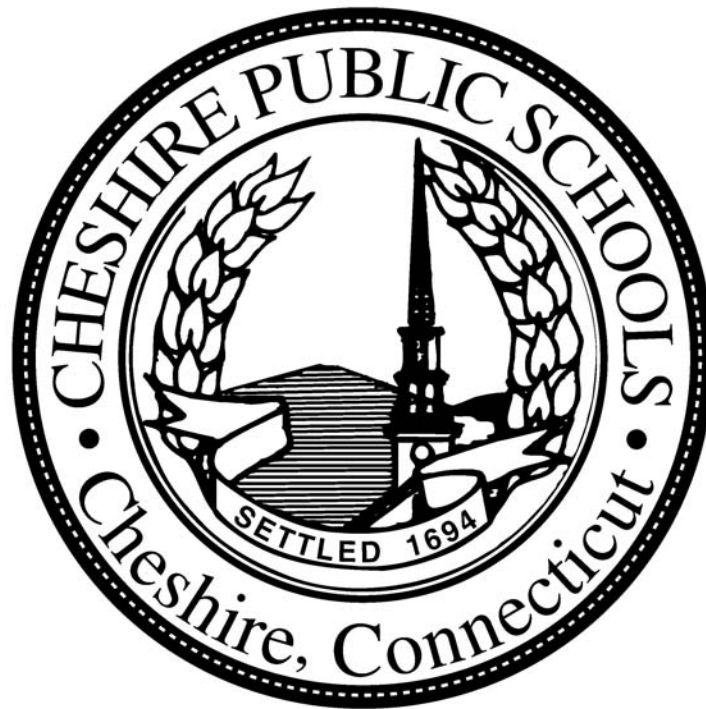


CHESHIRE PUBLIC SCHOOLS

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ANNUAL REPORT SUPERINTENDENT OF SCHOOLS **2012/2013**



Greg J. Florio, Ed.D.

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SCHOOLS

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ELEMENTARY SCHOOLS

Ann Donnery, Principal – Darcey

Russell Hinckley, Principal – Chapman

Sharon Weirsman, Principal – Doolittle

Kelly Grillo, Assistant Principal – Doolittle

Beverly Scully, Principal – Highland

Marlene Silano, Assistant Principal – Highland

Mary Karas, Principal – Norton

Kelly Grillo, Assistant Principal – Norton

DARCEY SCHOOL
Ann Donnery, Principal

NARRATIVE OVERVIEW

A significant area of focus for the Darcey kindergarten team this year was the implementation of the new math curriculum “Investigations”. The initiative was embraced by the entire kindergarten faculty and was implemented with fidelity and enthusiasm. The summer curriculum work promoted a greater understanding of the math program and the CCSS which resulted in a more effective implementation. Team meetings throughout the year provided teachers with the opportunity to share effective strategies and modifications to ensure success of all learners. Assessment results indicated high level of student mastery. The team developed a new report card which reflected the Common Core State Standards in Math.

Another area of focus for kindergarten was in the area of literacy and the effective use of data analysis to increase overall student achievement. Benchmark data, the Letter Sound Fluency (LSF), was analyzed to identify students who were not on target for meeting grade level expectations for the spring and did the following:

- Trained the Instructional Assistants (IAs) on how to administer the LSF assessment correctly, and established inter-evaluator reliability by ensuring that the LSF was administered exactly the same way with every student regardless of who was assessing
- Kept data daily on which letter sounds students below the 40th percentile on LSF did or did not know, and delivered daily intervention coaching and practice that targeted the sounds each student needed to learn
- As soon as a student demonstrated knowing 90% or more letter sounds, practice was modified to address letter sound fluency, being able to state the corresponding sounds of given letters “automatically and without hesitation.”
- All IAs received training on a small set of strategies that would help students develop letter sound fluency; these IAs further received in-class coaching and feedback by the reading specialist to ensure consistency of strategies and adult feedback or coaching talk.
- The LSF was re-administered in April and May to all students at Darcey, to monitor progress towards grade level expectations of 35+ letter sounds in a minute by year’s end.
- The response to this intervention plan was measurable: In March, 35% of the students scored in Bands 4-5 on the LSF, and in June the number rose to 60%

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in Bands 4-5, a gain of 25%. Further, the number of students above the 40th percentile (Bands 3-4-5) was 56% in March and rose to 83% in June.

