

Wallingford Public Schools

Annual Report 2016 - 2017

**WALLINGFORD PUBLIC SCHOOLS
ANNUAL REPORT
2016 - 2017**

**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 lifelong contributor to the local, national and global communities.

Strategic Plan and District Vision and Focus Update

This year marks the eighth 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 seven 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.

2016-2017 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

- Continued implementation of 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 (visits to occur in October)
- Developed actionable focused monitoring plan in the area of reading
- Implemented extended day reading and mathematics services for students below grade level

MODELS OF EXCELLENCE

Personalized Learning

District Initiatives

- Continued leadership in state and regional collaborative in Mastery-Based Learning and Personalized Learning through League of Innovative Schools
- Expanded training and use of Google Classroom at all levels

High School Reform Initiatives

- Expanded pilot of Capstone - Fall and Spring Course Cycle

Middle School Reform Initiative

- Implemented Capstone class for all middle school students

Elementary Reform Initiatives

- Implemented Makerspaces at all grade 3-5 schools

Competency/Standards Development

- Finalized content K-12 standards
- Finalized district transferrable skills
- Drafted content K-12 indicators
- Finalized and implemented Habits of Work
- Drafted content K-12 scoring criteria

Global Awareness

- Continued partnership for students and staff with Germany
- Offered four international trips through curriculum this past year
- Facilitated statewide group on the development and 2017 implementation of a Global Competency Certificate for State Department of Education

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
- Began exploring connection between Watson Enlight and Naviance

Advisory

- Revised delivery model at high school level integrated office hours in a rotation with advisory
- Implemented responsive advisory lessons at the middle schools

College and Career Readiness

- Continued post high school fair
- Continued manufacturing fair for high schools
- Expanded career panels for high school students
- Continued career fair at Parker Farms
- Continued Credit for Life Program with HUBCAP
- Expanded college visits for students
- Expanded job shadowing and internship experiences for students
- Expanded financial literacy events for students and parents

Authentic Learning Opportunities/Relevant Learning

- Continued Unpaid Experiential Learning Experiences with State Department of Education and Department of Labor
- Implemented Pre-Engineering/Advanced Manufacturing Course at Sheehan High School
- Implemented Foods III Course at Lyman Hall High School
- Opened new Certified Nursing Assistant Program classroom 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 17-18 school year

Positive Behavior Intervention Support

- Continued Year 4 work at both high schools
- Continued training and implementation of Responsive Classroom PreK-5
- Launched Responsive Advisory at middle schools
- Began work using Second Step at the elementary level – purchased resources to use as a companion with Responsive Classroom

Student Attendance

- Established district committee
- Established district-wide protocols
- Reviewed data on an annual basis

ENGAGING AND EMPOWERING LEARNING EXPERIENCES

Leverage Technology

- Continued to partner with Office Depot and IBM for personalized learning system for students
- Continued leadership in League of Innovative Schools
- Continued training and implementation of Google Classroom

- Continued training and implementation of Touch-It Technology at elementary level
- Implemented IDEA Lab at Central Office to stimulate problem-solving and expose students and staff to the latest innovation furniture and technology

Credit Recovery

- Continued implementation and review of Credit Recovery at high schools and middle schools
- Continued to revamp summer school to model key tenets 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 through AT&T transportation grant
- Increased use of Google Classroom through training and certification of teaching staff in each building as “on-site experts”

Next Steps

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

We will continue to utilize the STAR assessment in both reading and mathematics as a consistent growth measure. We, however, are reducing the number of times we assess students from 4 to 3 times annually. This decision was made based on teacher and administrator feedback. We extended the use of IRLA into the middle school level. These two assessments will provide staff additional data to best diagnose and program for students.

We do plan to investigate the use of SBAC Interim Assessments during the school year. We want, however, to balance our approach to ensure we are not over-testing students and providing teachers time to provide instruction. The Curriculum Department is reviewing next steps in an effort to increase our performance on the Smarter Balanced Assessment, as well as, to increase overall reading and mathematics proficiency.

We successfully launched Capstone/Makerspace curriculum at both the 3-5 and 6-8 grade levels this past fall. This has been an incredible success! Students have shared that it is their favorite class. We look forward to the continued enhancements to this programming.

