for improved school climate and bullying prevention. Their work included:

- Revision, approval, and implementation of school-based climate plans

Submittal of school-based climate plans to the State Department of Education  
 Substantial staff training to address the prevention/ early intervention in bullying behaviors or incidents  
 Training in child safety required by the CT Department of Children and Families  
 Revision and implementation of district and school-based climate surveys to be used to inform and revise school-based climate plan  
 Development of Advisor/Advisee programming for both high schools through State Department of Education Grant  
 Planning for training on Positive Behavioral Intervention Supports (PBIS) for staff at all levels

### **3. CURRICULUM AND INSTRUCTION**

#### **2012-2013 District Achievement**

<b>Wallingford Public Schools            Spring 2013            CMT and CAPT District Results by Grade</b>						
Grade	READING		MATHEMATICS		WRITING	
	% at/above proficiency	% at/above goal	% at/ above proficiency	% at/ above goal	% at/ above proficiency	% at/ above goal
<b>3</b>	70	55	80	53	80	57
<b>4</b>	81	65	89	70	86	67
<b>5</b>	86	72	89	73	92	69
<b>6</b>	88	75	92	68	88	66
<b>7</b>	89	82	92	71	83	55
<b>8</b>	88	79	90	63	87	65
<b>10</b>	90	62	85	55	92	68

*\*An analysis of our CMT strands aligned to CCSS implementation indicate that 85% or higher of our students were at or above goal*

The complete results are warehoused at [www.ctreports.com](http://www.ctreports.com) and are available to the public. Districts are allowed to access or 'mine' the data for useful information.

#### **2012-2013 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 **2012-2013**. 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 **2012-2013** 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)

#### 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)

### **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)

### **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

## **2012-2013 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 2012-2013, 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. 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.

A sampling of 2012-2013 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)
- Pupil Personnel Improvement Planning (6-12)
- Integrating Technology in Adult Learning Classes (Adult Education Staff)
- English Language Learners Strategies – Sheehan High School
- NEASC Accreditation Process – Lyman Hall High School
- Math Fact Strategies facilitated by Kim Sutton
- Argument Writing Strategies for Content Area Teachers (6-12)
- ACES Curriculum Writing as part of ACES Consortia

## **PERSONNEL**

### **EMPLOYMENT**

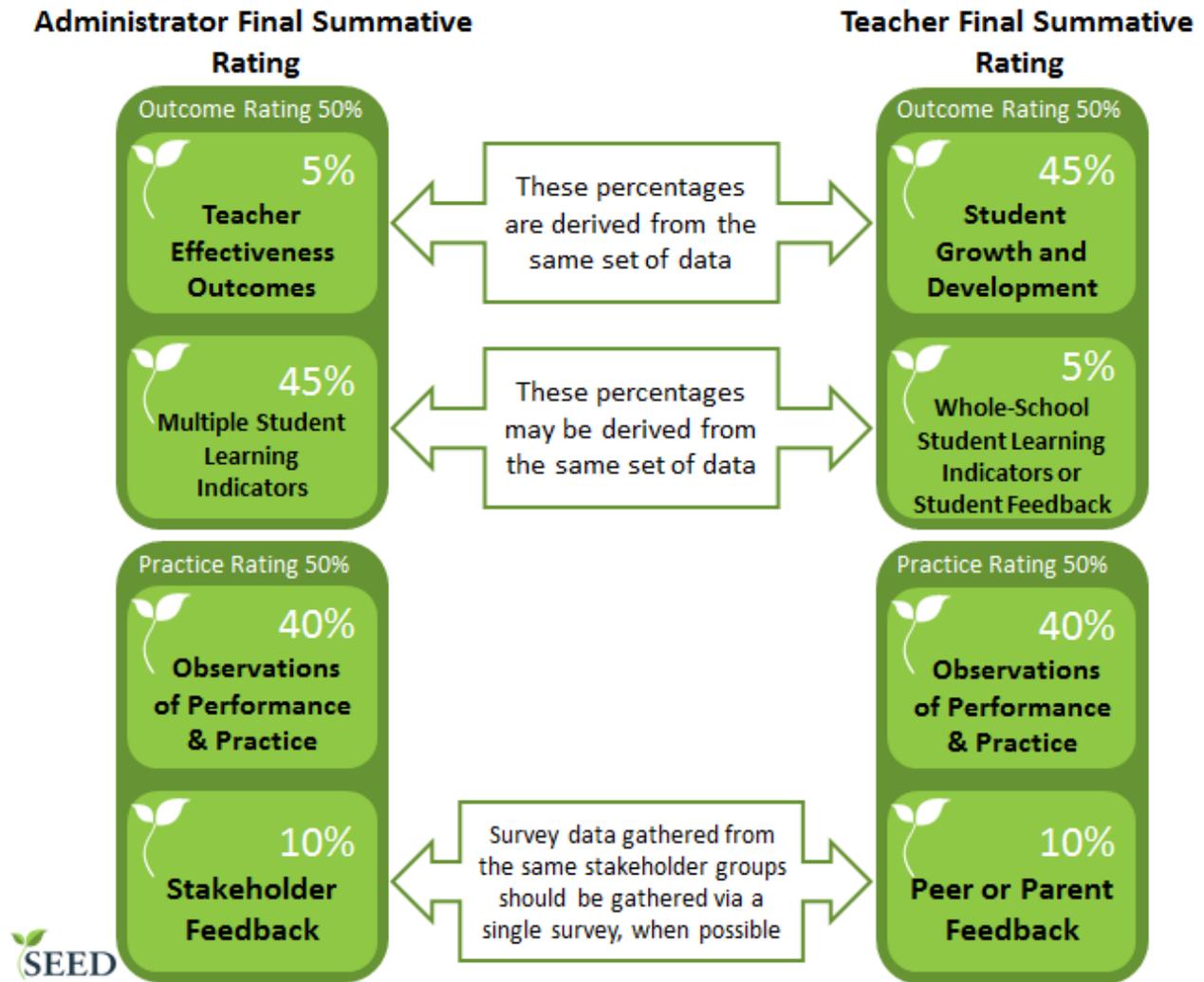
The Personnel Department of the Board of Education has been busy meeting the staffing needs of our district. Twenty-three teachers were hired for the 2013-2014 school year. Some new hires were the result of retirement or resignation; however, one new curriculum resource and two new world language positions were created to staff world language programs in the elementary schools designed to build students' skills in this area. In addition, three new administrators were hired for the 2013 - 2014 school year. At the end of the 2012-2013 school year, the district was forced to eliminate one certified position because of financial enrollment or programmatic changes. That teacher was recalled as was one teacher whose position was eliminated at the end of the 2011 – 2012 school year.