The Darcey Strategic initiative of preserving and perpetuating the philosophy and methodology for early childhood learning developed by Lois Rho was met through a collaborative effort of past and present Darcey faculty. The committee reviewed and categorized slides as well as organized paper documents, creating the Lois Rho Archive Collection. The Consultation Center Trans-Disciplinary Play Based Assessment Team (CCTAT) developed an information packet highlighting the unique assessment. The training packet included the history and background of the model, a brochure, a report template and an administration kit. The team presented to teachers and area preschool directors. A follow up to this informative workshop included a visit by area preschool teachers to Darcey where they learned more about the Parent Center and the Lois Rho philosophy.

2012/2013 HIGHLIGHTS OF DARCEY SCHOOL

- Implementation of Responsive Classroom practices in the kindergarten classrooms. All teachers facilitated engaging and interactive class meetings which promoted stronger classroom communities. End of the year teacher reflections indicated that class meetings were successful and have become an important component of their daily teaching practice.
- The completion of the EIC deck. After several years of fundraising and planning and a year of building, the deck was ready for children. Anyone who attended the dedication ceremony on June 13th would certainly agree that the end result was magnificent. A true highlight was an EIC sing-a-long where all the children participated under the canopy of the beautiful outdoors.
- On January 29th the EIC hosted a very successful Open House for prospective parents who were interested in learning about Darcey's reverse mainstream preschool program. The teachers were excited to share their classrooms as well as their expertise-The EIC wing never looked more inviting. The boost in community awareness resulted in many applicants and full RM enrollment for the 2013-14 school year.
- After a great deal of editing, revising and formatting the Common Core State Standards in math were included in the report card for the first time in January. A workshop titled "Understanding the Common Core in Kindergarten" was offered to parents to help them understand the CC as well as gain a greater understanding of the new report card.
- As part of the grant from the Connecticut Community Foundation, the Cheshire Early Childhood Roundtable met four times at Darcey School to discuss ways to promote best practice in early childhood through varied

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professional development opportunities. A plan of action was developed for year 2013-14.

- B-3 is currently servicing 42 children with 5 evaluations pending. In addition to the direct services B-3 provides to Cheshire families the team has also contributed in the following ways to the Cheshire community:
 - A presentation to area daycares on Positive Behavioral Support and Autism, "Home Visiting" was presented to EIC faculty on CPS professional development day, a presentation to Mothers of Preschoolers, and a presentation on best practices when working with toddlers and babies.
 - The B-3 team attended in services on the topics: Kinesiology Taping, Evidence-Based Practice-Writing Functional Outcomes for Families, Infant Mental Health and Video Taping as a Tool to Assist Families, Emotional Labor, Infant Massage, and Motor Development in Infants.
- Darcey is proud of Donna Notti for receiving the Service to Youth Award for her outstanding contributions to the children and families of Cheshire.
- 62 families attended the EIC Parent's Center this year and 48 requested testing or evaluation. The Parent Center was able to offer sufficient parenting support and/or screening, resulting in only 3 Consultation Center Evaluations. This resulted in 3 students entering the EIC program. In addition there were 26 speech screenings resulting in 2 speech referrals. Community outreach services included 38 phone contacts and 7 program visits.
- The PTA provided curriculum enrichment events throughout the year including an operatic version of the Billy Goats Gruff presented by UConn Opera Outreach, a children's author, a singer/story teller and touch tanks for the sea life unit.
- New locks have been installed in all the kindergarten classrooms. New doors have been installed in Room 1 and 2 in the EIC.



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CHAPMAN ELEMENTARY SCHOOL

Russell Hinckley, Principal

NARRATIVE OVERVIEW

During the 2012-2013 school year Chapman School completed three important strategic plan objectives: Implementing Investigations Math resources in grades 1-5; developing and refining the Safe School Climate Committee; and revising and improving the SRBI process. Judy Gardner and the fourth grade team helped to ensure that teachers understood the Math Investigations program and had a game plan for implementation. Chapman's Safe School Climate Committee met to revise the plan and monitor the incidents of bullying and mean spirited behavior in school. The SRBI team was facilitated very well by new RAM, Emily Jagos, and the team put into place many ideas based on training received during the 11-12 school year.

After careful analysis of CMT scores and data from previous year as well as throughout the year, Chapman teachers focused on making sure students read independently, wrote in an authentic manner and had time for Math each day.