MODELS OF EXCELLENCE

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, this past year we hosted a showing of *Most Likely to Succeed* on Tuesday, September 28, 2016. We also held additional mid-year and spring outreach sessions for parents and staff. As is well noted, we revised our timeline for the implementation of Mastery-Based Learning through several sessions with parents and teachers. We conducted daylong sessions with teacher union representatives from each building in October and November to identify and chart a new timeline that would increase the success of implementation. We also conducted monthly Coffee Conversations for parents from November – March at different times of the day to gain feedback.

Key to our Mastery-Based Learning work this year will be instruction and assessment. This past spring, staff across the district offered feedback on an instructional strategies document. This document highlights high-leverage instructional practices for teaching and learning. They are not directly connected to Mastery-Based Learning. The entire administrative team most recently reviewed these strategies. They will be reviewed one more time and then shared with the Board of Education. They will act as the core set of instructional expectations for the district.

In the coming school year, we look to focus on formative assessment. The goal is to assist teachers in developing their overall understanding of when and what type of assessment to utilize to best meet the needs of students and the curriculum. In addition, these opportunities will provide teachers with an authentic opportunity to connect the standards and indicators to what they are teaching and assessing. This will not only increase teacher understanding of the standards and indicators, but also increase fidelity in the assessment of them. As part of this work, we will maintain our partnership with the South Portland School District in Maine.

One key change in the Curriculum Department this year is that we will not be providing modified units of study or changes in standards or indicators to staff during the school year. Changes will be made based on staff feedback throughout the year, but will not be

shared for implementation until the end-of-the-year for 2018 implementation. We have heard staff concerns that too many changes during the year, while being responsive, were sometimes overwhelming. Therefore, we are making this adjustment to address this concern.

Also, it must be noted and applauded that all units for next year in mathematics and English were provided to staff prior to the close of school. This is the first time this was done. The Curriculum Department facilitated this work, and the change has been welcomed by teachers.

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

This fall, middle school English Language Arts and mathematics teachers will launch the use of Watson Enlight. The resource will provide them with a repository for district assessment data that is directly linked to standards and indicators. Staff will receive layers of training and opportunities for feedback on the tool throughout the year. At first, the teachers will be viewing data, and as the year progress, they will be inputting data into the system.

LEAN strategies will continue to be a focus this year. This past year, we conducted training to confirm our practices we tested in 2015-16. The first impact this training had was on our purchase order process. Starting in October, district purchase orders will all be developed and processed electronically. No longer will multiple individual signatures be required. This is certain to reduce time and increase efficiency on these tasks.

The more significant result of our work is that each level in the district, in addition to special education and curriculum, conducted their first Kaizen event in June. Facilitated by trained administrators, Prek-8 focused on the early intervention process, high school focused on building use, special education focused on resource allocation and intake processes, and curriculum focused on the curriculum writing process. We are excited to be taking the lead 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. The goal is to have each school and department conduct events regularly during the school year. A timeline and expectations will be finalized with the administrators.

PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS

A tremendous amount of work will continue in this area for the 2017-2018 school year.

The following key areas of focus will remain:

- Increasing internship opportunities for more students
- Expanding early career exploration at the elementary level
- Formalizing implementation of student success plans in PowerSchool
- Leveraging the implementation of Pre-Engineering/Advanced Manufacturing pathway at Sheehan High School to identify and develop similar experiences in other areas
- Exploring the expansion of pathways at the high school level – robotics, business, entrepreneurship
- Exploring Central Connecticut State University School of Business partnership

Utilizing community partners (Youth and Social Services, YMCA, SCOW, Boys and Girls Club, Wallingford Library, and WECARE), we will launch Family Resource Center programming on both sides of town twice a month. A survey will be conducted in late September to identify topics and times. The program is slated to begin in November. We are pleased because this programming will again support families in their efforts to assist in the educational and emotional development of their children.

ENGAGING AND EMPOWERING LEARNING EXPERIENCES

Our focus will continue to be on instruction this year. We would like to revisit Administrative Walk-Throughs. These are not conducted for evaluative purposes, but rather for professional development. Based on teacher and administrator feedback, we implemented Collegial Visits as part of the Teacher Evaluation Plan this year, and they were a phenomenal success.

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. We are striving for universal access in our district. We are there in most instances at the middle and high school levels. Each school is developing its own technology professional development to continue the implementation based on school staff readiness and capacity.

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, we could not continue to progress without the support of many individuals, businesses, and organizations within our community.

During the 2016-2017 school year, Wallingford Public Schools received \$552,161 in competitive grants. In addition, the district received \$235,147 in donations.