### **NEW TEACHER ORIENTATION**

Orientation programs have been conducted for new certified teachers and sixteen interns from Quinnipiac University. 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 and new guidelines for educator evaluation. They also had a chance to hear from representatives from Wallingford Public Library, Wallingford Youth and Family Services, and the Spanish Community of Wallingford. They also spent a half a day with their school 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**

The 2013 - 2014 school year brings significant changes to educator evaluation due to the passing of June 2012 legislation which provided new educator evaluation guidelines to all school districts across the state. In Wallingford, a committee consisting of teachers and administrators spent a great deal of time during the 2012 – 2013 school year learning about and discussing the new guidelines and the options that districts would have with implementing a new plan. Our district opted to adopt the state's model, the System for Educator Evaluation and Development (SEED). The new model has educators being evaluated in four different areas, and connects the evaluation of teachers and administrators. The chart below shows the sections and the connections.



The most significant change lies in the use of student outcome data as a part of the evaluation. Local and state assessment data will be used as a factor in determining the effectiveness of both teachers and administrators. Other changes include the use of parent survey data for teachers, and both parent and teacher survey data for administrator evaluation.

At the heart of the plan lies the desire to connect educators' professional development with the specific needs of the students they serve. There will be ongoing professional development for both teachers and administrators throughout the school year so that the new evaluation plan can be implemented with fidelity across Wallingford Public Schools.

## NEGOTIATIONS

Negotiations for various collective bargaining units were conducted during the 2012-2013 academic year. Negotiations have concluded for custodians, managers, food service workers and Information Technology employees. Currently, negotiations continue with the paraprofessional and secretarial unions.

## **PUPIL PERSONNEL SERVICES**

The PPS Department began the 2012-13 school year under its new structure (Director, Preschool – grade 2 Coordinator, Grades 6-12 Coordinator, and four special education department heads), and began implementation of the PPS Strategic (Improvement) Plan. This plan was developed throughout the second half of the previous school year in response to the special education program review completed by Futures Education.

The PPS Department facilitated all professional development opportunities for special education and related services staff throughout the 2013-14 school year. The focus throughout the year for the PPS Department was on improved communication with parents and within the department as well as the IEP development process. A newly established network drive was established by the PPS Department, which consists of various resources and informational guides and protocols to assist staff in increasing consistency of practice throughout the school district. The PPS department updated its Parent Welcome Packet for parents new to the district or new to special education. This Welcome Packet includes information for parents regarding district staff, programs and resources as well as an annotated IEP and CT Parents guide to special education. The Superintendent and Director sent a district wide email to all parents regarding the PPS PTAC and sent several communications home in an effort to increase parent participation and responsive to special education parents' needs. The PPS PTAC also facilitated several parent informational meetings during the 2012-13 school year including a presentation on post-secondary planning and beyond, IEP / Special Education 101, and a review of the PPS Strategic (Improvement) Plan and department goals.