As usual Chapman Students were fortunate to participate in wide array of engaging activities either facilitated by the outstanding teachers or by the extraordinary PTSA. Students participated in a variety of events such as a Fall Fun Fair, the Bubble Man show, book fairs and a laser light show. Students were able to go on a number of field trips and participated in school activities such as field day, Nature's Classroom and Arbor Day celebration. On June 20, the school year concluded by promoting 56 sixth grade students to middle school.

2012/2013 HIGHLIGHTS OF CHAPMAN SCHOOL

- Chapman School Successfully implemented the Math Investigations program in grades 1-5.
 - Grade Level Teacher Meetings were held with Judy Gardner
 - Classroom Labs were hosted by 4th grade classroom teachers to facilitate communication about implementing the program
- Chapman revised and improved its Safe School Climate Committee
 - A list of Mean Spirited Behavior was created for the committee to review
 - Data was kept on the types of actions taken to address this mean spirited behavior to determine if it was in line with responsive classroom.

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- In response to the tragedy in Newtown security measures were tightened including the visitor procedures.
- The SRBI team implemented ideas from the SERC Workshop attended last year
 - Tier 1 Conversations were held at Grade Level Teacher Meetings
 - A thorough Intervention Planning Document was completed for all Tier 2 students
 - A Behavior Sub Committee was created to meet separately with teachers whose students received behavior interventions.
 - Emily Jagos, Chapman’s new RAM, facilitated the SRBI process
- Chapman’s Mentor Program, facilitated by Guidance Counselor, Stacie Markoski grew to serve more of the students. Over 40 people attended the Mentor Celebration on 6/11/13.
- Chapman successfully included 5 Open Choice Students.
- 6th grade students participated in the “Step Up” program offered by the Anti Defamation League and World of Difference Institute
- 55 sixth grade students attended Nature’s Classroom in Wakefield RI
- All Students had a chance to present at one of the monthly Town Meetings
- Students participated in many educational trips and experiences including: a tour of Boston, activities at the Eli Whitney Museum, visiting the CT River Museum, smart living center and trash museum, raising and releasing salmon, attending theater productions, taking a tour of Cheshire, visiting Lyman Orchards and the Science Center, working in the star lab
- Andy Dousis, Responsive Classroom Consultant, met with teachers, led model morning meetings and gave staff great feedback about their implementation of RC strategies.
- Chapman’s active PTSA worked with the school for the benefit of students and provided the following activities: Bubble Mania, Two successful book fairs, Ice cream and Pizza Social with the Book fair, 2 Movie Nights, Weekly Notices to communicate with families, Fall Fun Day, Lego Afterschool Program
- Christine Robidoux was hired as the Science Room IA. She met with grade levels of teachers and facilitated the use of the Science Room.
- Students participated in winter and spring concerts – featuring the chorus, strings and band
- Chapman’s Annual Talent Show, facilitated by music teacher, Jamie Sima was a success and performed for a packed house.



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DOOLITTLE ELEMENTARY SCHOOL

Sharon Weirsman, Principal
Kelly Grillo, Assistant Principal

NARRATIVE OVERVIEW

The 2012-2013 school year welcomed five new staff members to Doolittle School, and a focus on the needs of non-tenured staff. The Reading and Math Support (RAM) teacher assisted greatly in acclimating new staff to the curriculum expectations and classroom procedures. The monthly grade level team meetings were especially effective, focusing on SRBI and student needs, offering data driven dialogue which centered on decision making for instruction and appropriate interventions for student achievement. The grade one data demonstrated positive growth for all students in reading and math. Grade level teams worked at “forming, norming, and conforming” as they set goals and worked to implement curriculum changes involving the new CCSS in math, grades 1, 2, 3, and 5, and writing, grades 4 and 6.

Team building was also spotlighted for the Teacher Assistants, lunch/recess aides. They applied team building strategies to problem solving and decision making, led by the Principal. This proved very successful throughout the year.

NAEP testing took place in grade 4, and SBAC Pilot testing took place in grades 4 and 5. These sessions were successful with the assistance of teachers, the RAM, the Curriculum Coordinator, and the technology staff.

Responsive Classroom approaches, including interactive modeling and logical consequences, were a focus in all classrooms. Consultant Andy Dousis visited Doolittle School several times and presented for teachers. Teachers reported for the Strategic Plan initiative that these approaches are an important part of the school culture. The Parent Pickup procedure was successfully revised to require a sign-out process as part of the increased safety policy.