Over the last 23 years, \$1,809,695 was donated to the school district. Of that amount, \$1,031,042 was donated to Wallingford Public Schools in the last eight years. This is an incredible accomplishment, and we are very thankful for the community support.

Donations Collected

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
2016-2017	\$235,147
Total	\$1,031,042

Grants

	2014-2015	2015-2016	2016-2017
Number of Competitive Grant Applications Submitted	7	11	10
Total Financial Request	\$386,979	\$610,770	\$552,151
Number of Competitive Grants Awarded	5	7	10
Total Grant Funding Received	\$386,979	\$550,776	\$552,151

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 the same goals as last year:

- 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. Below is some data that the district tracks annually to monitor student engagement and outcomes in our continued quest for the Wallingford 100!

Graduation Rates		
Year	Wallingford	State
2016	91.2	87.4
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

Post High School Student Plans

	2014/2015	2015/2016	2016/2017
Plan	% of Students	% of Student	% of Students
4 Year College	69	64.4	71
2 Year College	15	17.4	18.2
Employment	5	9.1	4.7
Military	2	2.3	3.4
Other – Tech Schools, Apprenticeships, Etc.	9	6.8	2.7

Scholarships Awarded

2015/2016	\$343,507
2014/2015	\$415,759
2013/2014	\$282,120
2012/2013	\$209,225
2011/2012	\$154,411

Other High School Data

- 490 Students Participated in Advanced Placement Classes (65 more students than last year) – this is nearly a third of all high school students
- 68% of the Students Earned a Score of 3 or Higher (2% fewer than last year)
- 1247 Early College Experience Credits Earned by High School Students (634 more than last year)
- 76 Students Inducted into National Honor Society (6 more than last year)
- 104 Students Honored as Varsity Scholars (51 more than last year)

We will continue to work to increase the success of all students. With an incredibly committed team of staff members, we are positioned very well as a district. Maintaining our focus has been key and will remain our goal in the year to come.

Curriculum and Instruction

2016-2017 Curriculum and Assessment Development

The revision and continued development of K-12 curriculum and performance assessments, as well as ongoing instructional improvement, continued to be district priorities in **2016-2017**. District efforts have focused on continuing to build capacity of our staff in implementing a Mastery-Based Learning System. The goals for this year centered on the following:

- continued creation, reflection, and revision of standards, performance indicators, and scoring criteria for all content areas;
- communication of Habits of Work in the areas of preparation for learning, engagement with learning, and interaction with adults and peers for all students;
- implementation of Redo/Retake guidelines for all students in grades 6-12.

Graduation Standards and Performance Indicators

Throughout the course of the school year, the teachers, along with the Curriculum Department, participated in the creation and revision of standards and performance indicators in all content areas. This work was very valuable in providing district personnel with clear and consistent expectations of specific content, as well as how the big ideas progressed from one grade level to the next. English Language Arts, Mathematics, and Health/PE standards and indicators have been thoroughly vetted through the various district level committees prior to receiving Board of Education approval this spring.

Habits of Work

For our elementary students, the revised Habits of Work (HOW) appeared on the report cards and were communicated to parents three times a year. At the middle and high school, parents viewed the habits of work scores in PowerSchool. The scores provided insight into students' preparation for learning, interactions with peers and adults, and engagement in learning.

Redo/Retake Guidelines

At the end of January, the Board of Education approved redo/retake guidelines for all 6-12 grade students. All middle school and high school teachers met and collaborated on consistent opportunities allowable for redo/retake as well as a common form to be used by students. Students were able to request opportunities for redo/retake on various assignments and were able to successfully reflect on their learning in order to strengthen their understanding of content.

As a district, we have made wonderful gains in our progression towards mastery based learning. We could not accomplish this without the time and dedication of our faculty and staff who provide valuable feedback and insight as well as the support of our students and families.

Curriculum development included revising the standards and indicators within each content area and then the continued 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 balanced literacy units, unit assessments and 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

Middle School

Language Arts

- Continued implementation of unit pacing guides and district assessment plan
- Continued district implementation of an Intervention Block for high risk students (45 min. 3-5x per week)
- Expanded use of the 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
- Focus on the use of Number Talks to teacher mathematics fluency

High School

Mathematics

- Ongoing curriculum revision, alignment with CCS
- 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

- Continued development of scope and sequence, unit templates with articulated common knowledge, skills and standards across levels

2016-2017 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 and Literacy Instructional Coaches K-5 as well as the Curriculum Resource Teachers and Coordinators. The district's professional development program focused on two-day offerings in August and one-day offerings in November and January as well as various single and multiple day workshops offered throughout the year. The district wide offerings consisted of workshops that were district led, building based, and self-directed related to the district's four focus areas.