PPS Administration continued to co-chair the Early Intervention Management Team and chaired the Special Services Management team with a focus on increasing consistency of service delivery throughout the schools. This will continue to be an area of focus moving ahead. PPS department members also participate on the Guidance Management Team as well as the District Climate committee.

Internal capacity within the PPS department continues to increase; particularly in the areas of evaluation and development of appropriate behavioral interventions for students with varying social, emotional and behavioral needs. A significant reduction in outside evaluations was realized during the 2013-14 school year. Strengthening internal programming capacity will continue to be an area of focus as well as allocating and reallocated staff and funds to address the greatest areas of need.

The PPS department reallocated several staff positions in response to special education caseload needs and developed a program for special education kindergarten –grade 2 students with various behavioral needs. This will begin to address the need in this particular area, and compliment programming in the upper grades. Continued development of internal capacity and program improvement will be a focus for the 2013-14 school year.

PPS staff also will also participate as members of the Positive Behavior Intervention Supports cores team at each of the high schools. Lyman Hall and Sheehan High Schools were selected by SERC to participate in year 1 PBIS training to begin in the fall of 2013.

## **4. TECHNOLOGY**

### **INFORMATION TECHNOLOGY**

#### **2012-2013 Accomplishments**

##### **Access Cards**

To increase security at our schools and buildings, photo ID cards produced and provided to all employees for building access.

##### **Replacement Computers**

Approximately 400 new computers were purchased and installed to replace machines that were five years old and older. This included 7 media centers and 8 labs. All of these computers have the latest version of Windows and Office software.

##### **Video Conference**

A PEGPETIA grant was applied for and received to provide portable (cart based) video conference systems for all 12 of our schools allowing schools to video conference one to one, one to many and also with outside participants.

##### **New Computers**

New desktop computers were purchased and installed in: two elementary school labs; six high school labs; 1 elementary media center; 2 middle school media centers; 1 high school media center and 2 middle school labs.

##### **PowerSchool Parent Portal**

We expanded access for our PowerSchool parent portal to the elementary level and also implemented Single Sign On allowing parents with more than one child in the system to utilize one ID and password to access all of their children rather than one ID and password for each child.

##### **Chromebooks**

A pilot project provided a cart of 30 Chromebooks for each high and middle school in the district to pilot. These will be used to implement Google Docs/Apps and for online testing. In addition a cart of 25 was provided to each high school's math department and four carts of 30 for the social studies program at Sheehan and 5 carts of 30 for the social studies program at Lyman Hall.

##### **Projectors/Document Cameras**

To support the Algebra classes at the high schools. Six projectors were purchased as well as 10 document cameras.

## **5. FACILITIES**

### **REPLACEMENT COPIERS AND MANAGED PRINT SERVICES**

The Business Office replaced the school system's fleet of copiers with 53 new multi-functional devices under a bid awarded to Xerox. A managed print services program for approximately 150 networked printers was also awarded to Xerox. The managed print program for the networked printers provides toner as well as service support for the printers. Supplies for all machines will be ordered and shipped through an automated process to minimize down time and enhance productivity. In addition to having 1-866 Help Desk telephone support to meet reactive supplies and service needs, the automated system will electronically monitor the type of supplies and service needed and proactively order replacement parts when needed to minimize down time for staff.

Implementation of an online job submission form to send high volume copy jobs to the system wide copy center at Sheehan has surpassed our expectations with its popularity. The standard use of duplex or two sided copies has significantly reduced the amount of paper and staples used by the school system. The turnaround time for copy jobs is fast and is a resource available for all school system staff.

### **MAINTENANCE**

This year in conjunction with our IT Department, we are currently installing new security systems in all schools.

We developed and implemented new cleaning contracts with minimum man power standards. In addition we now require cleaning employees to use our finger print time clock system.

New roofs have been installed on eight (8) schools. This project included solar arrays on the two (2) high schools.

In addition, the first floor Central Office area at Sheehan High School was renovated for Alternative Education. Included in this project was a new science room, computer room and girls lavatory.

Some other projects completed by the maintenance department this summer include:

- Sidewalk replacement at Cook Hill Elementary
- Sidewalk replacement at Parker Farms Elementary
- New cafeteria ceiling and lights at Stevens Elementary
- Duct cleaning at Dag and Moran Middle Schools
- Replacement of obsolete fire alarm system at Moran Middle School
- Replacement of carpet with vinyl tile at Dag Middle School Library
- Food service code compliance project to include three (3) bay pot sinks, grease traps and indirect waste on all food prep sinks system wide.