2012/2013 HIGHLIGHTS OF DOOLITTLE SCHOOL

- Successful acclimation of five new staff members to Doolittle School
- Grade level teams developed goals and worked to achieve them
- Student achievement demonstrated growth in areas of reading and math
- CCSS implemented in new curriculum – writing and math
- Team building for TAs successful and positive



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HIGHLAND ELEMENTARY SCHOOL
Beverly Scully, Principal
Marlene Silano, Assistant Principal

NARRATIVE OVERVIEW

During the 2012/2013 school the strategic initiative focused on teachers collaborating to learn and apply classroom instructional strategies and create classroom environments to raise achievement in reading, writing, math and the arts, and physical education. Teachers utilized the district curriculum; mini-lessons; teacher/student conferences with effective feedback and goal setting; and the district curriculum resources. Participation in professional development opportunities including faculty meetings, grade-level meetings, and selective workshops offered by the district enhanced teachers' knowledge and understanding.

A co-teaching initiative has continued. Two teams of teachers, a special educator and a regular education classroom teacher, are trained as facilitators to continue to support the inclusive environment. This initiative has promoted student success in the classroom for both regular education students and students with special needs as well as facilitating a collegial atmosphere at Highland. Teachers in co-teaching situations met to discuss student data, monitor progress and design instruction to meet student needs. Small groups were created utilizing various co-teaching models. Weekly meetings afforded the teachers an opportunity to plan instruction, including modifications and accommodations, as needed. The special educators also developed "hot sheets" for their students, which were given to regular and specialist teachers. In addition, after completing an evaluation, an educational diagnostician, special educator and the school psychologist continued to use a multidisciplinary report, which was used as a reporting tool at PPTs. This report was well-received by parents/guardians. At Highland the implementation of technology was at the forefront of the work with the students who are most needy. iPads, Kindles, and software programs have given many of the students a voice and have allowed students to reach their potential.

For the RTI/SRBI initiative, teachers used data to monitor progress, develop focus objectives and intervention plans in reading, mathematics, and behavior. At the beginning of the 2011/2012 school year, to identify Band 1 and 2 students teachers used data from the CMT, DRP, DRA, Key Math, and the Characteristics of Successful Learners section, on the report card. After that, classroom teachers, the Reading and Mathematics Teacher (RAM), and literacy support personnel utilized diagnostic assessments to determine focused objectives. Progress monitoring occurred twice a month, from September through May. Furthermore, classroom teachers created and used pre-assessments, formative assessments, and post-assessments to monitor students' progress in the classroom. Beginning in

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September, the grade-level meetings operated as SRBI/data teams. The SRBI team met to discuss student data and progress, as well as strategies to support student learning. Grade level meetings were used to support SRBI and to discuss student growth in Tiers 1 and 2. Using the Rounds Protocol, teachers presented student data and interventions. Together the teams created alternate strategies to meet the student/teacher needs. SRBI forms were updated, grade-level binders of Band 1 and Band 2 students were organized, and a database of focus objectives and dates was developed. Teachers were required to analyze student learning every six to eight weeks. Resource personnel were added to the SRBI/data teams, as necessary: speech/language pathologist, occupational therapist, school psychologist, and school counselor.

The focus on teaching and learning and collaboration and communication continued with Highland Collaborative Learning Groups (professional learning communities). The strategic initiative stated that teachers will participate in collaborative professional growth opportunities. Teachers analyzed their classroom data, and based on this information, chose collaborative learning topics that would help them make instructional decisions for their students. These teachers collaborated to learn and apply classroom instructional strategies to raise achievement in reading, writing, math, and science. This year at Highland School, 86% of teachers who teach regular education participated in at least one collaborative learning group. This includes: 98% of regular education teachers; 25% of specialists; 100% of related staff; 100% of special educators, and 100% of RAMS.

In August 2012, the Responsive Classroom I and II trained teachers presented the staff with the book, *80 Morning Meeting Ideas*, for teachers to use throughout the school year. Teachers found the book a helpful reference. Teachers have consistently implemented the following responsive classroom practices: morning meeting, greeting students at the classroom door each morning, morning messages, and using precise language and implementing logical consequences. The Responsive Classroom I and II trained teachers wrote monthly Helpful Hints, which were posted in the weekly staff newsletter, the Friday Focus. In May 2013, Andy Dousis, former RC consultant, spent four full days coaching the staff in Responsive Classroom practices.