A sampling of 2016-2017 K-12 professional development activities include:

- STAR Renaissance Learning
- Design Thinking Standards and Indicators
- Mastery-Based Learning Instructional Practices
- K-12 Content Specific Indicators/Standards and Scoring Criteria
- Staff Training on Bullying Prevention, Suicide Prevention, Sexual Harassment Prevention, Blood Borne Pathogens, and IEP/504 Direct,
- The Responsive Classroom Approach
- Behavioral Strategies and Interventions
- PowerTeacher Training
- Mathematics Instructional Practices with Greg Tang
- Writing Standards Based IEPs
- NGSS
- Competency-Based Development

Personnel

Employment

The Personnel Department of the Board of Education has been busy meeting the staffing needs of our district. Eighteen teachers were hired for the 2017-2018 school year. A new Business Manager, Director of Pupil Personnel Services, and Food Services Director were hired. 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. 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, 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 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 combined with the Professional Development Committee to form the Professional Development Evaluation Committee (PDEC). PDEC 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 an adjustment to the word choice of one of the ratings. The rating "proficient" was changed to "effective" to convey a more supportive and encouraging tone.

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 teachers, nurses, clerical employees, custodial employees and paraeducators were conducted and successfully concluded during the 2016-2017 academic year. Negotiations with the food service union will begin in August 2017.

Business Office

The 2016-2017 fiscal year was closed successfully on 6/30/17 with the unencumbered fund balance earmarked for the one percent account for capital projects, furniture,

fixtures, equipment, and technology. The ED001 report will be completed this summer and is due to the State of Connecticut on September 1. The report is a major report that summarizes educational expenditures for our students from all funding sources and is utilized to calculate state grants.

The Board performed a LEAN analysis of the procurement process. The analysis resulted in several recommendations to streamline and enhance the process by reducing hard copy and non-value added processes. In addition, the analysis highlighted software features to supplant the eliminated processes. These enhancements, once implemented, will provide timelier information and processing.

A new business manager was hired and began on July 1. The District thanks Ed Arum, Interim Business Manager, for guiding the department through the fiscal year.

The Business Office is open twelve months a year providing support and assistance. 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.

Pupil Personnel Services

The Pupil Personnel Services (PPS) Department continued its ongoing focus on program improvement and program development initiatives throughout the 2016-17 school year in an effort to continually improve the quality of support and services provided to students with disabilities and their families.

As part of year one of implementation of the district's Focused Monitoring plan during the 2016-17 school year the PPS Department oversaw the completion of the scientifically based research interventions (SRBI) self-assessment in order to analyze SRBI procedures and practices across all schools. Results of the SRBI self-assessments were reviewed with all administrators resulting in more consistent and standardized practices and procedures in the application of this state mandate across all schools. The primary focus of the district's Focused Monitoring plan is on eliminating the achievement gap between third grade students with disabilities and their nondisabled peers in the area of reading. To that end, the PPS Department continued to provide appropriate professional development to all its certified staff in the areas of assessment, identification and intervention for students with reading deficits. During the 2017-18 school year the district will complete year two of the implementation of its Focused Monitoring plan.

Additionally, one of the focus areas of the district's Focused Monitoring plan is on increasing parent engagement and providing resources necessary to enable parents to support the development of their child's early literacy skills within the home. During the 2016-17 school year each elementary school was required to develop a parent engagement goal relative to literacy development as part of their school climate plans.

Eligibility and exit criteria for the Student Enrichment Program (STEP) was reviewed and revised as well during the 2016 - 17 school year. An initial presentation to the Instructional Committee of the Board of Education was presented by the STEP Management Team in November 2016 with input sought from multiple stakeholders before final revisions were presented to members of the Board of Education for approval in December 2016.

The PPS Department again oversaw the administration of district climate student, parent and staff surveys during the 2016-17 school year. An overview of climate survey results was presented to members of the Board of Education by representatives from the District Climate Management Team in May 2017. Moving forward, each school is required to review its specific survey results with its school climate teams and must submit revised school climate plans to the District Climate Management Team by mid October 2017. These plans will be reviewed by the management team and help inform revisions needed for the district-level climate goals.

