

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

- Each school has a full-time paraprofessional that supports students who are identified as *English Language Learners* (ELL). The paraprofessional is fluent in Spanish and English and is responsible for maintaining effective and consistent communication between schools and our Spanish-speaking families.
- Families who have needed additional support to our traditional school program have benefited from our Family Resource Center. This program offers individualized assistance to many of our socio-economically disadvantaged families.
- Teachers have organized a *Celebration of Learning Night* at the end of the year, to share with families the accomplishments and efforts of their children. Various cultures were celebrated as families viewed work in their children's classrooms.
- To better meet the needs of an increasing number of Spanish-speaking children, we have purchased more fiction and nonfiction multicultural literature and integrated it into our language arts program through guided reading, read aloud and reader's workshop.
- Pearson Middle School continued participating in the Project Poetry Live. In this program, students from rural communities are brought together to work with students from Waterbury in both language arts and the performing arts. The program has provided opportunities for students to write poetry, create visual works of arts from their poetry, create sets, play and compose music and dance. Seventh grade students work professional poets and dancers in residence. The artist and poets participating in the Project Poetry Live come from very diverse backgrounds and have an extensive range of talents. The exciting initiative culminated into a final dance performance that was choreographed to an original score based on the poetry that the students had written.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Improvements in Student Performance and Achievement:

Trends

- Writing scores at the elementary and middle schools have shown a trend toward improvement on the Connecticut Mastery Tests. Writing scores on the CMT met or exceeded state averages and were comparable to ERG averages.
- Our Alternate High School CAPT scores met the proficiency standard for both academic and participation standards.
- Voluntary programs to increase independent reading outside school were instituted this year with positive results in both elementary and middle school schools.

Activities to Promote Continuous Improvement:

- A revised comprehensive language arts curriculum aligned with state and national standards was fully implemented this year. Consultants from Prentice Hall were brought in for professional development targeting the new curriculum.
- A revised Pre-K mathematics curriculum that was aligned with state and national standards was fully implemented this year. Consultants from Math Trailblazers were brought in for professional development targeting the new mathematics curriculum.
- Instructional strategy reinforcement was provided to teachers in Language Arts with district workshops in reading comprehension and assessment. All classroom teachers K-8 and in the Alternate High School were provided with a comprehensive manual to support the implementation of the Language Arts Curriculum.
- The entire Pearson Middle School faculty attended the New England League of Middle Schools Conference in Providence Rhode Island on March 25, 2006. This was a substantial Professional Development experience to enhance student achievement in the school.

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Intense budget challenges during the fiscal year were addressed equitably across district schools through a careful review of existing resources and a commitment to funding essential programs. All decisions were made in a collaborative manner working with the District's administrative staff. The emphasis was to maintain programs, resources and staff.