To extend a positive classroom and capitalize on diversity, Highland focused on developing opportunities for ethnic diversity for students and staff. Highland School sought to increase students' awareness of various cultures and traditions. To support this initiative, Highland works in partnership with its sister school, Franklin Elementary, located in Stratford, CT. The benefits of a sister school program include: increasing students' understanding of and interconnectedness with other cultures; increasing students' awareness of different styles of learning and expressing knowledge; and improving student skills in a language other than English. Three classes from Highland School were paired with three classes from Franklin School. These classes worked together and shared ideas as pen pals.

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Highland students wrote back and forth with their pen pals several times throughout the school year. The partnership culminated with a group field trip to the Festival of Cultures at the Orange Fair grounds. While on this field trip, Highland students were able to meet and spend time with their pen pal. The new friends attended the full day, outdoor program, designed for children to have a first-hand experience with wildlife and gain an understanding of the many cultures in the neighborhoods. Students had the opportunity to dance with Native Americans, Spanish Americans and West Africans. They enjoyed the wonders of nature as they watched the Birds of Prey soar through the sky. The entire day proved to be a great celebration of the variety of cultures that the world holds. This year Highland had five students attending grades two, three, and four from Open Choice.

In conjunction with the PTO, Highland continued to develop community contributor projects using “Highland Helping Others” as the theme. These projects are all curricular related and help to connect the school with the greater community. The projects were as follows, in: collecting school supplies for the sister school in Stratford, collecting over 100 notebooks along with many other school supplies; collecting over 85 coats for the neighbors who need them; held the traditional Veterans Day Breakfast; participated in Lights of Love and collected \$955.24 to donate to the Ronald McDonald House; collected items for the Meriden Humane Society, delivering 67 blankets, 177 cans of cat food, 36 cans dog food and many other items they needed; collected 261 pairs of shoes for Soles for Souls; collected 30 games for classrooms at Highland School; collected 1,238 books for Read to Grow; and collected food for the Cheshire Food Pantry. In addition, held Alex's Lemonade Stand where \$1807.98 was donated to children who suffer from cancer. Also throughout the year, the sixth graders, in conjunction with students from the upper-grade Students on the Autism Spectrum classroom, continued Highland's Recycling Project, and donated the proceeds from the plastic bottle returns (\$243) to the Cheshire Animal Shelter. This year 83% of the sixth students had a “Highland job.” The students were: morning announcement broadcasters, bus runners, peer recess helpers, peer classroom helpers, nurse helpers, custodian helpers, library helpers, and recyclers.

The after-school Highland School Drama Club successfully completed its sixth season with an exciting production of “Seussical Jr.” The show featured over 60 student performers in grades five and six, who sang, danced and acted their hearts out. All students who audition are given an opportunity to shine and experience creating the magic of theatre. The students rehearsed for October through February to prepare for four shows, two in school and two at night. Both evening shows were sold out of tickets. In addition to students on stage, there were five select sixth graders who worked as stage managers and assistant stage managers, coordinating all scenery, props, costumes, and lights during the shows.

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The Highland Drum Team was established last year and was comprised of fifth and sixth grade students who were recommended by their general music teacher based on the following criteria: personal responsibility, outstanding musicianship, especially in the area of rhythm and instrumental performance, and independence. This year, 15 students participated on the team and worked independently to plan, rehearse, stage, and conduct their performances as well as compose all their own music. They created school-wide energy and helped to develop a positive attitude toward these community events, contributing to the overall positive school climate. The Drum Team also accompanied the choruses at both Dodd and Highland choral concerts and modeled exemplary personal and musical behavior.

During the 2012-2013 school year, Highland School piloted a mentoring program with the support of Webster Bank and the Connecticut Mentoring Partnership. Mrs. Nicole Usher, school counselor, attended a full day training provided by the Partnership on Designing and Building a Mentoring Program. In addition, Mrs. Usher, Mrs. Scully, and Mrs. Silano were able to receive additional support at Highland School to assist with the implementation of a program specific to Highland. The Webster Bank mentor met with her mentee each week for an hour. The time was spent playing games, reading books, and engaging in other activities to nurture a positive bond and healthy relationship. The match will continue next year with the goal of maintaining the relationship until the student graduates Highland School. This year, the program was able to create one mentor-mentee pair, with a plan to recruit more mentors through Webster Bank for the 2013-2014 school year.