In addition, the PPS Department continues its focus on increasing the capacity of all staff in effectively addressing the social, emotional and behavioral needs of students. During the 2016-17 school year with the support of the Board of Education and Central Office Administration, the PPS Department oversaw the implementation of a behavioral coaching model initiative with general education teachers who volunteered to collaborate with behavior interventionists contracted through Connecticut Behavioral Health in an effort to increase their capacity to promote the development of prosocial student behaviors within the general education setting. This work will continue into the 2017-18 school year as well.

The PPS Department will also facilitate a two full-day workshop on restorative practices with our state district climate consultant, Dr. JoAnn Freiberg, in July 2017 as part of its continued focus on improving social, emotional and behavioral programming opportunities for all students. This training will provide information to participants for establishing and nurturing a schoolwide culture based on high quality relationships among all school community members. Restorative practices focuses on restorative consequences and systems that are necessary to repair and restore strong relationships among all school community members rather than on punitive consequences for breaking

rules. This approach is a social/relational approach and is not a program, but rather a way of thinking and operating.

During the 2016-17 school year the PPS PTAC held its third annual Special Education Resource Fair at Zandri's Stillwood and had approximately forty-five in-district and community vendors who participated and shared information regarding their available services to families and students with disabilities ranging from birth through adulthood. The PPS PTAC also held its annual financial and estate planning presentation for parents of students with disabilities with an attorney from the law offices of Czepiga Daly Pope. This presentation is always well attended and provides parents with valuable financial information to assist in future planning for their children with disabilities. The PPS PTAC also completed a Journey Mapping activity during the 2016-17 school year and identified three areas of focus moving forward. Goals identified include the need to increase communication with parents of students with disabilities relative to student progress, the need to increase opportunities for students with disabilities to interact socially more frequently with their nondisabled peers and to provide additional support and resources to parents of students with disabilities to enable them to more effectively support their child at home with homework and overall academic support.

The 2016-17 school year was also another successful year in increasing our reimbursements through our Medicaid programming. The PPS Department will continue to monitor and support staff in submitting reimbursable services on a consistent basis. These additional funds allow the PPS Department to purchase materials and services that would not otherwise be available. Our close relationship with our Medicaid representatives from CompuClaim allows the PPS Department to aggressively pursue all areas of potential increased revenue in order to enhance programming opportunities for students with disabilities.

Finally, the PPS department continues to review student needs and adjusts its program improvement and development initiatives accordingly. During the 2017-18 school year the PPS Department will be opening a new autism program at Pond Hill School to service students with significant needs in grades three through five throughout the district. Program improvement and development initiatives are ongoing as the PPS Department continues to examine its services for students with disabilities within the least restrictive environment.

Maintenance

This year we were able to fill our long vacant carpenter position and our new position of HVAC Automation Tech. The positions have been filled by Tom Wronski and Robert Dunn respectively.

Project Work

Lyman Hall High School

- New stadium score board
- Exterior lighting improvements

Mark T. Sheehan High School

- Painting of the gym
- Resurfacing of the tennis courts
- New stadium sound system
- New HVAC for cafe A and B including a new kitchen exhaust hood

Highland Elementary School

- New playground fence

Moses Y. Beach Elementary School

- Oil tank removal
- New age appropriate playground

Parker Farms Elementary School

- New no-strip or wax cafeteria floor

E. C. Stevens Elementary School

- Exterior lighting upgrades

New kitchen hand wash sinks were installed at Lyman Hall High School, Mark T. Sheehan High School and Dag Hammarskjold Middle School.

Blue light strobe security installations were completed at all schools.

Technology

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

- Upgrade the wide area network. Bandwidth was increased from 30 MG to fiber at 9 sites. Remaining sites were upgraded from 1 GB to 10 GB.
- Fully integrate G-Suite (Google Apps for Education) in district.

- Upgrade wireless access at the K-2 Elementary Schools through E-rate funding.
- Expand the use of School Messenger Software in order to send report cards home via email at the Middle and High Schools.
- Network Monitoring Software, “What’s Up Gold” was installed.
- SYAM Software was configured and installed in order to use Power Management features.
- SNAP Nursing Software was purchased and installed. Nurses have been trained and are transitioning records over to the new system.

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

- 130 Teacher & Nurse Laptops
- 400 Chromebooks System-wide
- 30 iPads for Elementary Schools
- 7 Projectors for the Middle Schools
- 32 Interactive TV’s/Monitors for Elementary