At Highland they continue the Summer Reading Program to solve the problem of summer reading loss for the students who are performing in Band 1 and Band 2. Teachers will again send home summer book bags for students to fill up with “just-right books” that they could borrow from their classroom or school library. Each student also went home with a listing of additional titles for “just right” books and a letter to the parent/guardians that explained helpful reading strategies for reading at home with your child.

Highland's Literacy Volunteer Program continued involving the support from both the parents and the community. The program included one senior citizen from the Cheshire community and 14 parents of students from Highland School. The Literacy Volunteer Program provided additional reading practice for 32 students. Teachers in Grades 1, 2 and 4 sought the support of the Literacy Volunteers. In the first week of October, a total of 15 literacy volunteers completed a two-hour training session. Training included modeling and guided practice of sound pack drills, sight-word drills and rereading protocols. Explicit feedback was offered to allow volunteers the opportunity to perfect the protocols. Collectively, the volunteers spent 16 hours a week providing extra reading practice. As a result of this additional practice, the students demonstrated growth. Specifically, all students in 1st grade achieved the

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goal for the Letter Sound Fluency Assessment by the last week of October. Of the 23 1st grade students, supported by the Literacy Volunteer Program, 19 students were able to meet the R-CBM Spring goal; 55 words correct per minute. Two of the five 2nd grade students met the R-CBM goal; 95 words per minute. Also, three of the four 4th grade students met the R-CBM goal; 127 words correct per minute.

2012/2013 HIGHLIGHTS OF HIGHLAND SCHOOL

- Teaching and Learning focus, as follows: SRBI, Reading Instruction; collaborative learning groups; Responsive Classroom; and data analysis.
- Co-teaching Initiative (described above)
- Responsive Classroom: Morning Meetings, logical consequences, effective feedback
- Collaboration with the PTO (described above)
- Implementation of the Highland Safe School Climate Plan
- Student Council - In addition to participation on numerous community service projects, the student council developed bus safety rules and taught the Highland students those rules
- Participated in the Cheshire High School Cadet Program with five cadet teachers at Highland School.
- Student Community Meetings with Mrs. Scully, Mrs. Silano, and Mrs. Usher (school counselor). Held an all-school informative meeting that explained the definition of bullying and the consequences of mean-spirited behavior
- Town Meetings were held throughout the school year.
- Year-long focus on building collaborative relationships with the parents/guardians, for example: teachers send home/email Classroom Newsletters, teachers establish a web page and post information on PowerSchool; continue Highland Twitter account; participation at evening PTO meetings (each team signed up for a month), participation at PTO evening events
- Senior Center volunteers – this year there were two volunteers from the Cheshire Senior Center. The volunteers worked in the literacy volunteer program.
- PTO Sponsored/Highland-Sponsored Events: Parent Volunteer Program Connections, PTO Meetings are held monthly in the evenings, Book Fairs (fall and spring), Ice Cream Social, School Store (twice a month)
- Community Connections: Cheshire Grange Presentation of Dictionaries, SMART Music Demonstration w/Parents, First Instrumental Lesson

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w/Parents, Literacy Support Parent Meeting, Halloween Parade, CHS Marching Band & Jazz Ensemble, Student Community Meeting: Safe School Climate, High Touch-High Tech – Weather or Not, Dr. Dennis Waring – Sound Program, Visit to Mark Twain House & Museum, Student Town Meetings, Veteran’s Appreciation Breakfast, In-school Concerts, High Touch-High Tech – “What’s the Matter”, Evening Choral & String Orchestra Concerts, State Archeologist, Trips to Eli Whitney, Julie Collier-Birds of Prey, Mad Science – Mineral Mania Program, Town-wide Spelling Bee, PTO Career Day, Trip to Lyman Auditorium to see “Give a Mouse a Cookie”, Trip to Noah Webster House, Hartford Viking Quintet Performance, Nature’s Classroom Trip to Ivoryton, CT, Parent Music Visitation in Music Classes, CT Historical Society/State Capitol (O’Donnell/Otis), CT Audubon Society – Sound in a Jar Program, Incoming First Grade Parent Orientation, visiting authors, after-school chess club for 18 students

- PTO Sponsored Visiting Authors Steven Kellogg and Kate Klise
- Opportunities for Ethnic Diversity for Students and Staff including PTO Cultural Program – China Patterns; Continued collaboration with the sister school (Franklin Elementary School in Stratford), PTO In-School Educational Program –Mariachi Band, & Laser Light Show



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NORTON ELEMENTARY SCHOOL

Mary Karas, Principal
Kelly Grillo, Assistant Principal

NARRATIVE OVERVIEW

During the 2012-2013 school year, progress was made at Norton school on the work to increase student achievement, improve teacher implementation of interventions/effective instructional practice based upon analysis of student performance data, and providing a safe, school environment through increased Responsive Class (RC) practices.

Student progress was evident throughout teacher assessments, DRP results, reduced number of students requiring LST interventions, and progress reviews at grade level meetings. Through continued focus at grade level and SRBI meetings, teachers were accountable for and required to provide evidence and on going data to support their focused interventions. The Principal worked closely with the RAM to provide teachers with needed professional development or coaching to assist with effective instructional practices and interventions.

Progress in Responsive Classroom practice, which led to a more supportive school environment, was accomplished through the work with Andy Dousis as well as additional teacher training sessions for RC. Teacher teams, specialists, and special education teachers all participated in PD sessions with Andy which included observation of and reflection on teacher practice. Given the four days available to work with Andy, he was able to follow up on teacher progress as well as observe a Norton Town Meeting and provide feedback. In addition, review of office referrals from the 2011-2012 school year and the 2012-2013 school year, indicates a reduction in referrals and many fewer referrals for the former repeat offenders. The practice of teachers intervening sooner to address behaviors as well as the implementation of RC practices has had a positive effect on the student behaviors. The Safe School Climate survey results that 82% of students in grades 1-3 and 84% of students in grade 4-6 feel that the adults in the school care about them. The areas of need indicated in the survey, the bus, bathrooms, and recess were all discussed and ideas planned for implementation next year.

Students were active members of the community through a more involved student council, community services projects in grade 6, safety patrol responsibilities, school presentations and the school play, "Flat Stanley". The school year ended with an active Field Day supported by all staff and family volunteers. PTA contributed \$18,000 towards school wish list including increased technology through purchase of

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chrome books indicating continued community support and parent involvement for Norton.

2012/2013 HIGHLIGHTS OF NORTON SCHOOL

- Increased student achievement as demonstrated by the number of students moving Band levels in reading as evidence in eDRP scores and reading levels especially in grade 1.
- Successful work with the RAM and teachers to assess, plan, and implement effective instruction interventions and teaching strategies. Meetings and professional development sessions held to provide teachers with professional development in reading and math which led to successful interventions for students as evident in improved student achievement and reduction in number of students requiring intervention support.
- Students in grades 4-6 survey results indicate (most of the time or sometimes) 99.9% feel happy; 99% feel interested and 98.6% feel safe at Norton.
- Work with Andy Dousis on Responsive Classroom practices and effective
- Teaching strategies. This increased teacher implementation of RC practices and increased amount of positive teacher feedback regarding the impact of RC practices for students in classroom.
- Successful implementation of Investigations Math program.
- Work with the Safe School Climate Committee to review survey results and plan for next year based upon these results.
- Increased use of Norton School Twitter account to improve community communication. Parent feedback was positive.
- Sixth grade involvement in community service projects.
- Veteran's Day breakfast and school program.
- Second year of Invention Convention at Norton School.



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DODD MIDDLE SCHOOL

Michael Woods, Principal
Alberta Landino, Assistant Principal

NARRATIVE OVERVIEW

The 2012-13 school was a year of success and transition. The year opened with a familiar face in Don Wailonis as the Interim Principal to replace Jeff Solan who went to Cheshire High School. The transition was seamless as Mr. Wailonis led the school since 1991. Transitions were also being made in technology and curriculum with the adoption of a “Bring Your Own Device” program as well as the Common Core State Standards curricula for Math and English/Language Arts.

The second half of the year brought a new Principal, Michael Woods, to Dodd. Mr. Woods transitioned with the assistance of Mr. Wailonis, Ms. Landino, Mr. Solan, and the Dodd and Central Office Staff. The second half of the year Mr. Woods maintained the positive direction of the school and the initiatives that were adopted in technology and curriculum. The Faculty and Staff at Dodd were overwhelmingly welcome to Mr. Woods

2012/2013 HIGHLIGHTS OF DODD MIDDLE SCHOOL

- Dodd implemented a BYOD policy for students and teachers to utilize devices to expand instructional strategies and higher order thinking skills.
- The Dodd Performance Standards were operationalized and assessed by all teachers through PowerSchool. Parent received a report that informed them of the level their child had attained in the five domains of the performance standards.
- Dodd Teachers worked hard to incorporate the Common Core State Standards into existing curricula and creating new curricula to align to the federal initiative.
- School Counseling Services and students created a Dodd Orientation video for sixth grade students to inform them of the environment. The video was student directed, edited, and produced with the oversight of Bonnie Winer and School Counseling Services.
- Core Academic Teams participated in several community services projects that ranged from food pantry donations, monetary donations to the United Way, Toys for Tots, Humane Society, to creating care packages for troops overseas.

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- The Dodd Kindness Counts Committee formed as a continuation of the Rachel's Challenge committee to promote kindness and kind acts throughout Dodd and the Cheshire Community. Greeting cards, quotes of the month, and student led meetings were the highlights of the committee as students and adults followed a well-designed Mission Statement.
- Dodd hosted speaker and law enforcement consultant, Scott Driscoll, for an internet safety program for students and parents. The program was by some accords the best exposure to the dangers of the internet that Dodd student have ever seen.
- Career Day 2012 was a great success as presenters from the community exposed students to different industries and potential job fields.
- The seventh grade Math-a-thon raised a remarkable amount of money this year for St. Jude's Children's Hospital.
- Dodd Middle School hosted its second Invention Convention. Teams from around the state competed in an invention design forum that was sponsored by the Petit Family Foundation.
- In January 2013, eight students from Dodd participated in a leadership and sensitivity training at Wesleyan University. Students brought the experience back to Dodd and implemented strategies through the Kindness Counts Committee.
- Our Visual and Performing Arts team performed flawless concerts with Band, Orchestra, and Choral performance that highlighted the learning of Dodd students. The Dodd Performance of Alice in Wonderland was a huge success.
- 41 students participated in a leadership seminar at Cheshire High School hosted by Dan Lee and his leadership group. The students participated in activities to promote and grow leadership skills.



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CHESHIRE HIGH SCHOOL

Jeffrey Solan, Principal

Maureen Reed, Assistant Principal

Richard Sansoucy, Assistant Principal

Laurie Vicario, Assistant Principal

NARRATIVE OVERVIEW

Cheshire High School spent the 2012-13 school year positioning itself to be prepared for success with the new state teacher evaluation system and Common Core State Standards implementation in the coming school year. In doing so, they focused on developing the capacity to meet the needs of diverse learners and educating teachers about the expectations inherent in the Common Core. These objectives were met by coaching teachers through a variety of educational strategies from reading and discussion to departmental presentations in faculty meetings.

The faculty was trained in the ATLAS online curricular platform this past year. This platform will allow for better collaboration on curriculum planning and implementation. Ultimately, teachers will use this resource to collectively assess the effectiveness of their instruction. This technology integration was reflective of a more generic transformation in the approach to education this year. Many teachers integrated technology to support diverse learners for the first time. The flipped classroom was perhaps the highlight of these strategies as was presented to the Board of Education this past May.

2012/2013 HIGHLIGHTS OF CHESHIRE HIGH SCHOOL

- CHS updated the crisis response and preparation strategies further mitigating the probability of injury or loss. The implementation of a greeter desk for visitors was perhaps the most significant change toward that end.
- Cheshire High School improved their communication to parents and students, employing regular correspondence through Naviance, email, and PowerSchool. Administration worked collaboratively with video production classes to film informative briefings which were shared with parents. They also installed three big screen televisions through a gift from the class of 2012 which scroll important announcements including student produced newscasts during lunch sessions.
- Cheshire High School math teachers successfully integrated the flipped classroom into a full year Algebra II course. This application ultimately

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yielded higher academic performance, more efficient pacing of curriculum, and strong student engagement.

- Cheshire High School completed the New England Association of Schools and Colleges five year assessment this past March. A multidisciplinary team worked throughout the year to reflect on the feedback provided in the last evaluation and assess the integration on their recommendations. (NEASC responses have not been received to date)
- The Instructional Leadership Team explored data indicating that Cheshire High School was below the standard in students engaging in Advance Placement and Early College Experience courses. In spite of the students' high performance in those courses, some adjustments were made to provide more students the opportunity to avail themselves of those courses.
- Cheshire High School Peer Leaders ran multiple leadership conferences for other students including Dodd 8th graders and high school students from the New Britain area. Both presentations focused on student driven leadership and coping with peer pressure.

